



# A STUDY OF EMOTIONAL INTELLIGENCE OF COLLEGE STUDENTS IN PCMC (Pune)

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## INTRODUCTION

Emotional Intelligence plays a significant role in one's personal as well as professional Life. Emotions are an essential element of Human personality and also are influenced by psychological conditions. Emotions help in showing one's feelings in most effective way. Emotions actually play a very important role in each and every activity done by human being, as it helps in many ways such as motivating, identifying the opportunities.

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps you build stronger relationships, succeed at school and work, and achieve your career and personal goals. It can also help you to connect with your feelings, turn intention into action, and make informed decisions about what matters most to you.

The term emotional intelligence was created by two researchers, Peter Salovey and John Mayer in their article "Emotional Intelligence" in the journal *Imagination, Cognition, and Personality* in 1990. It was later popularized by Dan Goleman in his 1995 book *Emotional Intelligence*.

Emotional intelligence has been defined, by Peter Salovey and John Mayer, as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour"

Emotional Intelligence is commonly examined by the following factors/attributes:

**Self-management** – You're able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

**Self-awareness** – You recognize your own emotions and how they affect your thoughts and behavior. You know your strengths and weaknesses, and have self-confidence.

**Social awareness** – You have empathy. You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.

**Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

## OBJECTIVES OF THE STUDY

The study is undertaken with the following objectives:

1. To study & understand about the Emotional Intelligence.
2. To study the factors influencing Emotional Intelligence of College Students.

## NEED OF THE STUDY:

The need to study of Emotional Intelligence of College Students mainly focuses at the factors that are affecting their emotional intelligence, to understand and find out their level of emotional intelligence and importance in student's life.

## RESEARCH METHODOLOGY

**Primary data:** Primary data is a type of data that is collected by researchers directly from main sources through interviews, surveys, experiments, etc. Primary data are usually collected from the source, where the data originally originates from and are regarded as the best kind of data in research. Researcher have used questionnaire to collect the first hand information.

**Secondary data:** Secondary Data: Using existing data generated by large government Institutions, healthcare facilities etc. as part of organizational record keeping. The data is then extracted from more varied data files.

The Data collected for the Study is collected with Questionnaire Method on the basis on Factors examined to evaluate Emotional Intelligence such as Self Awareness, Self-Motivation, and Social Skills etc. through Google forms and distributed with the UG college students with different specialisations. The data Collected and analysed is from 110 respondents.

## DATA ANALYSIS AND INTERPRETATION

The main objective of the study is to find out the emotional intelligence of the college student's .The study is carried out with the help of EI [PcSc] Scale that is the self-report questionnaire comprising of the parts such as personal competence and social competence that's measures the six factors of the Emotional Intelligence. The data collections for the study is collected through questionnaire formed on Google forms from around 110 college students, with the rating scale of 5 from Strongly Agree to Strongly Disagree, the analysis of the data is as follows:

FIGURE 1.THE AGE CRITERIA SELECTED FOR THE QUESTIONNAIRE

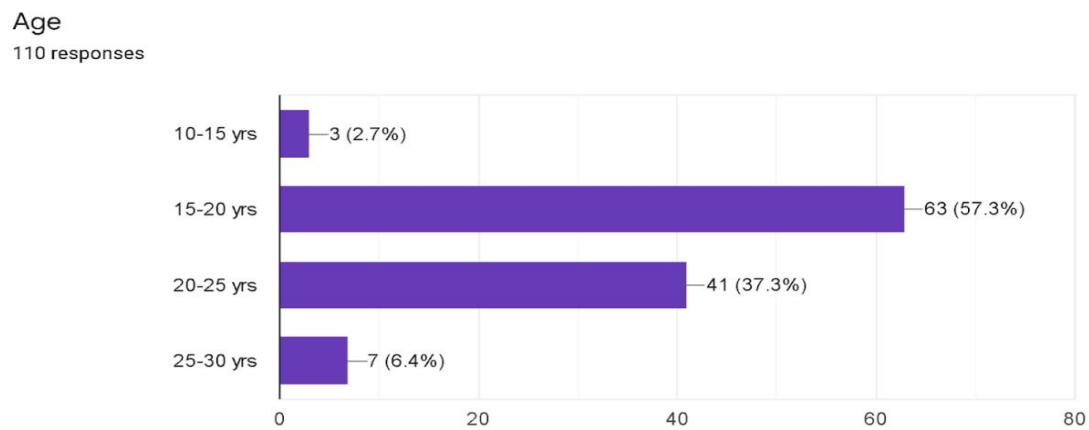


Figure 1

According to the Table 1 above 2.7% of the respondents are from the age group of 10-15 years, 57.3% are from 15-20 yrs., 37.3% are from 20-25 years and 6.4% are from 25-30 years of age group.

Figure 2 The Education categories of the Students

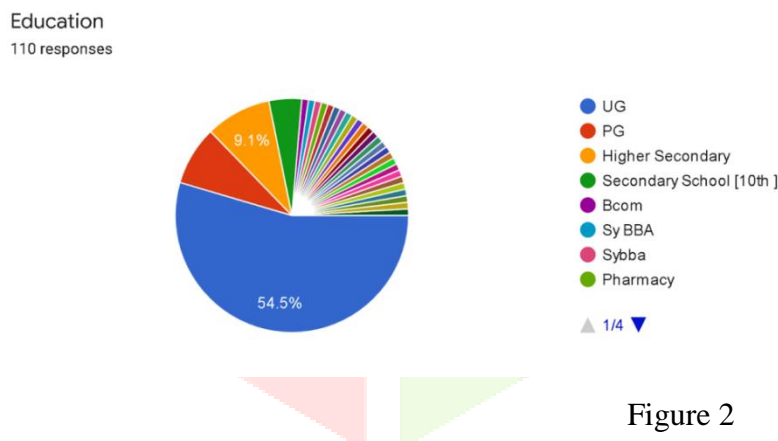


Figure 2

The Fig no. 2 is showing the Qualification of the Respondents who have filled the form. 54.5% of the respondents are the under graduates and remaining 45% of the respondents are Post graduates and others.

