

Emotional Intellect (EI) Cutting-Edge of Academia Students' Epoch

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Abstract

Emotional intelligence (EI) is a set of skills concerning passions and emotional information. In the current condition college students are contemplated to implement multi-leading role with performance and efficiency, it is highly to realize their right outlook and passionate. The proposed *National education Policy 2020* mainly focused on improving the quality of education that can be produced by making the students emotionally intellectual. Emotional knowledge helps in bringing better achievement of students and extend them assistance for their personal and professional survives. The level of college student's emotional intelligence was average in nature. The female students are better than the male students on their emotional intelligence.

Keywords: Emotional intelligence (EI), Academia students, Development, Youths Emotion, National Educational policy.

Introduction

Emotional Intelligence (EI) is a classic social ability that involves the aptitude to screen one's own and other's thoughts and vibrations to classify among them and to use the information to guide one's own intellectual and tactics. (Peter Salovey, 2004, p.5). Emotions and intelligence occur in the psyche. Intellect means receiving knowledge or skills, learning requires thinking our thoughts impact how we feel, how we feel impressions how we ponder. The connections between emotion and studying are bi-steering and complicated. Perceptions are the transmit stations between sensory input and thinking. When the response is replicated positively, we are motivated to act and accomplish a goal line. When the input is weighed negatively, we do not behave to learn. Contradictory reactions can be the affect or the impact of stumbling block with educating (Candy Lawson, n.d.). Learning is a function of an individual's understanding confession of an education natural environment as it is to the instructional method or classroom (Flood, 2003). While Intellect Proportion (IQ) has been used as a forecaster of a student's triumph, as the world enters the 21st epoch, investigation shows that EI is a better forecaster of "triumph" than the more established measures of intellectual intelligence. EI is one such dynamic that is influential in situations that call upon students to adjust willingly from one environment to another (Hettich, 2000). Emotional intelligence skills are essential to human performance and the management of triumphant learning institutions.

Emotional intelligence

Emotional intellect is the pattern of interactive and intrapersonal skills for the insight of the self-well-defined aspirations. EI includes the expertise of scrutinising and overseeing reactions of self and others, at the same phase adequately utilizing them for the understanding of goals. People with high-level EI can recognize emotional requirements of others and are capable to sustain substantial interactive interactions with others.

The term 'emotions' in our everyday life human being exhibit feelings when they encounter the real world through their sensory impressions and visualisation. The term emotion is derived from the Latin word 'emovere'; it stands for all that can move us in any way, entertainingly or viciously. Emotion is a 'complex psychophysiological process' that occurs naturally without any thoughtful effort. Emotion acts as the feeling of stimulated-upstate to a person himself, and as an interrupted glandular and strong activity to an external observer (Woodworth, 1945). Emotions are biological, and intellectual stirred up states, because of lined adjustments that are accompanied by efficient encounters.

Types of emotions:

Emotions tend to hire both our mind and body at the identical time. They are the product of our thoughts and perceptions of things, events, and situations around us. In fact, in every situation, emotions may be seen as the net result of an analytical appraisal of the possibility, that a specific thing, event or a situation will influence our natural and psychological well-being. Logical appraisal of the probability that turns a particular emotion into a positive or negative one. Hence two types of emotions depending upon the predicted change that it brings.

Positive emotions & negative emotions

Positive emotions are the emotions which bring pleasant effects on one's physical and psychological well-being. Our positive emotions lead to a positive mood, which in turn helps in team building associations. A positive mood boosts ones' capability to take concrete decisions, and to resolve disputes, thus paving the way in developing strong

associations and connections. Negative emotions affect one's well-being negatively. It tunes the concentration of our entire force into a perceived threat without judging its critical consequences and may create tension in our interactions.

Literature review

EI also refers to the intelligence of the heart of hearts. EI is the ability to notice, recognize and manage one's, as well as others' emotions. In all individual emotions have tremendous source of power filled with spirit, capability, and intensity. If he or she can do this, he or she could build trends in achieving success in one field or the other. Daniel Goleman (1998) Emotional Intelligence is "the capacity for acknowledging our own emotions and those of others, for inspiring ourselves, and for governing emotions well in ourselves and in our associations. Emotional intelligence describes capabilities distinct from, but corresponding to, intellectual intelligence. Dalip Singh (2003) denotes that Emotive intellect is the competence of a character to react to a vast change of emotional inputs properly and effectively being extracted from internal self and immediate environment. Emotional intelligence establishes three psychological proportions such as emotional competency, emotional maturity, and emotional sensitivity, which motivate a person to recognize straightforwardly, understand honestly and handle diplomatically the dynamics of human behaviour". Stein and Book (2006) described Emotional Intelligence as "a set of skills that enables an individual to make their way in an extensive world, with compassion and elusive rational that are required for regular functioning". According to Mayer-Salovey (1990), "EI is the capability to supervise self-emotions and emotions as well as the others, to classify among them, and to use this intelligence to guide one's intelligent and activity." Emotional intelligence is the kind of understanding which helps us in apt deployment of our reactions for the insight of our self-well-defined goals, by learning the dimensions to manage and utilise ours and other's emotions properly. In other words, EI in the linguistic of dimension and appraisal, stands for a pool of one's personal and intrapersonal capabilities and capabilities, mainly involving of social and emotional skills connected to the art of knowing and managing the reactions of self and others properly, to realize the self-defined goals. In regular life, such persons are identified as 'street-smarts'. EI people handle the interpersonal bonds thoughtfully and empathetically.

