



Emotional Intelligence as a Conjecturer of Academic Success. Examining the Discrepancy to University.

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Abstract

The present study is obliging to ripen a new curriculum keeping in view the importance of adolescence period and emotional intelligence. The study will also be ready to lend a hand for the teachers and parents to director properly their areas and channelize the energy to make students physically, mentally and emotionally healthy. Emotional intelligence and is one of the most sought-after interpersonal skills in the workplace. Most of education and corporate head value emotional intelligence more than technical skills when evaluating candidates. In this Analytical paper researcher tried to find out the bearing of emotional intelligences on University students with their gender, region and family income factor. Research consider character as a moderator variable relating emotional intelligence and University prestige. The analysis result shows that accept monthly income of family there is no difference between in the context of region and gender at emotional intelligences. The female students were having more judgement level than male students. that, they can adjust themselves in new circumstances and take the right decision for the bright future and progress in the life.

JEL: I24, R11, J30, G51, I12.

Introduction:

Emotional intelligence (EI) is the capacity to identify, exploit, and manage emotions and emotional information. Emotional intelligence plays a significant role in the contemporary environment, particularly in terms of its impact on the modern workforce. “To be successful, organisations must invest in its employees by helping them develop their emotional intelligence skills so that they can work effectively within the organisation. (Wall, Bob, 2008).

Intelligence always connected with only intellect and cognition. It was believed that there was only one “intelligence” called g for general intelligence. A person was born with a certain intelligence which could be assessed by using short answer tests (IQ tests). Psychologists also believed that this intelligence was difficult to change. But, can intelligence be only reasoning and cognitive abilities? For this contest we plaid the outlook of Gardner (1998) makes compelling point when he questions – were the IQ tests in this world to disappear, will it be impossible to identify a person as intelligent or otherwise? Such questions have led us to a new world of understanding which has agreed that apart from the intellectual prowess, there are other inherent abilities in an individual which should also be taken into consideration before assessing his/her intelligence.

This paper traces the evolution of emotional intelligence of high school and University students. It discusses the how its impact success of the university students and how it culminated in the theory of emotional intelligence.

Review of literature

Emotional intelligences is now emerging a strong research area because it helps individuals to achieve the life quality to make them successful. The studies focused on measurement of emotional level have been increasing day by day. Literature reveals that the researches are mainly focused on students oriented towards impact of emotional intelligence on success. These studies revealed that emotional intelligence is required to explain success.

Salovey and Mayer (1990) began their research on social intelligence and determined that their research on emotional intelligence substantially drew on the concept of "social intelligence" provided by the earlier researchers. They argued that both conceptions were similar in origin and founded on comparable human behaviour principles.

According to Sharma (2012) there is hardly any serious research on EI in Indian perspective but anyone who is aware of the ancient Indian literature can find EI embedded in every text. The Indian perspective of EI is deeply rooted in the rich, traditional, religious, philosophical context focusing on the role of family and society in shaping one's emotions, which have to be harnessed for a harmonious life.

Gayathri and Meenakshi (2012) the EI focuses on a man's success from the materialistic point of view – an emotionally intelligent person becomes a successful manager, becomes adept in handling relationships etc. –

whereas, the Indian texts have a more holistic view. They consider mind to be a powerful instrument which has the capacity to lead a person to eternal happiness or to interminable suffering.

Rahman, Ferdousy, and Karan (2013) intended to investigate the relationship between the components of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) and job performance as perceived by the participants. Data for this study were collected from 201 MBA students working in different organizations (such as, manufacturing, merchandising, financial services, education, healthcare, service industry, and others) and enrolled at four private universities in Chittagong, a port city of Bangladesh. They were asked to rate their supervisor's Emotional I and job performance. The results supported a positive relationship between all five components of EI and job performance of supervisors as perceived by their subordinates.

Objectives of the Study

1. To explore the emotional Intelligence in competitive University era.
2. To assess the gender difference the emotional intelligence of university students.
3. To find out the difference between the emotional intelligence of Urban and rural of University students and their family monthly income.

From the above objectives following Hypotheses formulated for the study

H01: There is no significant difference between male and female University students on their emotional intelligence.