## FACTOR 1 - SELF AWARENESS.

1. I am aware of my strengths and weaknesses.

110 responses

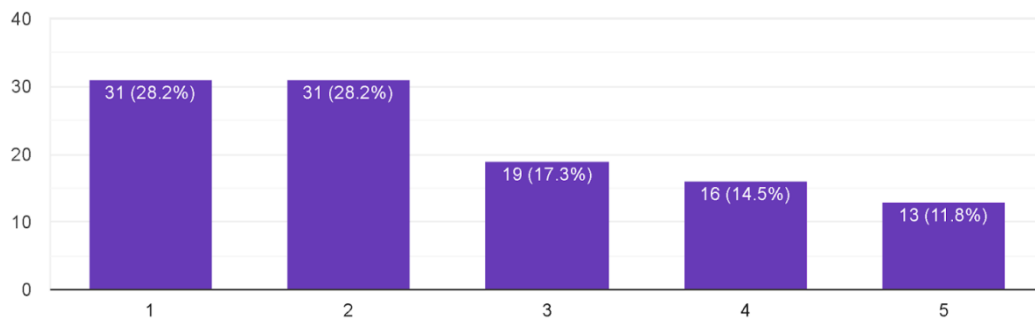


Figure 3

According to the fig 1 it shows the self-awareness factor most important factor of awareness of their strengths and weaknesses it shows that 61 of the respondents strongly agree that they are aware of their strengths & weaknesses, 19 of them are neutral and 19 of them totally disagree.

2. I am aware of my goals and values

110 responses

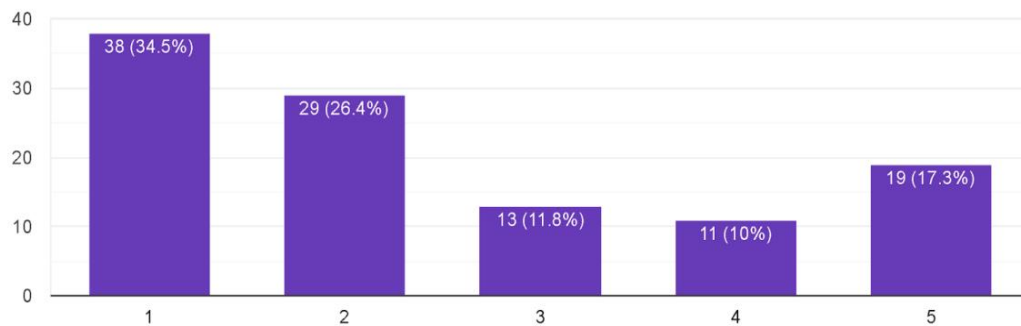


Figure 4

The fig above shows the awareness of the students of their goals and values such as around 30 of respondents disagree, 13 are neutral and 67 of them strongly agree that they are aware of their goals and values.

3. I try to learn from experiences

110 responses

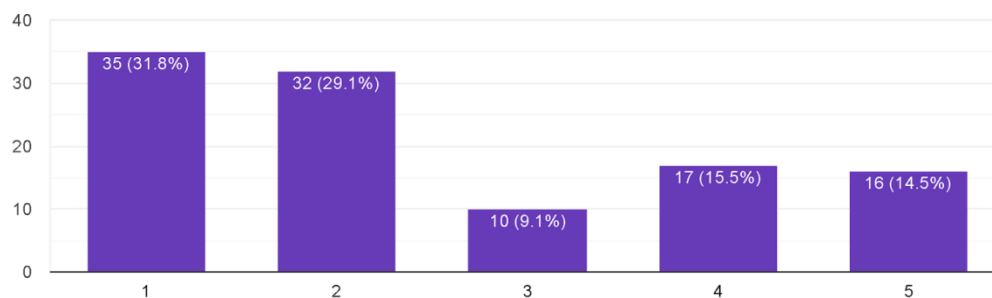


Figure 5

The fig 5 shows that 67 of the respondents agree that they learn from their experiences, 33 of them disagree and 10 are neutral.

4. I am organised and careful in my work  
110 responses

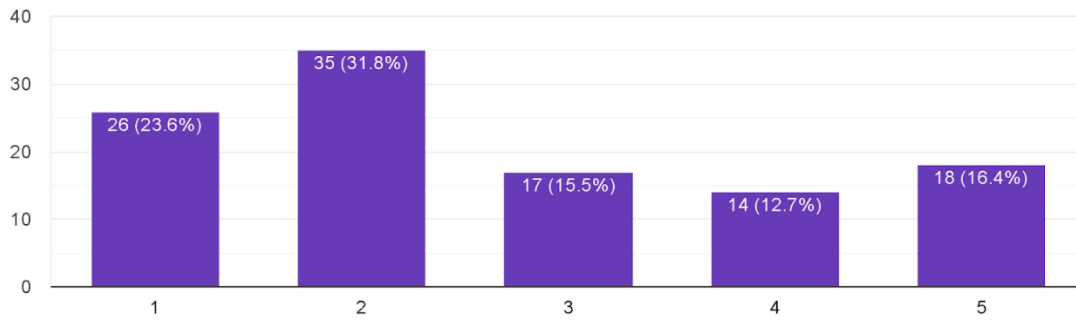


Figure 6

The fig 6 tells how many of them are organised and careful about their work, 17 are neutral, 61 of them agree that they are organised and 32 of them disagree.

5. I recognize how my feelings affect my performance  
110 responses

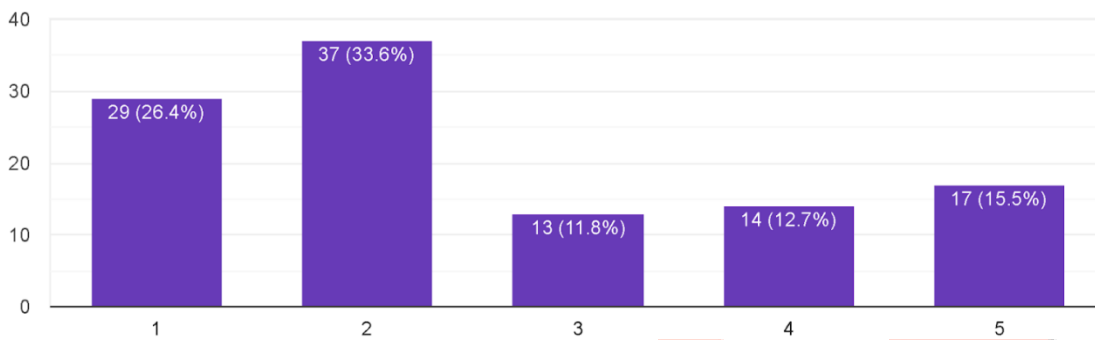


Figure 7

According to the fig 7, 66 respondents Strongly Agree that they are able to recognize that their own feelings affect their own performance, 31 of them Disagree and 13 of them are Neutral.

