



# “The Relationship Between Social Distancing And Emotional Intelligence Of University Students During Covid 19”

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## Abstract:

**Purpose:** Research in the field of Emotional Intelligence have gained momentum over the years. Therefore understanding Emotional Intelligence will be viewed as increasingly important.

India has been regarded as the youngest country in the world by the UN as it has the world's largest youth population where more than 365 billion people are between the age group 10 and 24 years. This clearly indicates that the fate of the country lies in the hands of its Youth.

Emotional Intelligence is one of the most neglected components in the Indian Society due to the complexity in its computation. Emotional Intelligence shapes an individual's personality, measured by big 5 personality traits of an individual (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) and controls the behavior of the person which has a strong relationship with the social skills. Social Distancing is a term that is gaining maximum recognition in India and the world due to the Covid 19 Outbreak. This article aims at examining the relationship between Emotional Intelligence and Social distancing of University Students during Covid 19 outbreak.

**Keywords:** Emotional Intelligence, Personality, Social Distancing, Covid 19 and University students.

## Introduction

“A man would have been labeled as an animal, if he was not Emotionally Intelligent”. Daniel Goleman revolutionized the world of Human Resources when he brought Emotional intelligence to limelight in the early 90's through his book “Emotional Intelligence: Why it can matter more the IQ”. He argued that Emotional intelligence (EI) is much more important than Intelligence quotient (IQ) as EI influences the behavior of a person much more than IQ (Goleman2004). The behavior of a person is a result of his personality; therefore personality can directly be related to Emotional Intelligence (Alexander B. Siegling, Adrian Furnham, and K. V. Petrides, 2014). Joyce G Walsh-Portillo (2011) argues that Emotional intelligence has a direct relationship with the academic performance of college students. These arguments indicate a possible relationship between the Emotional Intelligence, Personality and Academic performance of college students.

## Emotional Intelligence

Daniel Goleman's Definition: “Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships.”(Goleman 2004)Salovey and Mayer's Definition: "Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."(Salovey and Mayer 2007)Salovey, Brackett and Mayer (2007) state that “emotional intelligence (EI) refers to the processes involved in the recognition, use, understanding and management of one's own and other emotional states to solve emotion-laden problems and to regulate behavior (Salovey, Brackett and Mayer 2007)

Emotional Intelligence (EQ or EI) is a term created by two researchers – Peter Salavoy and John Mayer – and popularized by Dan Goleman in his 1996 book of the same name. Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others.

There are 5 components of Emotional Intelligence (Goleman 2004), which has been discussed below.

- Self-awareness: It is all about understanding one's own self. This involves a lot of Self analysis and understanding themselves and knowing how one's own reaction at different situations.
- Self-Regulation: This involves controlling the behavior of one's own self. It also focuses on how a person should keep a tab on his or her emotions in public.
- Motivation: Motivation is the driving force that makes a person behave in a certain manner.
- Empathy: The ability to understand the emotions and feeling of others.
- Social Skills: The ability to socialize and interact with others in the society.

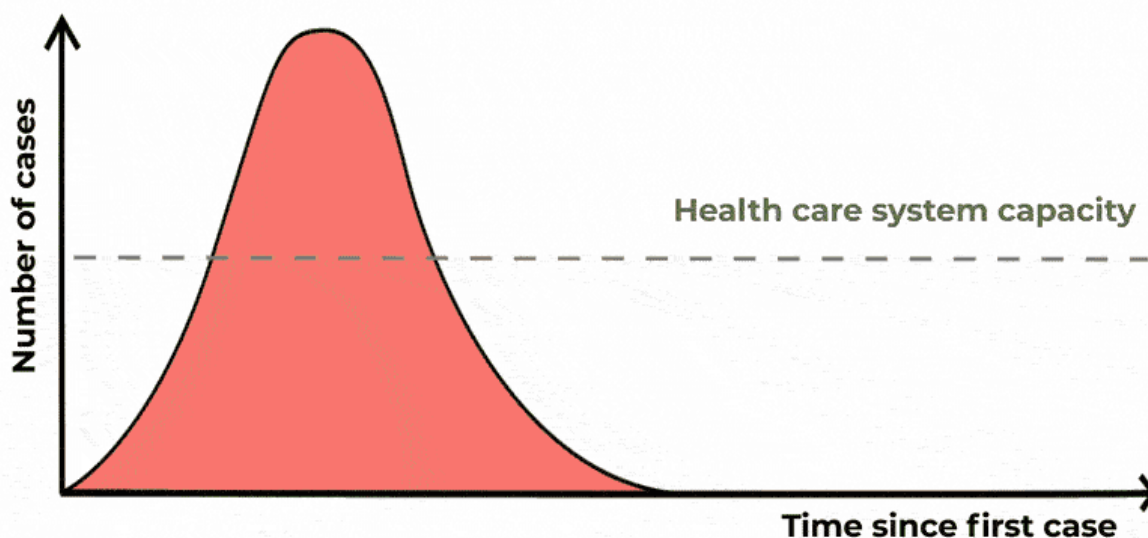
## What is Social Distancing?

