

# “A STUDY ON EMOTIONAL INTELLIGENCE AMONG THE UNIVERSITY GRADUATING STUDENTS THROUGH EMOTIONAL INTELLIGENCE SCALE (EIS) WITH REFERENCE TO SURAT CITY”

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## ABSTRACT

**Background:** This paper addresses the Emotional Intelligence among the students of graduating programmes through Emotional Intelligence Scale (EIS). The main focus was to understand various views of Emotional Intelligence among the students of graduating programmes with reference to Surat city.

**Objective:** The objective of the research was to study the emotional intelligence among students of graduating programmes. The paper also helps to identify the various factors that influence the emotional intelligence through Emotional Intelligence Scale (EIS) scale.

**Method:** In order to conduct the study, various graduating colleges of Surat city were selected. From these colleges, 300 students were selected for the study. The convenience sampling method was used for the same. The data obtained was analyzed using factor analysis, validity test, frequency statistics, and reliability test was computed to draw the conclusions.

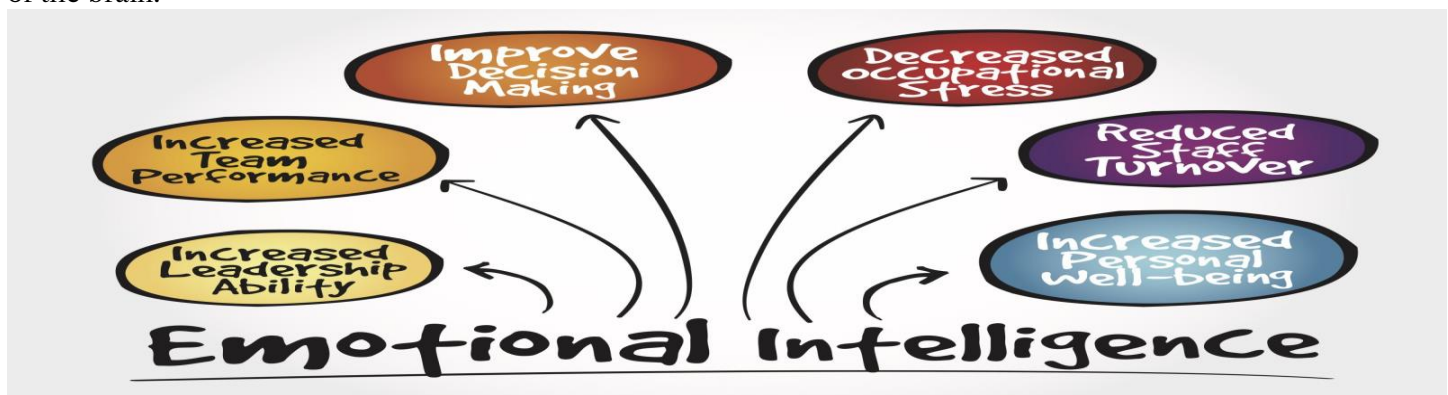
**Conclusion:** The findings & results of the study suggested that the emotional intelligence play a very important role in academic life of a student. It can be helpful to manage stress and improve academic performance of students.

**Keywords:** Emotional intelligence, Academic performance.

## INTRODUCTION

Emotional Intelligence refers to the capacity for recognition our feelings and those of others for motivating ourselves and for managing emotions well in ourselves. It is also defined as the ability, the capacity, skills and self-perceived ability to assess and manage one’s emotions and those of others and the group.

In other word, it can be said that EI is the complex ability to regulate our impulses, empathize with others and be resilient in the face of difficulties. It is the amount of communication between the rational and emotional centres of the brain.



[SOURCE: <https://www.miriamhenke.com/emotional-intelligence-a-greater-predictor-of-life-success/>]

The one can manage EI by focusing on few components. The first is Self-Awareness, it is knowing one's internal state, preference, resources and intuitions. It is an ability to recognizing one's emotions and their effects. Second is Self-regulation, which is managing disruptive emotions and impulses. Next is Self-motivation, which is the desire to act in service of goal. Next is Social Awareness, it is the ability to take the perspective of and empathize with others. And the last is social skills, it is the ability to steer the relationship and navigate social situations. By managing all this components, one can improve the emotional intelligence and manage their relationships effectively.