**FACTOR 2 ABILITY TO DEAL WITH OWN EMOTIONS**

1. I feel happy and satisfied about my life.  
110 responses

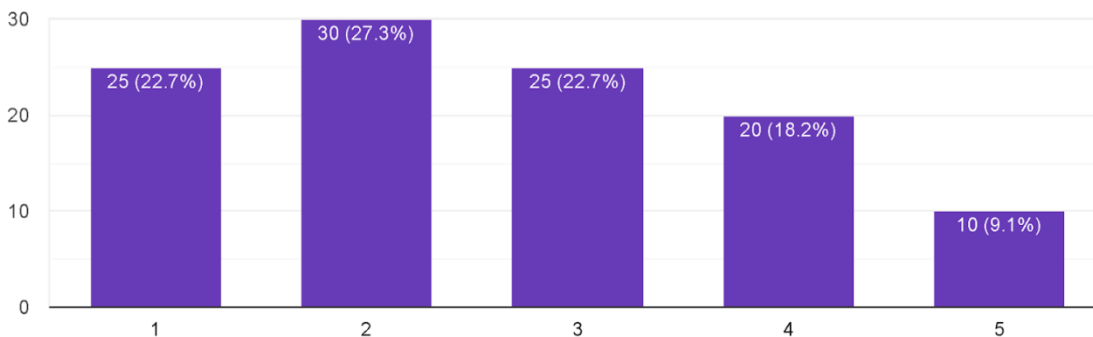


Figure 8

In the Fig 8, it's seen that 55 respondents Agree that they feel happy and satisfied about their life, 25 of them are Neutral and 30 respondents Disagree.

2. I keep myself calm and positive in frustrating situations.

110 responses

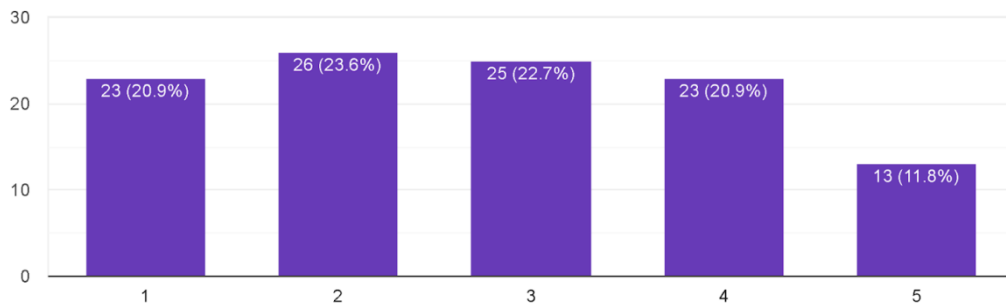


Figure 9

According to the Fig 9, 49 respondents Agree that they keep themselves calm and positive in frustrating situations, 36 of them Disagree and 25 are neutral.

3. I can win over stress without getting too nervous

110 responses

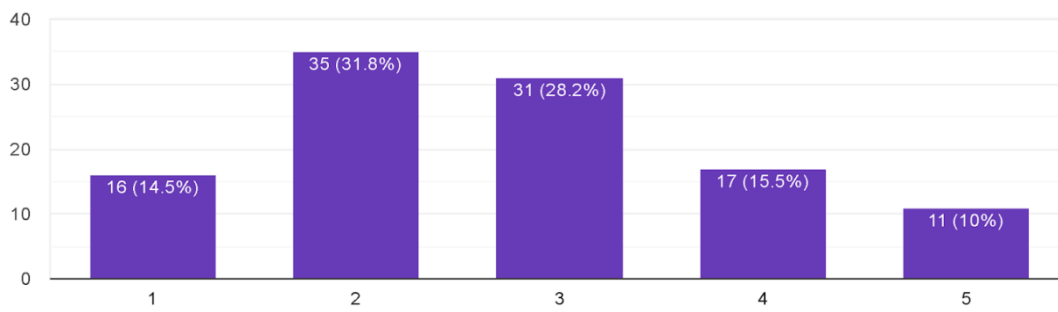


Figure 10

From the above figure it's clear that 51 respondents Agree that they are able to win over stress without getting nervous, 31 of them are neutral and 28 of them Disagree.

4. I am someone who is original and don't copy others

110 responses

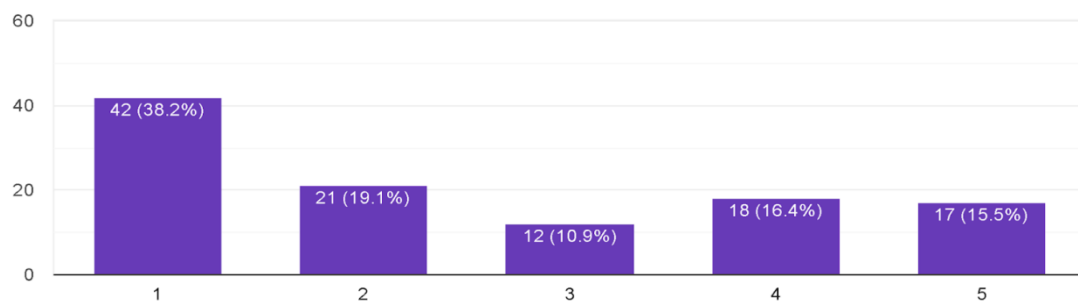


Figure 11

According to the Fig 11, 63 respondents Strongly Agree that they are original and don't copy others, 35 of them totally Disagree and 12 are Neutral.

5. I am quite a cheerful and lively person

110 responses

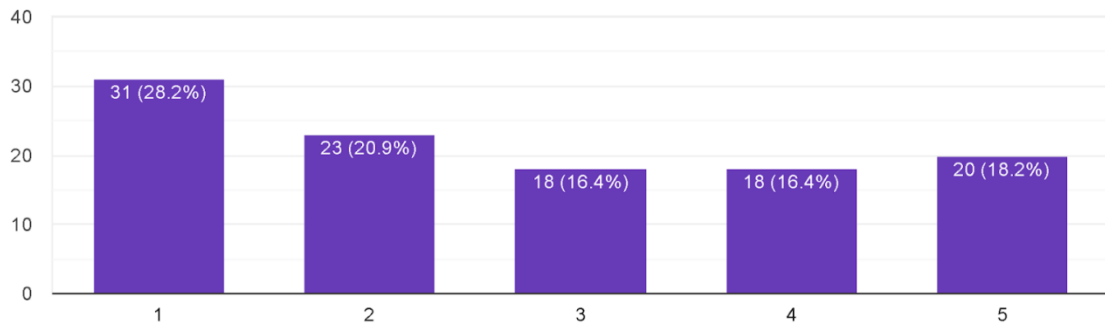


Figure 12

According to the Fig above, it's clear that 54 respondents Strongly Agree that they are cheerful and lively person, 38 of them totally Disagree and 18 are Neutral.