Social Distancing is an instrument advocated by the officials and authorities of public health to sluggish the spread of an ailment that passes from individual to individual. Basically, it implies that individuals remain far-off from one another so that the coronavirus – or spreading of any such viruses can be prevented .

The Centers for Disease Control and Prevention defines Social Distancing as avoiding mass get-togethers and maintain a distance of 6 feet or 2 meters away from others. Furthermore, it implies not contacting others including handshakes and physical touch as these are the most probable way an individual might get infected with the virus.

Social removing can never forestall 100% of transmissions, yet by observing these straightforward standards, people can assume a basic job in easing back the spread of the coronavirus. On the off chance that the number of cases isn't kept underneath what the human services framework can deal with at any one time – called flattening the curve – medical clinics and health organization could become overwhelmed resulting in redundant death and distress.

## Flatten the curve



Flattening the curve is another method of easing back the spread.

There is couple of different terms other than social distancing namely “Self-quarantine” and “mandatory quarantine”.

“Self-quarantine” implies keeping yourself away from others in light of the fact that there is a sensible chance that one would get exposed to someone with the virus. A “mandatory quarantine” takes place when government restricts the individual to stay away from public for a stipulated period of time. Authorities have enforced mandatory quarantine in several countries as a precautionary step towards the control of virus.

### **How social distancing destroys the rapid spread of virus?**

If done accurately on a large scale, social distancing eases back or breaks the chain of transmission from individual to individual. An infected individual comes into contact with – and conceivably spreads the infection to – before they even understand they have the coronavirus, because the virus can be easily spread in five days before the person comes to terms with any symptoms. Thus it helps in restricting the contact of people and becomes extremely imperative to pay attention and take quarantine seriously.

As per the research, self-quarantine for 14 days is necessary to cover the time period during which an individual could sensibly show the symptoms of COVID-19. On the off chance that following fourteen days they despite don't have any such indications, it's sensible to end the isolation. Void arenas, dropped gatherings and left city lanes are a sign of the continuation of social distancing.

### **Why is social distancing so critical?**

In the current scenario, it is the only tool that can fight back the spread of the virus as there are no drugs to destroy the virus till date. The only successful strategy is ensuring good medical care accessible by an individual to recover from the virus and make them less contagious, being the best approach to slow or prevent the spread of the infection that might result in decline of cases.

People belonging to old age group are the most vulnerable to such viruses and certainly, such individuals ought to do everything they can to secure themselves, persistently practicing social distancing and fundamentally changing their public life until this pandemic blows over. And the ones who are not frail need to do everything they can to ensure the individuals who are, by assisting with limiting their exposure to COVID-19 and thus, it is crucial for each and every one to practice social distancing so as to forestall a tsunami of cases.

Over-burdening the health care and medical system could be reduced, if social distancing is taken seriously by the public as a whole.

### **Literature review**

Bance, Ray 2016 carried out a study in International Journal of Psychological Studies in Phillipines with 203 university students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.31 which showed that there is a positive correlation between Emotional Intelligence and Academic performance.

Nimmi Maria 2014 carried out a study in International Journal of Scientific Research in Kerala with 300 secondary school students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.58 showed that there is a positive correlation between Emotional Intelligence and Academic performance.

ArunaKolachina ,2014 carried out a study in International Journal of Social Sciences in Dubai with 410 secondary school students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value showed that there is a positive correlation between Emotional Intelligence and Academic performance.