## LITRATURE REVIEW

Venkateswar Meher, Dr. Rajashree Baral and Sadhujan Bankira (2021) have done a survey on A study on EI and Academic Performance. Trainees with 150 four-year integrated B.Ed trainees of Gangadhar Meher University. The study found that there was no significant difference between the emotional intelligence scores on the base of gender. Additionally, it was also found that the academic achievement scores of students having high EI scores were more as compared to the students having low EI scores. It was also found that there was a significant positive correlation between EI and the academic performance of students. (Venkateswar Meher, 2021)

M. Kumar (2020) carried out the research study involving 300 higher secondary school students, the Reuven baron scale was used to measure emotional intelligence. They found that emotional intelligence was independent of gender, subject, locality of the school, type of family, father's occupation, and family income. Result also revealed that the level of higher secondary school student's emotional intelligence was average in nature. Moreover, the female students are better than the male students on their emotional intelligence. (Kumar, 2020)

Dr. Minum Saksena (2018) has done a survey on impact of emotional intelligence on academic achievement of undergraduate students. The main objective of the study was to find out the relationship between emotional intelligence and academic achievement among undergraduate students. For the same, correlation had been calculated between EI and academic achievement among all students and among female and male students separately also. For doing hypothesis testing, P-value was obtained. The result indicates that there was a positive relationship between EI and academic achievement among female students but less evidence of correlation in male students. Study also reveals that EI impacts positively on academic achievement as maximum students have high level of EI and maximum students have high academic results. (Saksena, 2018)

Ng Sar Ee Juriah, Azizi Yahaya, Noordin Yahaya, Daing Junaidah Bachok, Goh Mo Lee, Shahrin Hashim, and Yusof Boon (2012) carried out the research study on The Impact of Emotional Intelligence Element on Academic Achievement. The main objective was to examine the impact of the five emotional intelligence elements identified as self-awareness, emotional management, self-motivation, empathy, interpersonal skills towards secondary school student's academic achievement. The result of study was found that the level of EI contributes to and enhances the cognitive abilities in student. Therefore, for producing a competent generation and successful country in line with the philosophy of education, persistence of the emotional intelligence in student is essential. (Ng Sar Ee Juriah, 2012)

## RESEARCH METHODOLOGY

The main objective of the research is to Study on Emotional Intelligence among the university graduating students through Emotional Intelligence Scale (EIS) scale, to support this general objective, I identified several specific objectives:

- To identify various factors of Emotional Intelligence from EIS Scales.
- To check the reliability of EIS scales.
- To check the validity of EIS scales.

For getting better idea about emotional intelligence, research methods have been included along with the different research stages. The research survey is conducted through questionnaire and based on interview survey method. Descriptive Research design and Convenience sampling method is chosen for the same.

## RESULTS AND ANALYSIS

- **Objective 1: To identify various factors of Emotional Intelligence from EIS Scales.**

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.718
Bartlett's Test of Sphericity	Approx. Chi-Square	1461.352
	df	528
	Sig.	.000