**FACTOR 3 – ABILITY TO DEAL WITH OTHERS EMOTIONS**

1. I help other people feel better when they are in bad mood.

110 responses

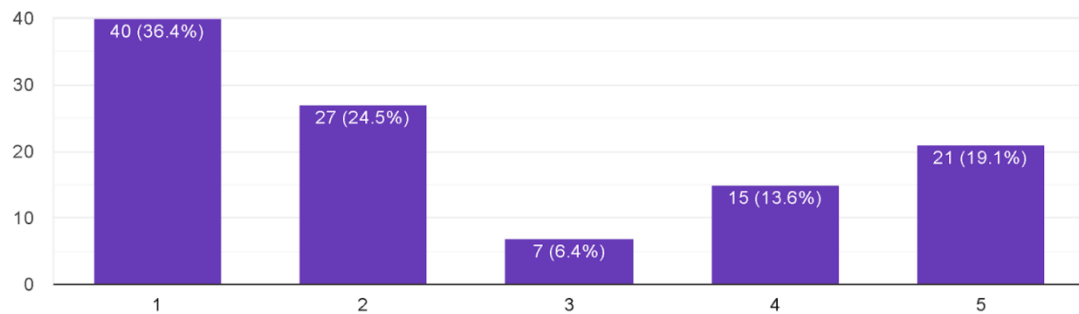


Figure 13

According to the above figure, 67 respondents Strongly Agree that they are able to help other people feel better when they are in bad mood, 7 of them are Neutral and 36 of them totally disagree.

2. I act as a mediator in resolving conflict between two parties.

110 responses

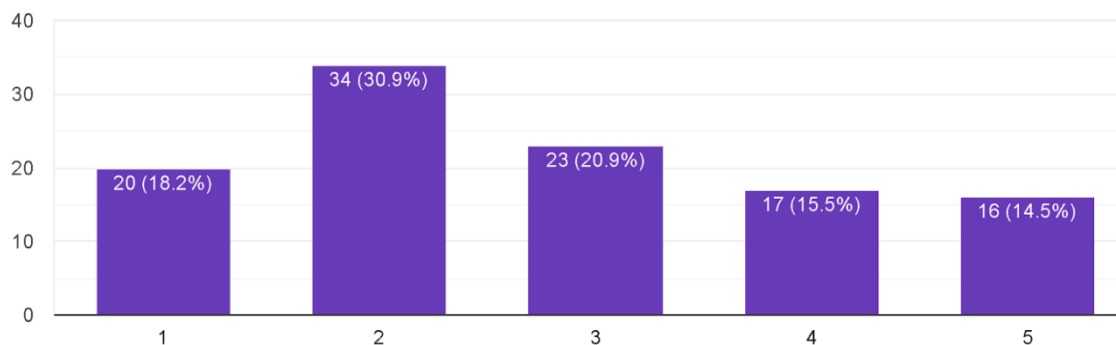


Figure 14

In the fig above, it's clear that 54 respondents Agree that they act as mediator in resolving conflicts between two parties, 23 of them are Neutral and 33 of them Disagree.

3. Others find it comfortable to disclose their personal information.  
110 responses

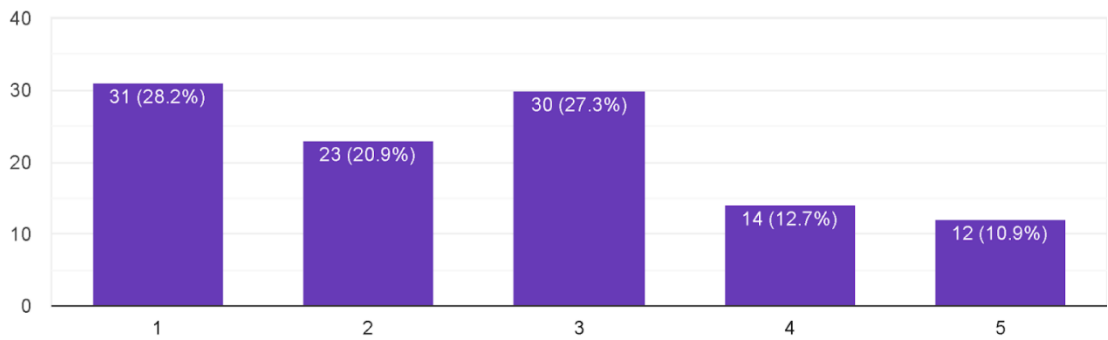


Figure 15

According to the Fig above, 54 respondents Strongly Agree that others find it comfortable to disclose their personal information, 30 are Neutral and 16 of them Disagree.

4. I help others in coming out of difficult situations.  
110 responses

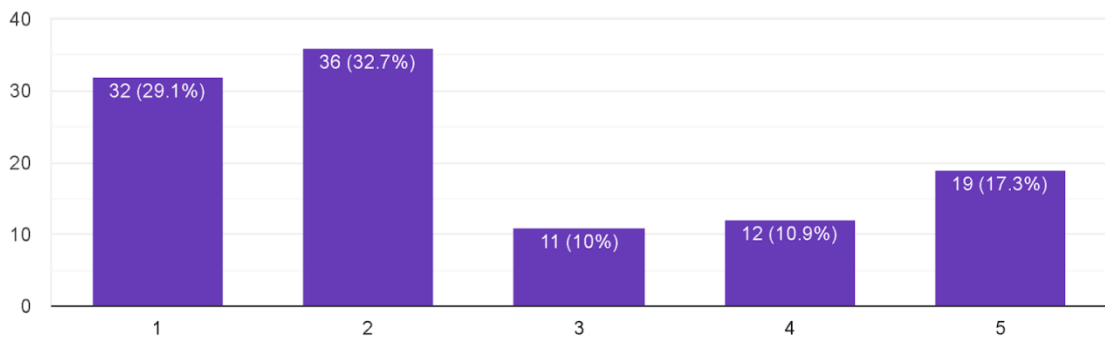


Figure 16

In the Fig above, 68 respondents Strongly Agree that they help others coming out of difficult situations, 11 respondents are Neutral and 31 of them Disagree.



