

Emotional Intelligence as a Component of Personality Development

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Abstract

Personality development surfaced as another important area of concern for higher education and professional training settings. This was mainly due to the realization that "no longer could excelling merely in the academic domain guarantee personal effectiveness and social adaptability together with employment potential." Notably, the emergence of the intelligence quotient brought forward the significance of "the ability to perceive, monitor, and use effectively the emotions within oneself and in relation to those with whom we interact—a type of social intelligence learned through our experiences in interactions with others"—defined as Emotional Intelligence (EI). Therefore, the objective of the present study was to examine the impact of "the practice of the complex skills of self-perception within oneself and relation to others, control of one's own emotional responses to oneself and those with whom we interact"—dimensions of EI on the overall development of the student's personality during higher learning settings through the quantitative descriptive approach of conducting the study. Statistical analysis clearly reveals the presence of a statistically positive relationship between EI and the overall development of the student's personality.

Keywords: Emotional Intelligence, Personality Development, Higher Education, Soft Skills, Emotional Competence

1. Introduction

In the present knowledge-driven and competitive global scenario, the importance of personality development has acquired paramount significance for the development of an individual who is not just intellectually competent but also emotionally stable, socially flexible, and practically efficient too. Personality has been described by psychologists as "the totality of psychological characteristics that make an individual who he/she is." In general terms, personality can be termed "as consisting of an individual's attitude, values, behaviour patterns, emotional life, and interpersonal styles." In the conventional approach to personality development initiatives, much emphasis has generally been laid on external qualities such as communication skills, external looks, and confidence levels; however, the present trend of research is focusing on the internal emotional framework that guides the whole spectrum of an individual's personality.

In this regard, the term Emotional Intelligence (EI) has emerged as a significant marker of the development of personality traits. Emotional Intelligence can be described as "a form of social intelligence that involves the skills to observe emotions, warmth, love, affection, and sympathy in oneself and others." In this regard, EI goes beyond the confines of traditional "intelligence quotient" by including emotional elements such as emotional awareness, emotional management, emotional motivation, empathic understanding, and social competencies. In fact, these aspects shape the building of personality traits in terms of emotional security, malleability, leadership qualities, etc.

In educational settings, good educational engagement, communication, cooperation, and reduced level of stress have been exhibited with emotionally intelligent students. In this regard, with increasing emphasis on overall education that facilitates employability and personal skillsets, emotional intelligence is regarded as an essential part of overall personality development. However, emotional intelligence is generally underestimated within formal education streams, especially for technical and professional courses. Emotions and intelligence are generally intertwined and affect learning

outcomes. In this regard, emotional intelligence is regarded as intelligence within emotional experience. Emotion is a psychological and psychophysiological construct that regulates and is regulated by.

The research paper discusses emotional intelligence as an essential part of personality development in higher education students. This study tries to analyse the relationship of emotional intelligence with personality traits, seeks assessment in the level of emotional intelligence of students, and represents implications for educational practice.

2. Objectives of the Study

1. The following study has been undertaken with the following objectives:
 2. The concept of emotional intelligence and its dimensions have to be considered while discussing personality development.
 3. To evaluate the degree of emotional intelligence amongst both undergraduate and postgraduate students.
 4. To analyse the relationship between emotional intelligence and key personality development indicators.
 5. The identification of emotional intelligence's role in improving interpersonal relationships and maintaining emotional stability.
 6. To make suggestions regarding ways in which emotional intelligence can be integrated into personality development programs at the university level
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3. Statement of the Problem

The modern educational systems impart much importance to qualifications in academic and technical achievements but pay no attention to emotional and social capabilities, which greatly influence the holistic development of personality among learners. Several students are facing difficulties in dealing with stress, anxiety, poor confidence level, poor interpersonal relationship patterns, emotional imbalances in life, etc., despite their high educational qualifications.