### Communalities

	Initial	Extraction
By looking at their facial expressions, I recognize the emotions people are experiencing	1.000	.800
When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	1.000	.787
I know what other people are feeling just by looking at them	1.000	.626
It is difficult for me to understand why people feel the way they do	1.000	.808
I can tell how people are feeling by listening to the tone of their voice	1.000	.571
I find it hard to understand the non-verbal messages of other people	1.000	.677
I am aware of the non-verbal messages other people send	1.000	.770
I am aware of my emotions as I experience them	1.000	.758
I know why my emotions change	1.000	.802
I easily recognize my emotions as I experience them	1.000	.720
I am aware of the non-verbal messages I send to others	1.000	.802
When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	1.000	.646
I have control over my emotions	1.000	.689
I seek out activities that make me happy	1.000	.690
Some of the major events of my life have led me to re-evaluate what is important and not important	1.000	.771
I motivate myself by imagining a good outcome to tasks I take on	1.000	.714
I know when to speak about my personal problems to others	1.000	.756
I like to share my emotions with others	1.000	.778
I arrange events others enjoy	1.000	.651
I help other people feel better when they are down	1.000	.787
Other people find it easy to confide in me	1.000	.769
I compliment others when they have done something well	1.000	.742
When my mood changes, I see new possibilities	1.000	.606
When I experience a positive emotion, I know how to make it last	1.000	.796
When I am in a positive mood, solving problems is easy for me	1.000	.812
When I am in a positive mood, I am able to come up with new ideas	1.000	.722
When I feel a change in emotions, I tend to come up with new ideas	1.000	.811
I use good moods to help myself keep trying in the face of obstacles	1.000	.787
I present myself in a way that makes a good impression on others	1.000	.721
Emotions are one of the things that make my life worth living	1.000	.683
When I am faced with a challenge, I give up because I believe I will fail	1.000	.530
I expect that I will do well on most things I try	1.000	.806
I expect good things to happen	1.000	.816

Extraction Method: Principal Component Analysis.

[SOURCE: It is taken by Researcher on the basis of Data Analysis from SPSS.]

Communalities indicate that how much of the variance in the variables has been accounted for by the extracted factors. These initial communalities represent the relation between the variable and all other variable (i.e., the

squared multiple correlation between the item and all other items) before rotation. If many or most communalities are low (< .50), a small sample size is more likely to distort results. All the initial communalities are above 0.50, which is good.

Rotated Component Matrix <sup>a</sup>								
	Component							
	1	2	3	4	5	6	7	8
By looking at their facial expressions, I recognize the emotions people are experiencing			.836					
When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself			.786					
I know what other people are feeling just by looking at them			.572					
It is difficult for me to understand why people feel the way they do							.854	
I can tell how people are feeling by listening to the tone of their voice	.391							
I find it hard to understand the non-verbal messages of other people						.779		
I am aware of the non-verbal messages other people send							.636	
I am aware of my emotions as I experience them		.561						
I know why my emotions change			.772					
I easily recognize my emotions as I experience them			.504					
I am aware of the non-verbal messages I send to others					.814			
When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	.679							
I have control over my emotions	.621							
I seek out activities that make me happy	.661							
Some of the major events of my life have led me to re-evaluate what is important and not important	.480							
I motivate myself by imagining a good outcome to tasks I take on				.666				
I know when to speak about my personal problems to others				.615				
I like to share my emotions with others								.812
I arrange events others enjoy						.432		
I help other people feel better when they are down	.637							
Other people find it easy to confide in me	.775							
I compliment others when they have done something well	.666							
When my mood changes, I see new possibilities		.531						
When I experience a positive emotion, I know how to make it last		.659						
When I am in a positive mood, solving problems is easy for me		.763						
When I am in a positive mood, I am able to come up with new ideas		.770						
When I feel a change in emotions, I tend to come up with new ideas		.800						
I use good moods to help myself keep trying in the face of obstacles		.626						
I present myself in a way that makes a good impression on others	.603							
Emotions are one of the things that make my life worth living		.483						
When I am faced with a challenge, I give up because I believe I will fail							.462	
I expect that I will do well on most things I try	.496							
I expect good things to happen								.505

[SOURCE: It is taken by Researcher on the basis of Data Analysis from SPSS.]