5. I guide the performance of others while holding them accountable.

110 responses

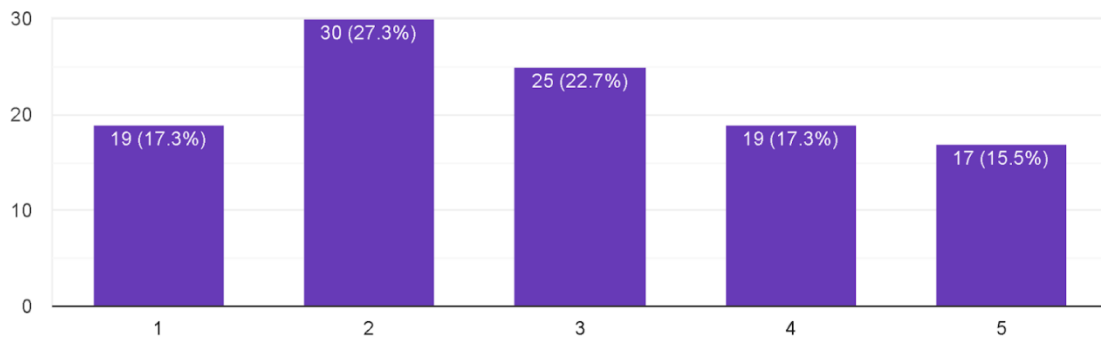


Figure 17

According to the above fig, 49 respondents Strongly Agree that they guide performance of others while holding them accountable, 25 are neutral and 36 of respondents Disagree.

### FACTOR 4 – SELF MOTIVATION

1. I am determined in achieving goals despite obstacles.

110 responses

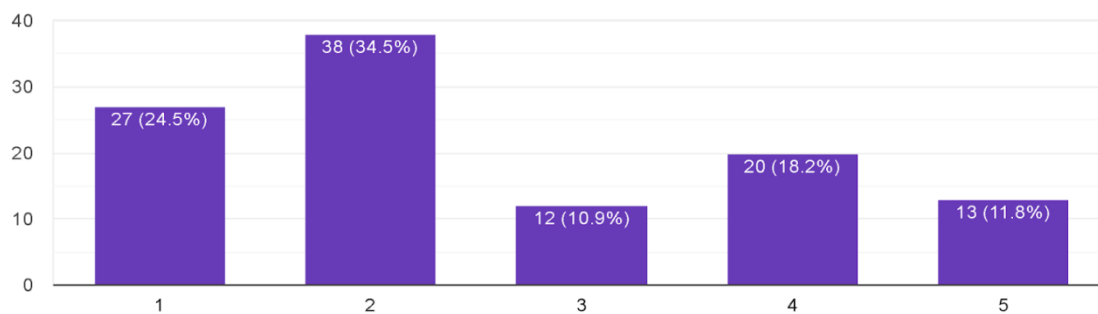


Figure 18

It's seen that 65 respondents agree that they determined in achieving goals despite obstacles, 12 of them are neutral and 33 respondents Disagree.

2. Before beginning something new, I feel surely I will succeed.

110 responses

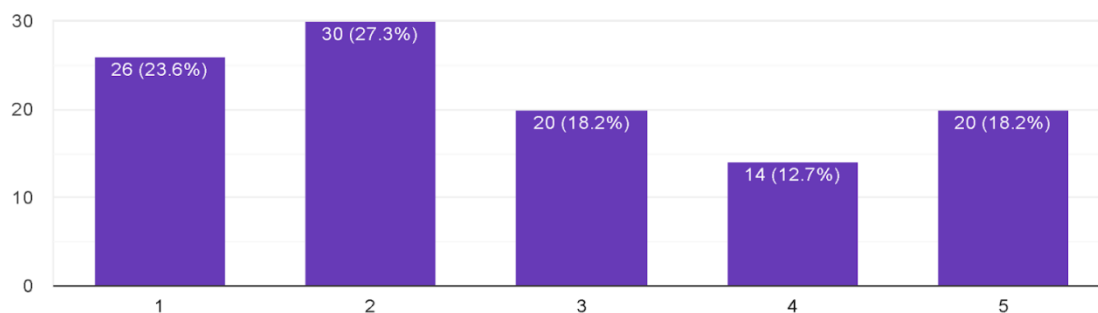


Figure 19

It's seen that 56 respondents Agree that before beginning something new they feel surely that succeed, 20 of them are Neutral and 34 respondents Disagree.

3. I continuously learn in order to improve my performance.

110 responses

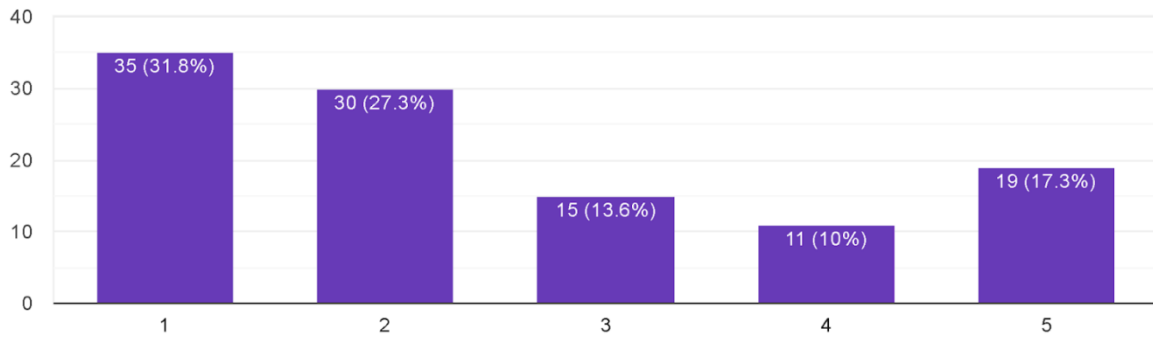


Figure 20

According to Fig, 65 respondents agree that they continuously learn in order to improve their performance, 15 of them are neutral and 30 respondents Disagree.

4. I possess good confidence in taking decisions by my own.

110 responses

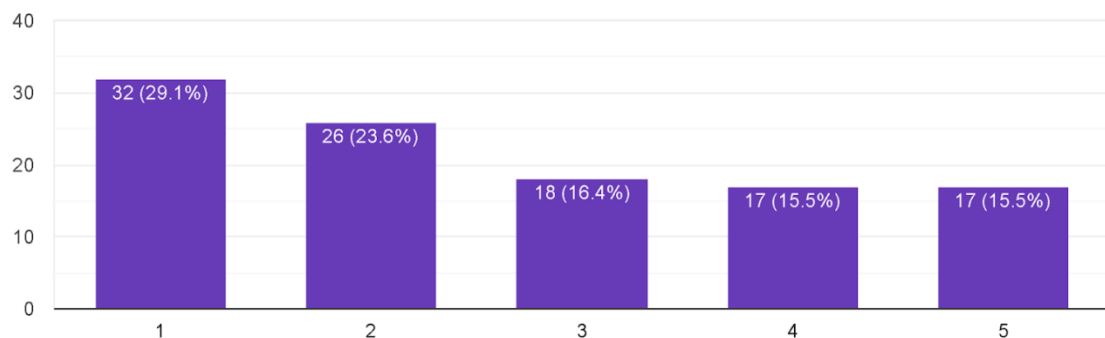


Figure 21

In the fig, 58 respondents agree for possess good confidence in taking decisions by his own, 18 is the neutral and 34 respondents Disagree.

