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A STUDY ON IMPACT OF EMOTIONAL INTELLIGENCE ON STUDENT'S ACADEMIC PERFORMANCE IN PROFESSIONAL SETTINGS

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Abstract

The concept of emotional intelligence is of unparalleled interest in both academics and in professional settings. Emotional intelligence can greatly impact your personal life and career. So, it is important to understand exactly what it is and why it is so important. The present paper will attempt to discuss about the literature review's surrounding emotional intelligence, the measures used to assess them and the ways to improve your emotional intelligence. Emotional intelligence is typically involved into our everyday decisions.

Key words: *Empathy, Self-efficacy, Non-verbal communication, Stress management, Self-awareness, Assertiveness.*

Introduction

At the most general level, Emotional intelligence refers to the ability to recognize and regulate emotions in ourselves and others. Emotional intelligence is a general term used to calculate our interpersonal skills. In work environments, research reveals that the person with high emotional intelligence or interpersonal skills will provide the most successful outputs in their professional settings and also they are better at balancing their professional and personal life. In education field, IQ alone would not

serve its purpose for the betterment of students until emotional intelligence is also developed and nurtured along within. Emotional intelligence is “the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in others and ourselves.”

Statement of the Problem

The emotional intelligence incorporates the important aspects of interpersonal and intrapersonal relationships, adaptability, flexibility, moods, empathy, stress management skills

which have a profound effect on academic achievement of students and also in professional settings. This paper is based on certain challenges which are as follows,

1. Whether people are aware of their emotion in professional settings?
2. Whether a academic institution or work place provides adequate support for mental health issues?
3. Whether emotional intelligence contributes to overall well-being as a student or in your profession?
4. Whether professors or academic advisors consider and address the emotional well-being of students in their roles?
5. Are people comfortable to share their mental health concerns with their peers or colleagues?

Review of Literature

This research paper is based on the following backgrounds,

Kauts and saroj [2010] – They have made a study which is based on the assumption that application of emotional intelligence can increase teacher's effectiveness and reduce occupational stress among teachers at secondary school level. Six hundred school teachers have been selected as a sample for the study.

Jordan and troth [2004] – They suggested different problems expect different styles of handling and emotionally intelligent individuals are capable of applying the different and better style of conflict management styles as the situation demands.

Kamran [2010] – He investigated whether emotionally intelligent leadership

(EIL) could influence the faculty effectiveness and identified 10 components of EIL which serve to improve the effectiveness of the faculty members viz. self leadership, moral, trust, conscientiousness, flexibility, participation, empowerment, capacity building, communication and motivation.

Objectives of the Study

This research paper is based on the following objective,

- 1.To find out and regulate our own emotions and also to understand the emotions of others.
- 2.To enhance our ability to manage our own emotions effectively.
- 3.To examine and explore personal strengths and professional success.
- 4.To collaborate more efficiently on group projects.
- 5.To evaluate leadership skills, as students learn to inspire and motivate others by make informed decisions and handle interpersonal dynamics responsibly in academic settings.

Methodology

This research is based on both doctrinal and non-doctrinal research. The sources of data are collected from different journals, newspaper, magazines, reports, government data, e-Resources and on the results of a non-doctrinal survey conducted. Thus both primary and secondary data has been employed in this research paper.

In order to analyze the research hypothesis, a study was conducted during a period of one month in the year 2023 with sample size of 100 respondents. The tool used was stratified random sampling and to analyze the data obtained

percentage or average methods have been used. The sample was collected from selected state in India.

Concepts

This research is mainly based on the following concept,

1. Empathetic – Showing an ability to understand and share the feelings of another.
2. Foster – To encourage the development of something desirable.
3. Inventory – A complete list of items or the contents of a building.
4. Resilience – The ability to withstand adversity and bounce back from difficult life events.
5. Self-assessment – Evaluation of oneself or one's actions, attitudes or performance.
6. Pessimism – A tendency to see the worst aspect of things or believe that the worst will happen.
7. Optimism – Hopefulness and confidence about the future or the success of something.
8. Mindfulness – The quality or state of being conscious or aware of something.
9. Trigger – Something that causes someone to feel upset and frightened because they are made to remember something bad that has happened in the past.

Significance of the Study

This research paper is based on the following significance,

1. The importance of this study is to develop communication skills of the students and to express themselves clearly.

2. This study highlights the measures that employees can cope with pressure more effectively and manage their work stress by understanding their emotions, leading to increased resilience and a reduction in workplace stress.

3. This study equips government employees to navigate conflicts with empathy and understandings. This skill is crucial for resolving disputes, negotiating agreements and maintains social cohesion within communities.

Limitations of the Study

The limitations of this research are that there was only minimal time taken for the completion of this research. The duration of the research is only one month. This duration is not enough for this research. This research had its responses belonging to people of a single nationality that is Indians. The data has been collected only from the male and female genders

Hypothesis of the Study

This research is mainly based on the following hypothesis,

1. Emotional intelligence helps to manage our stress. It provides us the ability to withstand adverse events and stressful situations without falling apart by positively coping with stress.
2. Both in Academic institutions and professional settings, the management does not conduct any training or stress management programs or resources related to emotional intelligence.