HooChoo,Hassan 2013 carried out a study in CM Medical Education Journal in Malaysia with 163 medical students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.42 showed that there is a positive correlation between Emotional Intelligence and Academic performance.

Poonam Mishra 2013 carried out a study in International Journal of Education Research and Technology in Jaipur with 1000 students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.1382 showed that there is a positive correlation between Emotional Intelligence and Academic performance

Bhaudoria , 2013 carried out a study in Research Journal of Educational Sciences in Allahabad with 156 students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value showed that there is a positive correlation between Emotional Intelligence and Academic performance.

Chamundeshwri , 2013 carried out a study in Research Journal of Educational Sciences in India with 321 secondary school students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.25 showed that there is a positive correlation between Emotional Intelligence and Academic performance.

NorhalslindaHassan,Norhafizah Abd Halil, 2013 carried out a study in International Journal of Academic Research in Economics and Management Sciences with 1214 students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.078 which showed that there is no correlation between Emotional Intelligence and Academic performance.

Arul lawrence 2012 carried out a study in IJPSS in Kanyakumari with 400 secondary school students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.165 which showed that there is a positive correlation between Emotional Intelligence and Academic performance.

Nwandike, Azuka 2012 carried out a study in Journal of Emerging Trends in Educational Research in Nigeria with 240 secondary school students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value showed that there is a positive correlation between Emotional Intelligence and Academic performance.

MahmoreAzifar, 2012 carried out a study in European Journal of Social Sciences in Iran with 50 university students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value showed that there is no correlation between Emotional Intelligence and Academic performance.

Shipey,2010 carried out a study in Research In higher Education journal in South Eastern University with 193 university students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.75 which showed that there is a strong positive correlation between Emotional Intelligence and Academic performance.

Paloma,Martil, 2006 carried out a study in Psiothema in Spain with 77 secondary students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.366 showed that there is a positive correlation between Emotional Intelligence and Academic performance.

### **Conclusion Drawn From Literature**

Emotional intelligence has a direct impact on the Academic performance of students.

The studies conducted so far clearly state that Emotional Intelligence has a direct impact with Academics .The extent to which it impacts varies from situation to situation and all other factors involved. The studies also show that Emotional intelligence and Academic performance are directionally proportional. An increase in the Emotional intelligence will lead to better academic performance and vice versa



## Research Gap

There is hardly any information between Emotional Intelligence and Academic Performance of university students in India.

This research aims at filling this gap by understanding how Emotional Intelligence impacts Academic Performance in Net generation students.

## Research Methodology

### Objectives of the study:

To identify the levels of Emotional Intelligence of Net Generation students.

### Variables under investigation:

- **Dependant Variable:** Academic performance –Undergraduate Marks in Percentage
- **Independent Variables:** Emotional Intelligence

### Hypothesis

- $H_0$ =There is no significant relationship between Emotional Intelligence and Academic performance of the net generation.
- $H_1$ =There is a significant relationship between Emotional Intelligence and Academic performance of the Net generation

### Sample Design

There are 10 Universities in Bangalore, which is a combination of Central/State and Private Universities offering Bachelors of Business Administration and Bachelors of Commerce. For the purpose of this study 3 Universities have been considered , which is Bangalore University(State University), Christ University (Private University) and Jain University (Private University).5 different colleges under these universities have been considered .

1. CMR college
2. Mount Carmel College
3. St Anne's College
4. Christ Institute of Management
5. Centre for Management Studies

252 students sample was drawn from the above mentioned colleges as they seemed to be a perfect blend of both state and private university .The questionnaire was administered for these students.