H02: There is no significant difference between Urban and Rural University students on their emotional intelligence.

H03: There is no significant difference between Monthly Family income University students on their emotional intelligence.

Research Design

The study was conducted on 300 adolescents studying in Tumkur City, Karnataka State. 1st and 2nd-year students were taken as a sample. Their ages range from 19 to 22 years. Purposive sampling technique was used to collect the data.

The test instruments were administered to university at his/her study place. The data collected by conducting survey has been processed and analysed by the researcher with the help of SPSS 22.0 software package. Statistical techniques as Descriptive Analysis (Mean, Standard deviation), Differential Analysis (t - Values) were used.

Research Analysis:

The check the questionnaire internal consistency of the scale was measured in order to determine the reliability of the scale used in the research. The reliability coefficient of the scale used in this research was 0.833. A reliability coefficient greater than 0.70 confirms that the scale used in the study is reliable (Ha ir et al., 2006).

Table 1: KMO and Bartlett's Test for emotional intelligences for University students

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.818
Bartlett's Test of Sphericity	Approx. Chi-Square	216.747
	df	18
	Sig.	.000

Source: By researcher through primary data.

As represented in Table 4.5.1, KMO value was found to be 0.828 and Bartlett's Test of Sphericity was found to be 516.837, and was found to be significant ($p < 0.05$) with 18 degrees of freedom. Therefore, the suitability of responses obtained from the questionnaire and the validity of performing factor analysis on the data is evident (Kaiser, 1974; Cerny and Kaiser, 1977). The reliability of this inventory was established through the split-half method with a coefficient of 0.89. The validity of this inventory was established by two different approaches factorial or criterion-related approaches.

Table 2: 'T' value in the Mean Score on the level of Emotional Intelligence of Male and Female University Students.

Gender	N	Mean	S.D	S.E.D	"t" Value	Significance at 0.05 Level
Male	117	59.8479	8.22311	.47174	-0.545	Not Significant
Female	183	61.3261	8.02810			

Source: By researcher through primary data.

From the above table, the "t" value is calculated as -0.545, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference between male and female University students on their emotional intelligence. Therefore, the null hypothesis is accepted. It is inferred that the female students are better than the male students on their emotional intelligence.

Table 3: 'T' value in the Mean Score on the level of Emotional Intelligence of Urban and Rural University Students

Region	N	Mean	S.D	S.E.D	"t" Value	Significance at 0.05 Level
Urban	137	52.3449	6.31311	.6247	1.445	Not Significant
rural	162	51.2161	7.13810			

Source: By researcher through primary data.

From the above table, the "t" value is calculated as 1.445, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference Urban and Rural University students on their emotional intelligence. Therefore, the null hypothesis is accepted.

Table 4: 'T' value in the Mean Score on the level of Emotional Intelligence of monthly family Income of University Students

Region	N	Mean	S.D	S.E.D	"t" Value	Significance at 0.05 Level
Below 25000	131	58.2335	7.1121	.59801	3.584	Significant
Above 25000	168	58.3161	7.1423			

Source: By researcher through primary data.

From the above table, the 't' value is calculated as 3.584, which is higher than the table value of 1.96 at the 0.05 level. Hence there is significant difference of monthly income on their emotional intelligence. Therefore, the null hypothesis is rejected.

Findings and Conclusion:

Emotional intelligence will bring in better adaptability, empathy towards students, leadership qualities, group rapport, participative management, decision making, and understanding among classmates. From the analysis researcher found that there is no significant difference in university students (Gender and Region), except of different monthly income on their family income

The research revealed that most of the respondents are only average in their emotional competencies, therefore it is suggested that regular programmes at university level should be held by the training and development of students in order to improve the level of emotional intelligence thereby developing superior performance at study level. Emotional intelligence must be promoted among the employees and managers by regularly conducting 'Emotional Competence' training programme. Researcher have found that emotional intelligence (EI) is related to academic and professional success and contributes to individual cognitive-based performance over and above the level attributable to general intelligence. The researcher from the study

concludes that emotional intelligence is linked at every point of University programme to keep updated performance and it is of utmost importance nowadays.

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