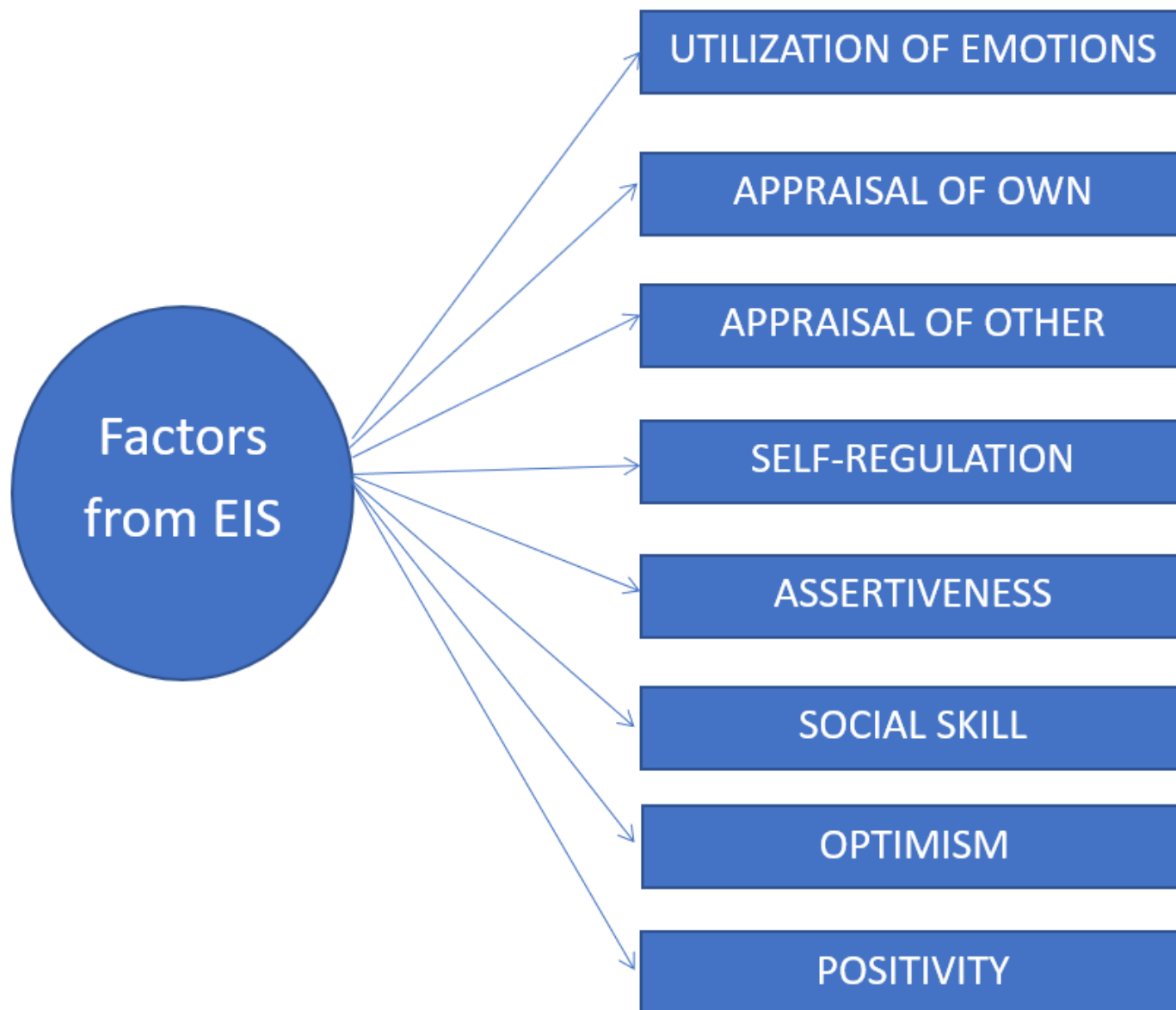
From the above factor analysis, here we identified eight factors for EIS scale. That are, Utilization of emotions, Appraisal of own emotions, Appraisal of other emotions, Self-regulation, Assertiveness, Social skills, Optimism, and Positivity. The factor loading for each statement with grouping is shown in the table below:

SR. NO.	FACTOR NAME	STATEMENTS	FACTOR LOADING	MEAN
1	UTILIZATION OF EMOTIONS	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	.679	0.60
		I have control over my emotions	.621	
		I seek out activities that make me happy	.661	
		I help other people feel better when they are down	.637	