5. I am generally motivated even in worse situation.

110 responses

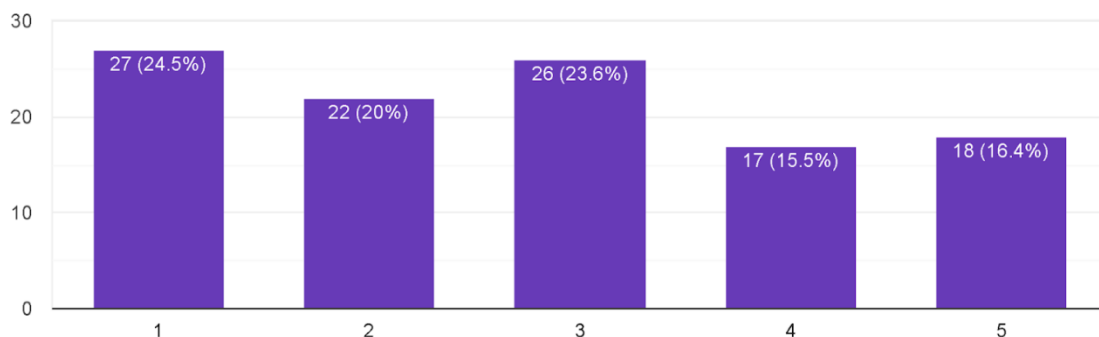


Figure 22

According to fig, 49 respondents agree that they generally motivated even in worse situation 35 respondents disagree, and 26 of the respondents are Neutral.

FACTOR 5 – SOCIAL AWARENESS

1. I show sensitivity and understand others point of view.

110 responses

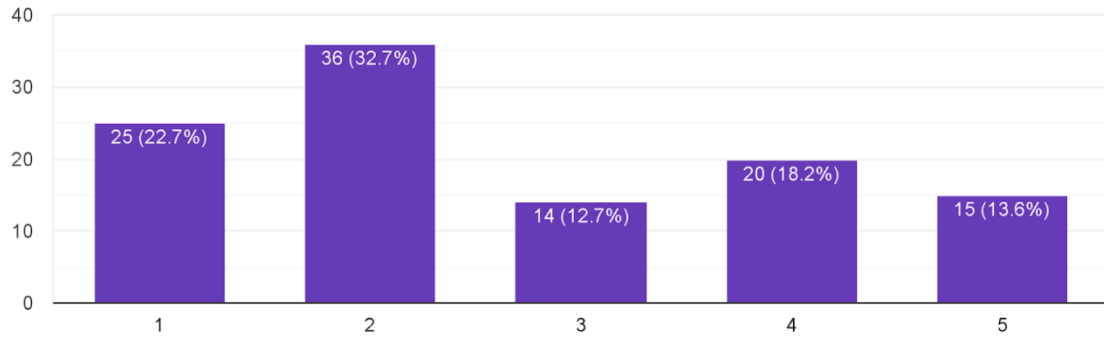


Figure 23

It's seen that 61 respondents agree that they show sensitivity and understand others point of view, 14 of them are neutral and 35 respondents Disagree.

2. People think that I am optimistic and self-confident person.

110 responses

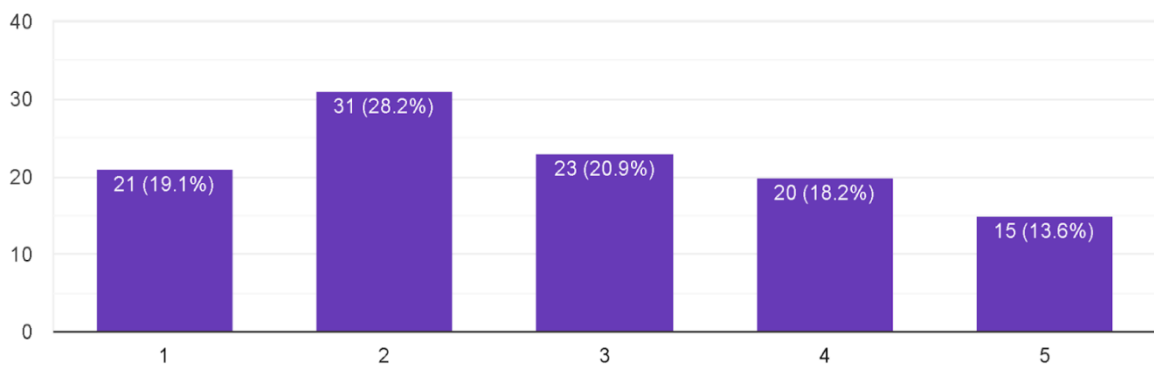


Figure 24

According to fig. 52 Respondents agree that they people think that I am optimistic and self-confident person, 23 of them are neutral and 35 respondents Disagree.

4. I understand the way others think, feel and behave.

110 responses

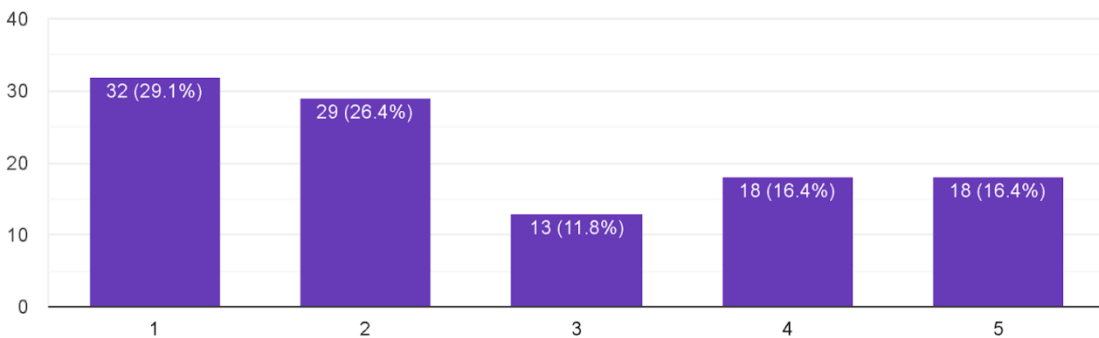


Figure 25

In the fig, 63 respondents student respect and relate well to people from different background 16 of them neutral and 31 respondents disagree.