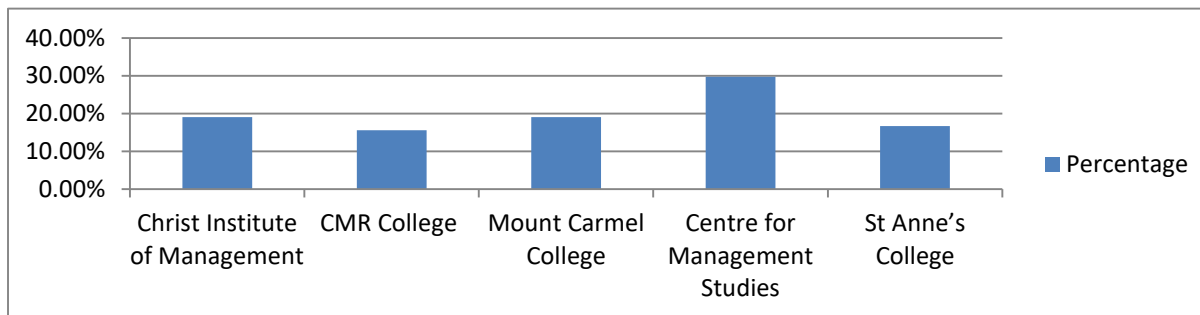
### Inclusion Criteria

Undergraduate- Management and Commerce students of 5 different colleges.

### Sample Profile

Table 1.1 Indicating the College of the respondents in percentage

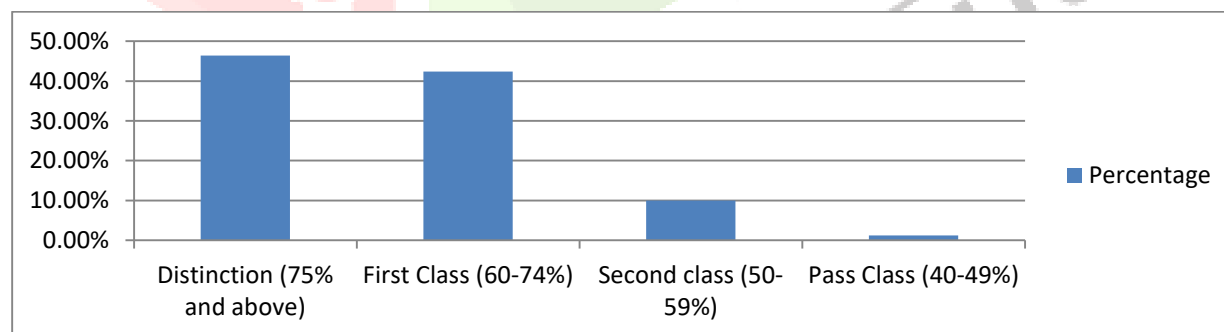
College	Frequency	Percentage
Christ Institute of Management	48	19.04%
CMR College	39	15.57%
Mount Carmel College	48	19.04%
Centre for Management Studies	75	29.76%
St Anne's College	42	16.66%
Total	252	100%

**Figure 1.1 :Bar Graph indicating percentage of respondents based on the college**

The table and chart show that there are 29.6% of students from CMS, 19.04% of students from Mount Carmel College and Christ institute of Management, 16.66% of students from St Anne's college and 15.57% of students from CMR college have answered the Emotional Intelligence questionnaire.

**Table 1.2 Indicating the Academic Performance of the respondents in percentage**

Academic Performance	Frequency	Percentage
Distinction (75% and above)	117	46.4%
First Class (60-74%)	106	42.4%
Second class (50-59%)	26	10.01%
Pass Class (40-49%)	3	1.19%
Total	252	100%

**Figure 1.2 Bar Graph indicating percentage of respondents based on the Academic Performance.**

The table and chart show that 46.40% of students who have scored distinction, 42.40% of students have scored first class, 10.01% of students have scored first class and 1.19% of students have scored second class have answered the Emotional Intelligence questionnaire.

### Sampling Technique

Convenient sampling was used to administer the questionnaire for the sample.

## Tool Adapted For Data Collection

The tool used for this study is “Warrier’s EI Questionnaire”. It consists of 14 demographic questions and 80 Emotional Intelligence Quotient Questions with 16 sub categories such as Self awareness ,Self esteem /confidence, Self motivation, Self management, Optimism , Resilience, Tolerance to ambiguity/ Intuition, Empathy, Stress coping skills, Relationship skills, Influencing others, Nurturing others, Networking skills, Values, Believes and Attitude, Assertiveness and Conflict management skills.

The tool was developed to measure the Emotional intelligence of an individual.

The tools has been standardized and the cronbach’s alpha for the tool was reported at .89.The face validity for the tool has also been conducted on 20 counselors and M.Sc Psychology students.

## Scoring Procedure

The EI Questionnaire –Warriers’s EI tool consists of 2 sections.