		Other people find it easy to confide in me	.775	
		I compliment others when they have done something well	.666	
		I present myself in a way that makes a good impression on others	.603	
		I can tell how people are feeling by listening to the tone of their voice	.391	
		Some of the major events of my life have led me to re-evaluate what is important and not important	.480	
		I expect that I will do well on most things I try	.496	
		<b>2</b>	<b>APPRAISAL OF OWN EMOTIONS</b>	
When my mood changes, I see new possibilities	.531			
When I experience a positive emotion, I know how to make it last	.659			
When I am in a positive mood, solving problems is easy for me	.763			
When I am in a positive mood, I am able to come up with new ideas	.770			
When I feel a change in emotions, I tend to come up with new ideas	.800			
I use good moods to help myself keep trying in the face of obstacles	.626			
Emotions are one of the things that make my life worth living	.483			
<b>3</b>	<b>APPRAISAL OF OTHER EMOTIONS</b>	By looking at their facial expressions, I recognize the emotions people are experiencing	.836	0.731
		When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	.786	
		I know what other people are feeling just by looking at them	.572	
<b>4</b>	<b>SELF-REGULATION</b>	I know why my emotions change	.772	0.639
		I easily recognize my emotions as I experience them	.504	
		I motivate myself by imagining a good outcome to tasks I take on	.666	
		I know when to speak about my personal problems to others	.615	
<b>5</b>	<b>ASSERTIVENESS</b>	I am aware of the non-verbal messages I send to others	.814	0.814
<b>6</b>	<b>SOCIAL SKILL</b>	I find it hard to understand the non-verbal messages of other people	.779	0.605
		I arrange events others enjoy	.432	
<b>7</b>	<b>OPTIMISM</b>	It is difficult for me to understand why people feel the way they do	.854	0.658
		When I am faced with a challenge, I give up because I believe I will fail	.462	
<b>8</b>	<b>POSITIVITY</b>	I like to share my emotions with others	.812	0.658
		I expect good things to happen	.505	

Here, all eight factors have great influence on Emotional Intelligence but Appraisal of others emotion and Assertiveness have highest effect on it. By handling and managing all these factors appropriately, one can

manage own Emotional Intelligence.



[SOURCE: It is developed by Researcher on the basis of Data Analysis.]

**Objective 2: To check the reliability of EIS scales.**

Scale Reliability Statistics

	Cronbach's $\alpha$	McDonald's $\omega$
scale	0.937	0.943

Item Reliability Statistics

	if item dropped	
	Cronbach's $\alpha$	McDonald's $\omega$
By looking at their facial expressions, I recognize the emotions people are experiencing	0.935	0.942
When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	0.935	0.942
I know what other people are feeling just by looking at them	0.935	0.942
It is difficult for me to understand why people feel the way they do	0.938	0.945
I can tell how people are feeling by listening to the tone of their voice	0.935	0.942
I find it hard to understand the non-verbal messages of other people	0.937	0.944
I am aware of the non-verbal messages other people send	0.936	0.943
I am aware of my emotions as I experience them	0.934	0.941
I know why my emotions change	0.935	0.942
I easily recognize my emotions as I experience them	0.933	0.940
I am aware of the non-verbal messages I send to others	0.935	0.942
When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	0.933	0.940
I have control over my emotions	0.934	0.941
I seek out activities that make me happy	0.933	0.941
Some of the major events of my life have led me to re-evaluate what is important and not important	0.933	0.940
I motivate myself by imagining a good outcome to tasks I take on	0.935	0.942
I know when to speak about my personal problems to others	0.933	0.940
I like to share my emotions with others	0.940	0.945
I arrange events others enjoy	0.935	0.942
I help other people feel better when they are down	0.932	0.939
Other people find it easy to confide in me	0.935	0.942
I compliment others when they have done something well	0.933	0.941
When my mood changes, I see new possibilities	0.934	0.941
When I experience a positive emotion, I know how to make it last	0.933	0.940
When I am in a positive mood, solving problems is easy for me	0.934	0.941
When I am in a positive mood, I am able to come up with new ideas	0.934	0.941
When I feel a change in emotions, I tend to come up with new ideas	0.934	0.941
I use good moods to help myself keep trying in the face of obstacles	0.934	0.941
I present myself in a way that makes a good impression on others	0.933	0.941
Emotions are one of the things that make my life worth living	0.934	0.941
When I am faced with a challenge, I give up because I believe I will fail	0.943	0.946

Item Reliability Statistics

	if item dropped	
	Cronbach's $\alpha$	McDonald's $\omega$
I expect that I will do well on most things I try	0.933	0.940
I expect good things to happen	0.934	0.941

[SOURCE: It is taken by Researcher on the basis of Data Analysis from SPSS.]