Statement of the Problem

According to Plato, "All book learning has an emotional base." It is essential to know that EI is not the inverse of intelligence; it is not the victory of intelligence over heart-it is a sole intersection of both. EI is the capability to use one's feeling, which helps to crack issues and them healthy, more employable. Hence the researcher attempts to study the emotional intelligence of Academia student to enhance the level of emotional ability. Hence the problem for the present study is stated as follows: "EMOTIONAL INTELLECT(EI) CUTTING EDGE OF ACADEMIA STUDENTS' EPOCH

Dynamic Definitions EI

Emotional Intelligence refers to a set of experiences, including self-awareness, mood.

management, self-motivation, empathy, and managing relationships.

Academia Students

By this, the researcher means that the students studying undergraduate & postgraduate in the college.

Objectives of the Study

The following are the objectives of the present study:

1. To find out the level of emotional intelligence of academia students.
2. To find out the difference between the emotional intelligence of males and females of academia students.
3. To find out the difference between the emotional intelligence of arts and science of academia students.
4. To find out the difference between the emotional intelligence of rural and urban of academia students
5. To find out the difference between the emotional intelligence of the nuclear family and the joint family of academia students.
6. To find out the difference between the emotional intelligence of father's occupation of academia students.
7. To find out the difference between the emotional intelligence of family monthly income of academia students.

Hypotheses of the Research paper

1. The academia students have low emotional intelligence
2. There is no significant difference between male and female academia students on their emotional intelligence.
3. There is no significant difference between arts and academia students on their emotional intelligence.
4. There is no significant difference between rural and urban academia students on their emotional intelligence.
5. There is no significant difference in academia students from nuclear and joint family on their emotional intelligence.
6. There is no significant difference in academia students of different father's occupations on their emotional intelligence.
7. There is no significant difference in academia students of different family monthly income on their emotional intelligence.

Method of the Research

In the present study, the normative method is utilized. The normative method is used to illustrate and clarify what occurs at present. It is related with the condition of associations that exist, methods that prevail, views, points of review, or attitudes that are held, ongoing methods, and effects that are being experienced. The present study focuses on a survey method. Moreover, the study is based on the cross-sectional survey, calculated to gather information on a population at a particular point.

Tools Used in the Investigation

The tool is an instrument, which is used to collect data from the sample. In the present study, EI Quotient tool used devised by Dr Reuven baron. Fabricated a scale on EI Quotient. It consists of 15 questions with five-point scale. How people 'feel' about the various circumstances was tested. It has been well-ordered on a global scale. This test

is free from colour, race, and language bias. Investigator conducted this tool with academia students of Tiruchengode.

Sample and Sampling Technique

The present study was the academia students in Tiruchengode educational district. The data were collected from 300 subjects of academia students drawn from three academia at random. A random sampling method was used the sample consisted of 300 college students. The emotional intelligence scale developed and standardized by the Reuven baron was used for data collection. Statistical techniques like Mean, Percentiles, Standard deviation, and t-value were used to analyses the data. The result shows that emotional intelligence (EI) was independent of gender, subject, locality, type of family, father’s occupation, and family income.

Data Analysis

Determines the central tendency (Mean) Mean, Median, and Mode are the most accepted averages. Mean is also known as arithmetic average, the most common measure of central tendency and may be defined as the value which we get by dividing the total of all the values of given items in a series by the total number of items. In the present research paper

- ✓ Descriptive Analysis (Mean, Standard deviation).
- ✓ Differential Analysis (t - Values).
- ✓ Data Analysis

Hypothesis 1: The academia students have low emotional intelligence.

Table 1: Mean and Std. Deviation Scores on the Academia Student’s Emotional Intelligence of the total Sample

<i>Sample N</i>	<i>Mean(M)</i>	<i>Standard Deviation (SD)</i>
300 students	62.1	8.1

From the above table, the mean and standard deviation of the entire group are 62.1 and 8.1, respectively. Hence it is concluded that the academia student’s emotional intelligence average in nature.

Hypothesis 2: There is no significant difference between male and female more academia students on their emotional intelligence.

Table 2: ‘t’ value in the Mean Score on the Level of Emotional Intelligence of Male and Female academia Students.

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>S.E.D</i>	<i>“t” Value</i>	<i>Significance at 0.05 Level</i>
Male	117	6.7	8.1	.58084	-0.445	Not significant
Female	183	62.2	8.0			

From the above table, the “t” value is calculated as -0.445, which is less than the table value 1.86 at the 0.05 level. Hence there is no significant difference between male and female academia 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.