3. I keep others in a team and build a strong bond.

110 responses

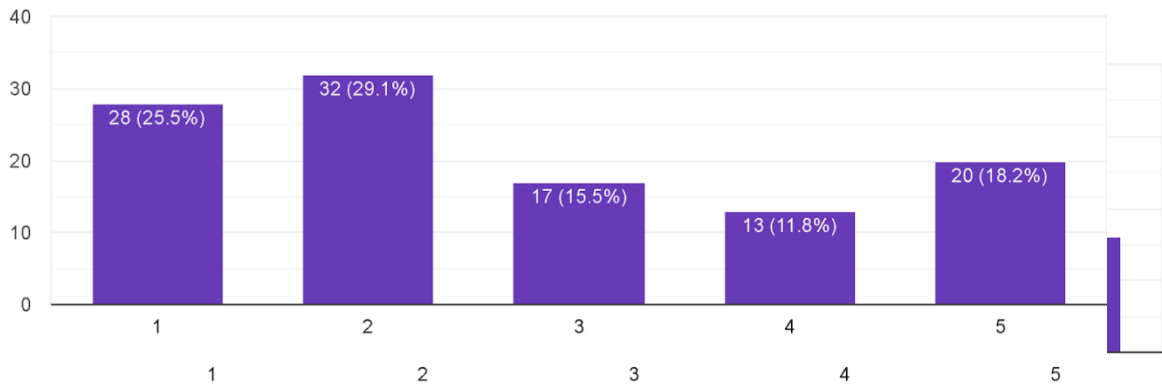


Figure 26

According to fig 61 respondents agree that understand the way others think feel and behave, 13 is the neutral and 36 respondents disagree.

5. It's quite easy for me to understand non verbal messages of others.

110 responses

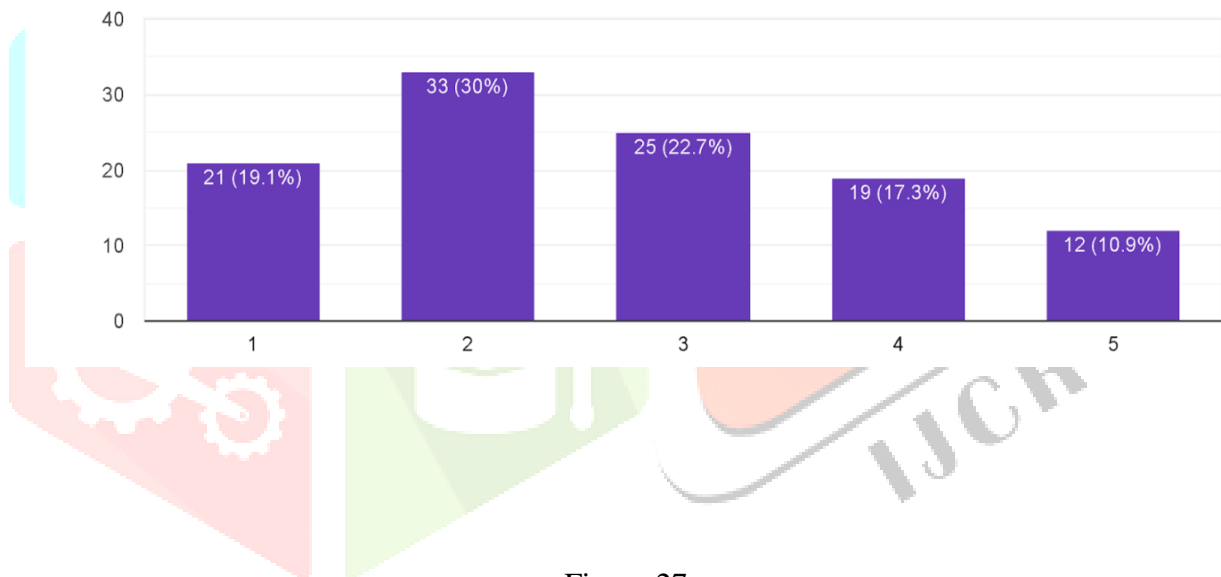


Figure 27

It's seen that 54 respondents agree that they quite easy for me to understand non- verbal messages of others, 25 of them are neutral and 31 respondents disagree.

## FACTOR 6 – SOCIAL SKILLS

1. I am skilled at art of convincing others.

110 responses

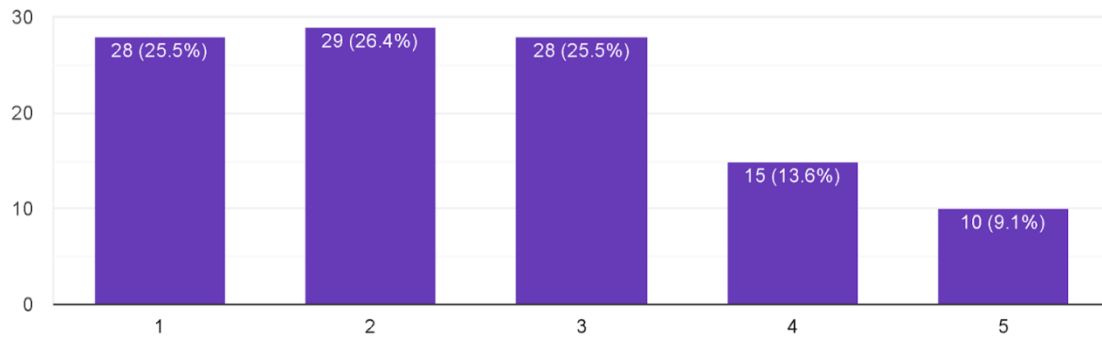


Figure 28

According to fig 57 respondents agree that they are skilled at art of convincing others, 28 are the neutral and 25 respondents disagree.

2. I encourage open discussion and debate.

110 responses

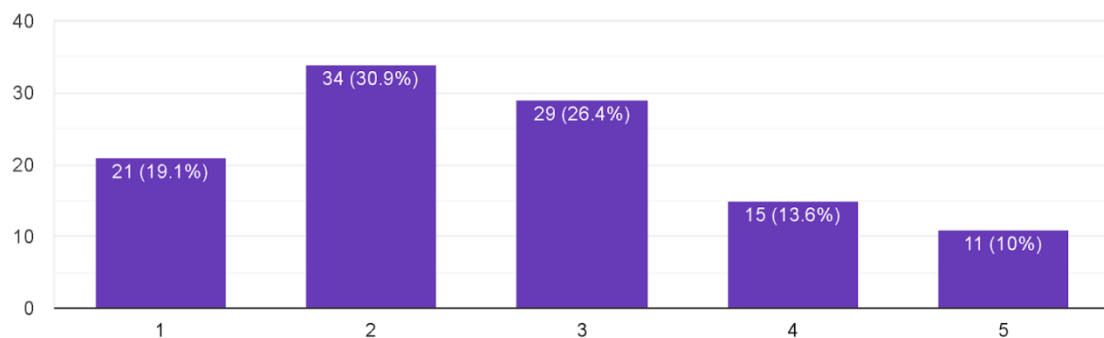


Figure 29

It's seen that 55 respondents agree that they encourage open discussion and debate, 29 of them are neutral and 26 respondents disagree.