The value of Cronbach's  $\alpha$  is 0.937 and McDonald's  $\omega$  is 0.943 for Emotional Intelligence Scale (EIS) Scale. Which shows that this scale is highly reliable for measuring Emotional Intelligence.

• **Objective 3: To check the validity of EIS scales.**

	$\rho$	TOTAL
By looking at their facial expressions, I recognize the emotions people are experiencing	$\rho$	.528**
When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	$\rho$	.517**
I know what other people are feeling just by looking at them	$\rho$	.526**
It is difficult for me to understand why people feel the way they do	$\rho$	.256*
I can tell how people are feeling by listening to the tone of their voice	$\rho$	.578**
I find it hard to understand the non-verbal messages of other people	$\rho$	.385**
I am aware of the non-verbal messages other people send	$\rho$	.471**
I am aware of my emotions as I experience them	$\rho$	.642**
I know why my emotions change	$\rho$	.518**
I easily recognize my emotions as I experience them	$\rho$	.751**
I am aware of the non-verbal messages I send to others	$\rho$	.526**
When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	$\rho$	.712**
I have control over my emotions	$\rho$	.641**
I seek out activities that make me happy	$\rho$	.704**
Some of the major events of my life have led me to re-evaluate what is important and not important	$\rho$	.702**
I motivate myself by imagining a good outcome to tasks I take on	$\rho$	.522**
I know when to speak about my personal problems to others	$\rho$	.724**
I like to share my emotions with others	$\rho$	.178
I arrange events others enjoy	$\rho$	.574**
I help other people feel better when they are down	$\rho$	.807**
Other people find it easy to confide in me	$\rho$	.569**
I compliment others when they have done something well	$\rho$	.704**
When my mood changes, I see new possibilities	$\rho$	.662**
When I experience a positive emotion, I know how to make it last	$\rho$	.749**
When I am in a positive mood, solving problems is easy for me	$\rho$	.681**
When I am in a positive mood, I am able to come up with new ideas	$\rho$	.653**
When I feel a change in emotions, I tend to come up with new ideas	$\rho$	.624**
I use good moods to help myself keep trying in the face of obstacles	$\rho$	.660**
I present myself in a way that makes a good impression on others	$\rho$	.697**
Emotions are one of the things that make my life worth living	$\rho$	.675**
When I am faced with a challenge, I give up because I believe I will fail	$\rho$	.004
I expect that I will do well on most things I try	$\rho$	.708**
I expect good things to happen	$\rho$	.633**

[SOURCE: It is taken by Researcher on the basis of Data Analysis from SPSS.]

The Pearson co-efficient correlation was used for checking the validity of the scale. If the  $p$ -value is **less than .05**, and the Pearson correlation coefficient is above 0.7, then there is evidence of test-retest reliability. And if the  $p$ -



value is **more than .05**, or the Pearson correlation coefficient is below 0.7, then there is no evidence of test-retest reliability. Here, majority values are found more than 0.5, so the validity is positive.

## CONCLUSION

Emotional Intelligence is an ability for recognizing, understanding, and choosing how we think, feel, and act. It defines how and what we learn. It allows us to set priorities. It determines the majority of our daily actions.

The EI can be a predictor of academic development in students. The understanding of the emotions and ability to control them is an important and necessary component in academic life of the students. And also, these abilities play an important role in development of a self-assessment, empathy, self-controlling of the students.

So, we can say that the students who are having more emotional intelligence are getting success in academic performance compare to the students who are having low emotional intelligence. Therefore, handling emotional intelligence is very important for student's successful academic life.

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