Result and Discussion

Part-I

Measures of Emotional Intelligence

The commonly used instruments to measure emotional intelligence are as follows

1. **Mayer-Salovey-Caruso emotional intelligence test (MSCEIT)** – This measure is based on specific tasks that are utilized to measure the level of ability of each branch of emotional intelligence model developed by Mayer and Salovey.
2. **Emotional Quotient Inventory (EQ-i)** – Bar-on used 133 self-report items to measure total IQ and the 5 components of his model was based on the topic of emotional-social intelligence.
3. **Emotional Competency inventory (ECI)** – It is self-report measure developed by Goleman which is a multi-rater instrument that provides ratings on a series of behavioral indicators of emotional intelligence. The ECI provides insights into an individual's ability to understand and manage emotions, crucial for personal and professional success. Goleman devised two main measures of emotional intelligence. Emotional appraisal and Work profile questionnaire to measure the four components of his EI model and Work profile questionnaire-emotional intelligence version (WPQei) which measures 7 of Goleman's competencies viewed as most important for effective work performance.
4. **The Level of emotional Awareness Scales (LEAS)** – It is also a self-report measure of emotional intelligence. It is intended to assess the extent to which people are aware of emotions in both themselves and others. It consists of five sub-levels namely, physical sensation, action tendencies, single emotions, blends of emotions and blends of these blends of emotional experience.
5. **Self-report emotional intelligence test (SREIT)** – It is measure of Salovey and Mayer's original concept of emotional intelligence. It consists of 33 items of measures. In this the respondents answers questions about their emotional awareness, regulation, empathy and social skills.
6. **Reuven Bar-on's EQi** – It is a widely used assessment tool for measuring emotional intelligence. It encompasses various domains such as self-perception, interpersonal, stress management, adaptability and general mood.
7. **Multifactor emotional intelligence scale (MEIS)** – It is a psychological assessment tool that is designed to measure various aspects of emotional intelligence. MEIS provides incorporating factors like perception, facilitation, identify and understanding of emotions across diverse situation.
8. **Seligman Attributional Style Questionnaire (SASQ)** – It was designed by Martin Seligman. It is also a psychological tool designed to measure optimism and pessimism. It is a screening test which aims to measure whether a person attributes outcomes to internal or external factors, stable or unstable causes and global or specific causes.

9. Emotional Competency inventory –

It was developed by psychologists Richard E. Boyatzis, it is a self-assessment tool. It evaluates various aspects such as self-awareness, self-regulations, empathy and social skills. The ECI aims to enhance personal and professional effectiveness by fostering emotional intelligence and understanding.

The ways to improve your Emotional Intelligence:

1. Self-awareness

Self-awareness forms the foundation of emotional intelligence. In this step, we should Practice reflecting on our own emotions, by understanding our trigger points and by identifying patterns of our emotions we can improve our emotional intelligence.

2. Self-regulation

Generally, self-regulation is the ability to control one's behavior, emotions and thoughts in the pursuit of long-term goals. We can develop this ability by practicing techniques such as mindfulness, deep breathing or positive self-talk to control impulsive reactions and maintain composure in challenging situations.

3. Empathy

Being empathetic means being able to “emotionally read” other people. It cultivates the skill of understanding and sharing the feelings of others. The characters like actively listening, being present in conversations and to try see situations from different perspectives helps us to fosters better connections and relationships.

4. Social Skills

It helps to enhance our interpersonal abilities by improving communications, conflict resolution and collaboration. It is the ability to demonstrate oneself as a cooperative, contributing and constructive member of one's social group. It develops the art of reading non-verbal communication to express ourself clearly and to understand others better. It helps us to takes on community oriented responsibilities.

5. Motivation

Motivation helps us to set meaningful goals and find intrinsic motivation to pursue them. It channels our emotions to drive positive actions and persist in the face of setbacks. It also develops a growth mindset can also contribute to increased motivation and resilience.

Related Case Laws

1. Case law – **Dr.L.R. Nath And Ors. Vs Delhi University And Anr.**

In this writ petition is the validity of a decision taken by the University of Delhi to discontinue the via voce test or interview for the admission to the Post Doctoral i.e. D.M./M.Ch. This writ petition has been filed by doctors who have done their M.D. and are aspirants for a seat in the D.M./M.Ch. course. The court advised that it is not essential to follow the same pattern as is required in the case of civil services for assessment of personality traits. The writ petition is accordingly dismissed.

2. Case law – **Krishan Kumar Vs Municipal Corporation Faridabad.**

The petitioner herein has challenged the appointment of respondents No.3 to 7 as assistants in the Municipal Corporation, Faridabad. The said selection has been challenged on the ground that the respondent corporation had issued an advertisement in the newspaper “Rashtriya Sahara” for the post of Assistant . since the newspaper “Rashtriya Sahara” has no wide circulation in the area where the petitioner is residing, he could not apply for the post of Assistant. The entire process is stated to have been video graphed so as to ensure transparency in the test. This is further strengthened from the fact that not one candidate who participated in the written test or interview has challenged the selection. Accordingly, there is no ground to disturb the selection. Therefore, the case was dismissed.