- Section 1 consists of the demographic questions posted to the respondent. The response is recorded and analyzed as it is.
- Section 2 consists of 80 EI questions across 16 categories.The scoring was on a five point scale from 1 to 5, Strongly Disagree(1), Disagree(2),Neutral(3),Agree(4) and Strongly Agree(5) .

The sum of the individual EI score of each respondent has been divided by the total number of EI questions, which gives the Net EI SCORE.

This Net EI score is considered for all other correlations with other variables.

**Table 1.3 Indicating Norms for Measuring Emotional Intelligence**

Score on 100	Interpretation
Above 90	Superior Emotional Intelligence
61-89	Good Emotional Intelligence
41-60	Average Emotional Intelligence
Below 40	Poor Emotional Intelligence

## Data Analysis

**Table 1.4 Indicating Pearson’s correlation coefficients between Emotional Intelligence and Academic performance**

Emotional Intelligence Factors	UG Performance Correlation
Values, Attitudes and Beliefs	.802**
Self Awareness	.738**
Tolerance to Ambiguity	.644**
Networking Skills	.597**
Self Esteem	.566**
Assertiveness	.529**
Empathy	.522**
Stress Copying Skills	.519**
Self Motivation	.497**

Relationship Skills	.486**
Nurturing Others	.431**
Influencing Others	.417**
Optimism	.404**
Resilience	.358**
Self Management	.338**
Conflict Management Skills	.308**
<b>TOTAL CORRELATION</b>	<b>.510**</b>

\*\* . Correlation is significant at the 0.01 level (2-tailed).