The absence of emotional intelligence training through a structured program within Indian higher education institutions poses a real threat regarding how prepared the student population will be when faced with a variety of challenges within their professional and social lives. Emotional intelligence, as stated, plays an important part as a determinant of overall professional and personal achievements; however, research regarding emotional intelligence as a part of the process of developing a student's personality within the context of Indian education seems to be limited.

Therefore, it is from this understanding that a problem has emerged to be solved through this study.

What is it?

It is:

To what extent does emotional intelligence contribute to personality development among students in higher education?

4. Hypotheses

Considering the objectives indicated in the study, the hypotheses may be as follow:

H1: There is a significant relationship between emotional intelligence and the development of personality.

H2: The Students who have high Emotional Intelligence have strong self-confidence in what they do.

H3: Emotional Intelligence has significant impacts in aspects of interpersonal skills as well as social adaptability.

H0 (Null Hypothesis): Emotional intelligence has no relationship with personality development

5. Research Methodology

5.1 Research Design

Here the quantitative aspect of the research design is implemented along with the descriptive type in such a manner as to specifically examine the emotional intelligent quotients of each single student.

5.2 Population and Sample

The population under study consists of undergraduate and postgraduate students from various streams of engineering, management, and arts. Using random sampling, a sample size of 120 students has been selected, as shown below.

5.3 Research Instrument

The data collection method used involved a structured questionnaire which had three main parts:

1. Last name, first name and demographic information

Emotional Intelligence Scale: This consists of a person's awareness of their own emotions, emotional control, motivation, and capacity to feel and share emotions with others

3. Signs of Personality Development: Self-confidence, Emotional Stability, Relations with Others, Adaptability The measurement process was based on responses obtained through a five-point scale of Strongly Agree to Strongly Disagree.

5.4 Data Collection

Primary data were collected through online surveys. Voluntary participation and the confidentiality of the data were ensured.

5.5 Data Analysis Techniques

Analysis of Collected Data

The data that was collected were analysed through descriptive analysis, correlation analysis, and percentage analysis. Statistical methods like mean scores and correlation were used to interpret the data.

6. Analysis and Interpretation

The investigation of each skill domain revealed that a majority of students displayed moderate to high levels of emotional intelligence. High mean scores were observed in skills related to self-awareness and empathy, where students were able to understand emotions that occurred in themselves as well as others. Skills related to social skills and self-regulation showed relatively moderate scores.

The findings of correlation revealed a strong positive correlation between emotional intelligence and personality development aspects. The students with high levels of emotional intelligence reported higher levels of high and low self-confidence and stress handling and better interpersonal relationships. Emotional stability and flexibility were also significantly correlated with aspects of self-regulation and motivation of emotional intelligence.

The study validates the hypothesis that emotional intelligence plays an important part in the formation of personality qualities that are vital to attaining successes in academic and professional life. Also, the null hypotheses was rejected, thereby validating a strong correlation between emotional intelligence and the formation of personalities.

7. Conclusion

The study has also shown that emotional intelligence plays a great role in the formation of a person's personality. Emotional quotients define how one sees themselves, how one sees a relation with other people, how one handles their emotions, and how one handles life challenges. Individuals whose emotional quotients are more pronounced have a well-rounded type of personality, which comprises qualities like confidence, sympathy, and flexibility.

In the context of higher education institutions, building emotional quotient is vital for the creation of competent, self-assured, and socially accountable products for society. Personality development schemes that lack emotional quotient building remain unfinished efforts.

8. Recommendations

On the basis of the study, the following recommendations are put forth:

1. Emotional Intelligence training should be incorporated into higher education course structures.
2. The personality development program will also include various activities in which learners develop their level of self-awareness, as well as
3. Teaching staff should be prepared to apply EI skills within teaching-learning activities.
4. Workshops on counseling and activities on the part of the learner can enable the emotional competencies to develop further.
5. There is a need to consider assessing emotional intelligence in development programs.

9. References

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