Hypothesis 3: There is no significant difference between arts and science academia students on their emotional intelligence.

Subject	N	Mean	S.D	S.E.D	"t" Value	Significance at 0.05 Level
Arts	82	61.5	8.4	.92107	-.645	Not significant
Science	216	62.2	8.0			

From the above table, the "t" value is calculated as -.645, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference between male and female academia students on their emotional intelligence. Therefore, the null hypothesis is accepted. It is inferred that science students are better than the art students on their emotional intelligence.

Hypothesis 4: There is no significant difference between rural and urban academia students on their emotional intelligence.

Table 4: 't' value in the Mean Score on the level of Emotional Intelligence of academia Students from Rural and Urban.

Zone	N	Mean	S.D	S.E.D	"t" Value	Significance at 0.05 Level
Rural	122	63.0	8.2	7534	-.024	Not significant
Urban	177	62.0	7.8			

From the above table, the 't' value is calculated-.024, which is lower than the table value of 1.96 at the 0.05 level. Hence there is no significant difference of academia students from rural and urban on their emotional intelligence. Therefore, the null hypothesis is accepted.

Hypothesis 5: There is no significant difference in academia students from nuclear and joint family on their emotional intelligence.

Table 5: 't' value in the Mean Score on the level of Emotional Intelligence of academia Students from nuclear and joint family.

Family	N	Mean	S.D	S.E.D	"t" Value	Significance at 0.05 Level
Nuclear	152	61.0	7.6	.6387	-1.844	Not significant
Joint	148	63.0	7.4			

From the above table, the 't' value is calculated -1.844 which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference of academia students from nuclear and joint family on their emotional intelligence. Therefore, the null hypothesis is accepted.

Hypothesis 6: There is no significant difference in academia students of different father's occupations on their emotional intelligence.

Table 6: 't' value in the Mean Score on the level of Emotional Intelligence of academia Students of different father's occupations on their emotional intelligence.

<i>occupation</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>S.E.D</i>	<i>“t” Value</i>	<i>Significance at 0.05 Level</i>
<i>Public sector</i>	138	61.7	8.2	.68801	-0.694	Not significant
<i>Self-employed</i>	161	62.0	8.0			

From the above table, the ‘t’ value is calculated as -0.694, which is lower than the table value of 1.96 at the 0.05 level. Hence there is no significant difference of academia students of different father’s occupations on their emotional intelligence. Therefore, the null hypothesis is accepted.

Hypothesis 7: There is no significant difference in academia students of different family monthly income on their emotional intelligence.

Table 7: ‘t’ value in the Mean Score on the level of Emotional Intelligence of academia Students of different monthly income on their emotional intelligence.

<i>Income</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>S.E.D</i>	<i>“t” Value</i>	<i>Significance at 0.05 Level</i>
<i>Above 15000</i>	154	61.41	8.6	0.6302	-0.694	Not significant
<i>Below 15000</i>	148	63.00	7.6			

From the above table, the ‘t’ value is calculated as 1.701, which is lower than the table value of 1.96 at the 0.05 level. Hence there is no significant difference of academia students of different monthly income on their emotional intelligence. Therefore, the null hypothesis is accepted.

Findings of the Research paper

- It is found academia students’ emotional intelligence average in nature.
- It is found that the female students are better than the male students on their emotional intelligence.
- It is found that there is no significant difference between Arts and Science students on their emotional intelligence
- It is found that there is no significant difference in students from rural and urban on their emotional intelligence.
- It is found there is no significant difference of students from nuclear and joint family on their emotional intelligence.
- It is found there is no significant difference between students of different father’s occupations on their emotional intelligence.
- It is found that there is no significant difference in students of different monthly income on their emotional intelligence

Educational Implications

Hence, it is suggested that colleges and training institutes may think over in executing emotional Intelligence to boost their faculty and student’s competency. The present *National Educational Policy 2020* to be continued because it has produced an equal number of educational amendments.

Conclusions

An emotion is a biological response to a circumstance that is too vital to the mental power. To ensure expressive development, the concept of emotional intelligence should be integrated in the curriculum. In this arena of contest, the level of triumph has become the focal factor for progress in educational, and social life of an individual. By acquiring to use the student's brains as logical, students not only expand their range of picks to a new event, but they will also factor emotional memory into their strong decision-making. This will help prevent students' from continually repeating earlier mistakes, professors are considered as the second parent of the students, the professors play a vital role in shaping the behaviour of future citizens. The educational institution could give a value-added course as National Educational Policy (NEP) map with curriculum such as yoga and Meditation for improving emotional intelligence and employing professor members with a high level of emotional intelligence, which plays an imperative role in inculcating and sprouting emotional skills among the students. The advanced concept of emotional intelligence is a youthful one. yet to be done to detect accurately what emotional intelligence incorporates and to be effectively applied.

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