4. I promote a friendly and cooperative climate.

110 responses

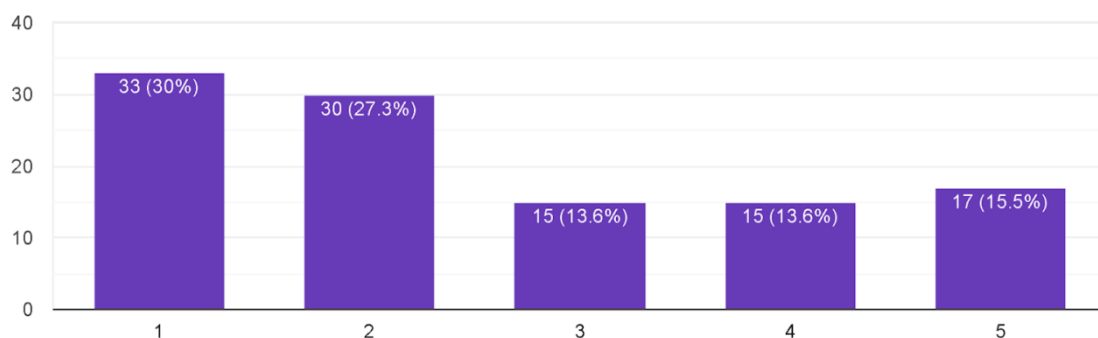


Figure 30

In the fig above, 60 respondents that they keep others in a team and build a strong bond, 17 of them neutral and 33 respondents disagree.

5. I promote open communication and ready to accept both bad and good news.

110 responses

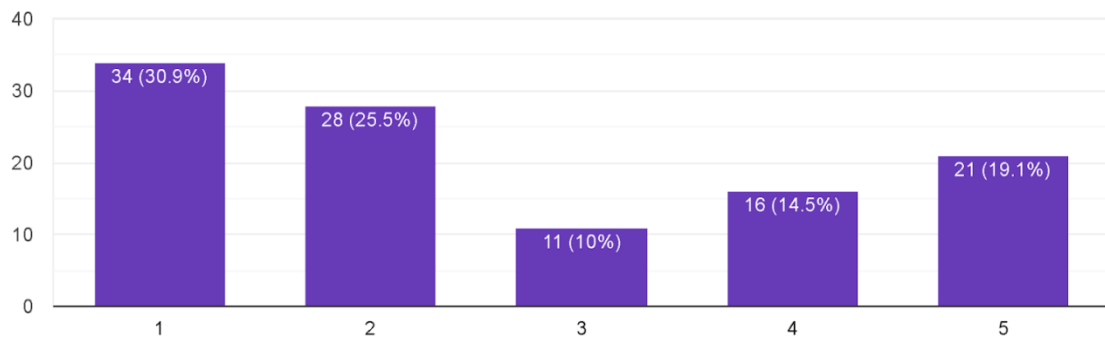


Figure 31

It's seen that 63 respondents agree that they promote a friendly and cooperative climate, 15 of them are neutral and 32 respondents disagree.

Figure 32

According to fig, 62 respondents agree that they promote open communication and ready to accept both bad and good news, 11 are the neutral and 37 respondents Disagree.

## FINDINGS:

- ❖ 56.4% of the respondents agreed that they are aware of their own strengths and weaknesses and 26.3% of them disagreed.
- ❖ 60.9% of the respondents agreed that they are aware of their own goals and values 27.3% disagreed.
- ❖ 50% of the respondents agreed that they feel happy and satisfied about their life and 27.3% disagreed.
- ❖ 49.1% of the respondents agreed that they are quite a cheerful and lively person and 34.6% of them disagreed.
- ❖ 60.9% agreed that they help others feel better when they are in bad mood and 32.7% is disagreed.
- ❖ 61.8% of the respondents agreed for they are helping others in coming out of difficult situations and 28.2% disagreed.
- ❖ 59% respondents agreed that they are determined in achieving goals despite obstacles and 30% of them disagreed.
- ❖ Almost 44.5% respondents agreed they are generally motivated even in worse situation and 31.9% disagreed.
- ❖ 55.4% respondents have agreed that they show sensitivity and understand others point of view 31.8% of respondents disagreed.
- ❖ 55.5% respondents agreed for, they understand the way others think, feel and behave and 32.8% of respondents disagreed.
- ❖ 51.9% Respondents agreed that they are skilled at art of convincing others and 22.7% disagreed.
- ❖ 57.3% respondents agreed that they promote a friendly and cooperative climate 29.1% of them disagreed.

## SUGGESTIONS:

- Implications of social and emotional learning programmes in college curriculum for the development of EI skills.
- Time to time moral education can be given to college students.
- Awareness Regarding the importance of Emotional Intelligence should be given to the Students.
- As personal experiences can increase emotional intelligence, students should be given more opportunities like field visits.
- Students can start keeping diary to improve Self-awareness. Focusing on their own emotions and the way they deal with situations.

## CONCLUSION

Emotional Intelligence is the ability to understand and manage feelings, emotions and relationships. The Study revealed that the College Students in the PCMC has a normal level of emotional intelligence. On the basis of the Factors influencing the Emotional Intelligence it is identified that Majority of the respondents gave a positive approach towards the aspects of Self Awareness, Self-Motivation, Social Skills, also its identified that few of them still need to get overcome their Emotional Intelligence by improving their factors leading the Emotional Intelligence. Moreover the results indicate that the students are actually aware of their own emotions, feelings related to their daily environment, they have ability to convey their positive or negative feeling about others easily. The difference in the level of emotional intelligence college students, in terms of gender and stream of the study was also not significant. Although Slight differences were found but in a conclusion of the findings of this research study it indicates the students in pcmc are Emotionally Intelligent.

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- [https://en.wikipedia.org/wiki/Emotional\\_intelligence#Definitions](https://en.wikipedia.org/wiki/Emotional_intelligence#Definitions)
- <https://www.formpl.us/blog/primary-data>
- <https://researchguides.ben.edu/c.php?g=282050&p=4036581>
- <https://future-students.uq.edu.au/stories/why-emotional-intelligence-important-students>