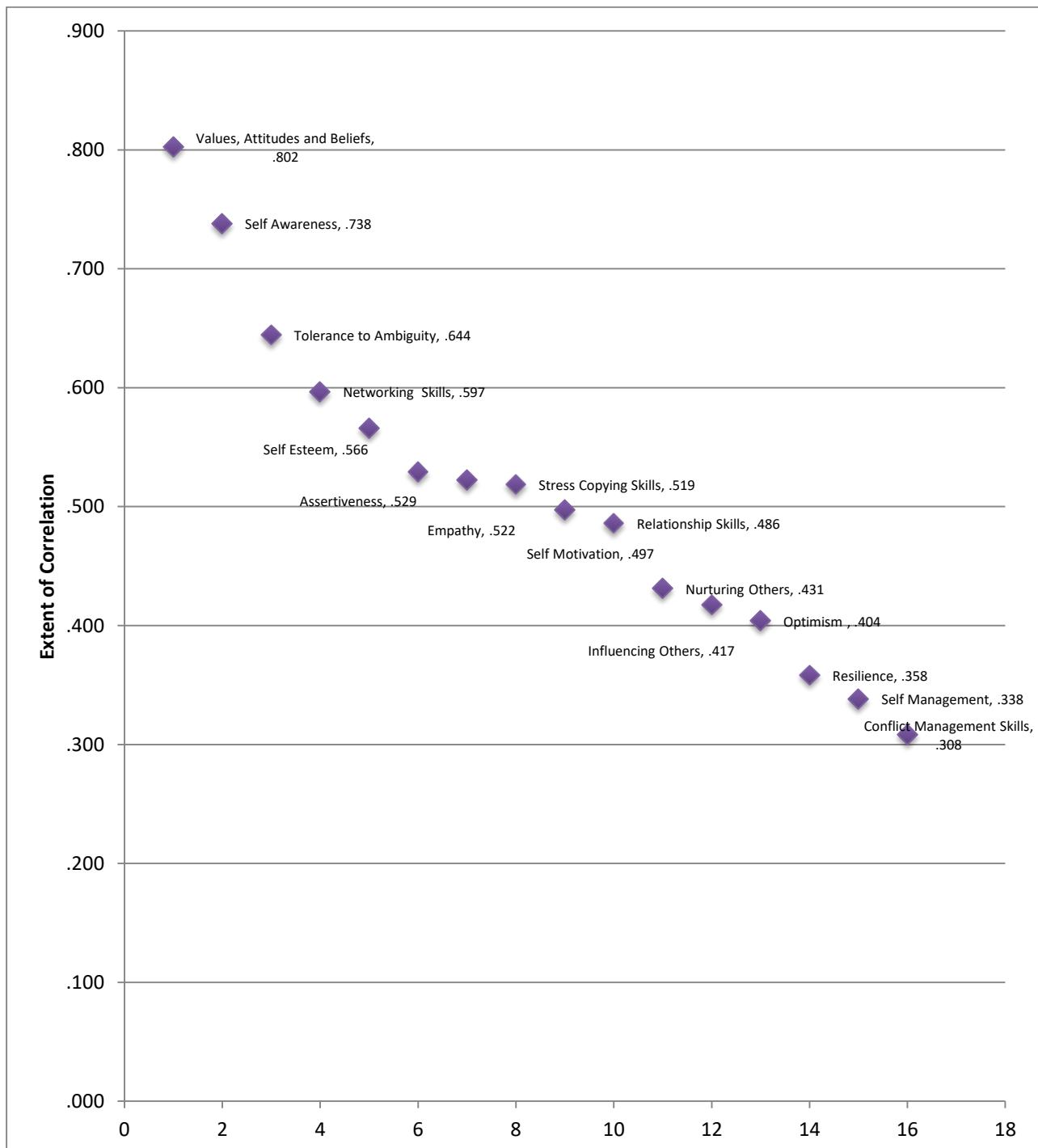


Figure 1.3 showing how the Emotional Intelligence factors are correlated to Academic performance.



A Pearson product-moment correlation coefficient is computed to assess the relationship between values, Attitudes and beliefs, Self Awareness, Tolerance to ambiguity, Networking skills, Self Esteem, Assertiveness, Empathy, Stress coping skills, Self motivation, Relationship Skills, Nurturing others, Influencing others, Optimism, Resilience, Self Management, Conflict management skills with UG Performance of students. There is positive moderate significant correlation between all the variables. The strongest relationship is between Values, attitudes and beliefs and Academic performance (.802) and the weakest significant relationship is between conflict Management skills and Academic performance (.308). The overall strength of the relationship between Emotional intelligence and Academic performance were moderate (.510), though all relationships were significant at the .01 level.

**The null hypothesis is rejected and the alternate hypothesis is supported: There is a significant relationship between Emotional Intelligence and Academic Performance**

### Findings Of The Study

1. It has been found that Values, Attitudes and beliefs and nurturing others contribute to emotional intelligence the most, while Relationship skills and Resilience contribute the least.
2. The correlation table between emotional intelligence and academic performance indicated that there was a positive correlation between emotional intelligence and academic performance of students. Furthermore the correlation between Emotional Intelligence factors indicated that was a significant positive correlation between emotional intelligent factors like Values, attitudes and beliefs', Self awareness and tolerance to ambiguity and academic performance. However there was found to be weak correlation between Emotional intelligent factors like Resilience, Self management and conflict management skills and academic performance.

### Implications Of The Study

- Educational Institutions should take the initiative of spreading awareness about emotional intelligence to all the stakeholders- Teachers, Students, Parents, Management. This can be done through seminars and videos. This will help individuals to be completely aware of their emotional intelligence.
- Emotional intelligence scores to be estimated every year either at an institutional level or individual level. These scores determine the emotional intelligence of an individual. This will help an individual to ascertain his/.her strengths and weakness and possibly improve his/her emotional intelligence
- Emotional Intelligence Training and Coaching centre's to be opened. These centers will basically help an individual improve his /her emotional intelligence. The individual can be trained on ways that he can improve his emotional intelligence. The centre can also identify specific factors that the individual lacks in and can provide training to improve that factor for the individual.
- Emotional intelligence can be developed and it can be inculcated into individuals. Individuals need to be aware of their behavior, monitor and regulate it to avoid any unpleasant incident occurring because of their inability to control their emotions.
- Counseling centre's to be established that counsel individual based on their Emotional intelligence. The counseling should be closely based on the emotional intelligence score. The centre should be able to counsel their clients both at a personal and professional level keeping their EI score in mind.

## Conclusion

Emotional Intelligence is an issue that has attracted the interest of researchers, educationists and the leaders of the education world. Managing one's emotion has become a major challenge in today's day and age. This study confirms that emotional intelligence plays a significant role in the academic performance of students. It also proves that Academic performance and Emotional intelligence are directly proportional to each other. Therefore it becomes necessary for institutions to spread awareness about emotional intelligence. Individuals also need to work on improving their emotional intelligence as that will improve their academic performance and more importantly improve their quality of lives.

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