Part – II

Analysis and Interpretation of the Data:

This chapter consists of the analysis and interpretation of the data collected, in the form of tables and pictorial representation in terms of the objectives of the study.

Table No.1

Do you believe that your emotional intelligence contributes to your overall well-being as a student or in your profession?

Particulars	Male	Female	Trangender	Total
Agree	14 (13.86)	60 (59.41)	0 (00.00)	74 (73.27)
Disagree	0 (00.00)	2 (01.98)	0 (00.00)	2 (01.98)
No idea	3 (02.97)	22 (21.78)	0 (00.00)	25 (24.75)

Grand Total	17 (16.83)	84 (83.17)	0 (00.00)	100 (100.00)
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Source: Computed

The above table depicts that 73.27 percent of the respondent agreed that emotional intelligence contributes to their overall well-being as a student or in their professional settings. 1.98 Percent of them disagree with the statement. The remaining 24.75 percent of them have no idea about this statement. Hence, majority of the respondent have agreed that emotional intelligence contribute to their overall well-being as a student or in their professional settings.

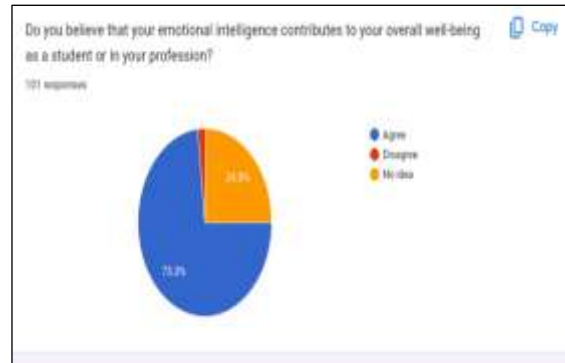


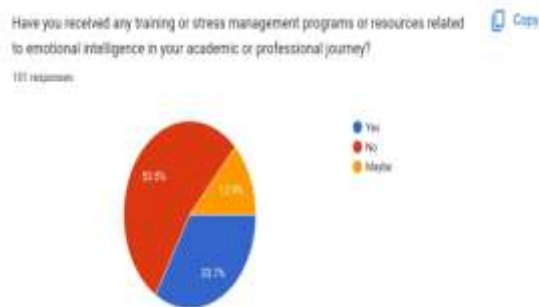
Table No.2

Have you received any training or stress management programs or resources related to emotional Intelligence in your academic or professional journey?

Particulars	Male	Female	Trangender	Total
Yes	6 (5.94)	28 (27.72)	0 (00.00)	34 (33.66)
No	9 (8.91)	45 (44.56)	0 (00.00)	54 (53.47)
May be	2 (1.98)	11 (10.89)	0 (00.00)	13 (12.87)
Grand Total	17 (16.83)	84 (83.17)	0 (00.00)	101 (100.00)

Source: Computed

The above table depicts that 33.66 percent of the respondents agreed that they receive training or stress management programs or resources related to emotional intelligence in their academic or professional journey. 53.47 percent of them disagree with this statement. The remaining 12.87 percent of them neutral opinion about this statement. Hence, majority of the respondent have disagreed that they don't receive any training or stress management programs or resources related to emotional intelligence.



Testing of hypothesis:

Hypothesis No.1 – Emotional intelligence helps to manage our stress. It provides us the ability to withstand adverse events and stressful situation without falling apart by positively coping with stress.

Table No.1 shows that 73.27 percent of the respondent agrees to the statement that emotional intelligence contribute to their overall well-being as a student or in their profession. There are 13.86 percent males and 59.41 percent females who agree with this statement. However, there are no transgender in this research. Hence, majority of the respondent agrees that emotional

intelligence contributes to their overall well-being as a student or in their profession. Therefore, statistical evidence proves that this hypothesis is accepted.

Hypothesis No.2 - Both in academic institution and professional settings, the management does not conduct any training or stress management programs or resources related to emotional intelligence.

Table No.2 shows that 53.47 percent of the respondent disagree to the statement that they received any training or stress management programs or resources related to emotional intelligence in their academic or professional journey. There are 8.91 percent males and 44.56 percent females who disagree with this statement. However, there are no transgender in this research. Hence, majority of the respondent disagrees with the statement that they received any training or stress management programs or resources related to emotional intelligence. Therefore, statistical evidence proves that this hypothesis is accepted.

Conclusion

Emotional intelligence is a crucial aspect of both personal and professional success. It involves understanding and managing one's emotion and also emphasizing with others. By cultivating emotional intelligence, it enhances your communication skill, fosters better relationship and contributes to overall well-being. Continuous practice and development of emotional intelligence can lead to improved decision-making and a more harmonious social environment.

Suggestion

Academic institution or work place should provide adequate support for mental health issues. Professors or academic advisors should consider and address the emotional well-being of students in their roles. Educational institution should better incorporate emotional intelligence training into their curriculum to support student's mental health. People should frequently engage in self-reflection to assess the impact of their own emotions on their professional interaction. People should also approach giving and receiving constructive feedbacks, taking into account of emotional considerations.

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