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A Study of the Emotional Intelligence of Graduating Students with Reference to Surat City

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ABSTRACT

Emotional Intelligence is playing the significant role in the today's technological era. This tidy has basically focused on the two scale measurement of EI i.e. TEIQue-SF and WLEIS out of which the researchers had made an attempt to identify the best scale measurement for the study by considering the numerous method of research i.e. Reliability testing, Factor Analysis and Non Parametric Test. Out of which the researcher had concluded that the WLEIS scale is better for the study as it has more value in terms of Cronbach's alpha and also there is no significant difference of opinion of graduating students with demographic factors for the factors responsible for the measuring the performance of the graduating students. To measure the significant difference among the demographic profile of the graduating students, Mann Whitney U test and Kruskal Wallis test have been applied in this study.

Keywords: Emotional Intelligence, Graduating students, TEIQue-SF, WLEIS

Psychologists have been attempting to answer concerns such as "Who will be successful in education?" for the past few years. Why do certain persons, while having a high intelligence coefficient, have such a high failure rate in school and post-education processes? "What role does intelligence co-efficiency play in student performance, particularly academic success?" "Aside from intellect and efficiency, are there any other components that contribute to academic success?" Researchers have conducted survey that has radically modified the old concept of Intelligence Quotient and its effects on human life[6].

Based on a study in the 1940s, 95 % of Harvard University students who are presently in their middle ages, it was found that the foremost intellectual students in those a long time were not more successful than the normal students, which they were indeed lower in terms of wealth and wealth. They have also had little success in life and have received negative reactions from others around them. Karen Arnold

has done many researches on intelligent students. He believes that determining a person's IQ is the only way to identify the obedient nature of the person, or those who know how to get excellent marks in the academics[5]. But the intelligence of a person provides little insight into how he operates. He react in the ups and downs of his life since academic intelligence and lent do not equip him with his abilities to deal with catastrophes in life and academic environment.

Learning EI, many times known as the seven intelligences[7], includes the following:

1. Vocal intelligence
2. Logical intelligence
3. Visual intelligence
4. Physical intelligence
5. Musical cognition
6. Intelligences interpersonal
7. Interpersonal intelligence

These rules are extremely pivotal in school and help ensure student's quick and long-term victory. When a youth has determined uneasiness or anger, he or she looks these sentiments as constrained and is incapable to free him or herself from the challenges that stress him or her. As a result, if the mind is excessively preoccupied with intellectual notions, there will be less opportunity to learn new things[11]. According to survey, successful schools are those that adapt appropriate connections among all students, between students and teachers, and between students and other employees of school. The educators in such schools want to make the perfect relationship and engagement among the students[8].

The tools for measuring EI, and believes that by utilizing standard EI testing, it is feasible to move forward the validity and accuracy of applying EI during the school a long time[12]. Schools will change into centers for creating life abilities by empowering youth to develop all of their abilities and capacities that will offer assistance them accomplish success or carry out their employments. The most important service that studies can provide to a student's development is to guide him or her in the best direction, but it shows up that this objective has been neglected in our country's educational framework, with few time went through on categorizing children and more time spent on illustrating their normal abilities and capacities[9]. Typically, it is happening in spite of the reality that there are incalculable ways to attain success. There are a few capacities that play a portion in coming to victory. Instructors and guardians should keep this thing in mind that only Intelligence Quotient is not compelling in deciding a student's academic progress, there are several other factors like EI, gender of student and adaptation to the educational environment, are all critical in deciding individual's educational progress and it should be taken to considered[10].

Literature Review

Jaeger, A.J. (2003) defined that the evidence from empirical research suggests that the capacity to recognize, oversee, and utilizes feelings (EI) is crucial to employee's performance. In spite of this, few graduate professional school educational programs adequately address the emotional and interpersonal skills that potential employers or organization want in employees and those employees find the most advantageous in their job. The study found that in the normal graduate classroom, the potential for more emotional capacities may be improved. Moreover, the studies found strong connection between EI and academic achievement[1].

Parker, J.D. *et al.* (2004) carried a survey that study focused on the association between EI and academic achievement throughout the transition from high school to university. During the first month of school at a small Ontario institution, 372 first-year full-time students completed the Emotional Quotient Inventory short form (EQ-i:Short). The EQ-i:Short data was matched with the student's academic record at the end of the academic year. Using emotional intelligence characteristics to predict academic performance yielded different findings depending on how the former variable was operationalized. Educational success was strongly associated with many more different dimensions of EI when EQ-i: variables were compared in different groups with very different levels of educational success (highly successful students who achieved a first-year university GPA of 80 percent or better versus relatively unsuccessful students who received a first-year GPA of 59 percent or less). The relevance of emotional and social competency throughout the transition from high school to university is highlighted in light of the findings[2].

Tucker, M.L. *et al.* (2000) defined that traditionally, educational institutions have placed a greater emphasis on the relevance of IQ, with less attention paid to other forms of intelligence. However, many researchers are now arguing that intrapersonal and interpersonal competences, often known as emotional intelligence, may be more crucial for life success than IQ. As a result, business schools should think about how to include emotional intelligence abilities into each student's "toolbox" for greater job success. This article presents a methodology for introducing emotional intelligence into the curriculum through the use of assessment tools and practical activities, as well as a survey of the growing research on emotional intelligence[3].

Bay, D. and McKeage, K. (2006)[4] defined that the Researchers and practitioners are increasingly recognizing that the workplace is not the rigidly cognitively regulated environment that it was traditionally considered to be. Emotional intelligence (the capacity to perceive, understand, and control emotions) has emerged as a talent that accountants may use to improve their performance in a range of areas, including leadership, client interactions, and possibly even decision-making. Furthermore, it is a talent that companies appear to appreciate and that might be beneficial to personal growth. As a result, in addition to technical knowledge, accounting education must strive to instil emotional intelligence in its graduates. Using the MSCEIT, an instrument that evaluates ability rather than learned abilities, this article analyses the level of emotional intelligence of accounting students. The findings suggest that the kids in the sample had a low degree of emotional intelligence. There is little indication that a single term of standard accounting education will give opportunities for growth. As a result, efforts to improve pupils' emotional intelligence may necessitate tailored educational interventions[4].

RESEARCH METHODOLOGY

Identification of Problem

Emotional Intelligence plays a significant role in all around development of the society in all the area whether it is at workplace, at home, at Educational Institutes and so on. It has a significant impact on the work performance of the concern party. Many researchers in the past had made an attempt to find out the effect of EI on the work performance of the employees at the workplace but very few had made an attempt to check the impact of Emotional Intelligence on the performance of the students. So this research had basically focused on to find out the impact of Emotional Intelligence on the performance of the students by considering the various factors responsible for it.

Objective of the Study

The basic objective of this study has been mentioned below:

- ❒ To Study the demographic profile of the students
- ❒ To study the factors responsible of the Emotional Intelligence on the performance of the students.
- ❒ To Study the Emotional Intelligence among the students through different scales.

Variable of the Study

There are numerous variables that have been taken into the study as a part of the dependent and independent variable. The demographic profile of the graduating students like age, gender and year of graduation are taken into consideration as an independent variable and the factors of Emotional Intelligence (EI) are taken into consideration as a dependent variable.

Societal Implication

The Emotional Intelligence mow a days has increased its importance almost in all the segments so this study will help the society of getting the different factors of Emotional Intelligence which is important and having the impact on the performance of the graduating students. So this study is basically beneficial to the many stakeholders of the society like students, academician, trainers, psychologists, parents and many more.

DATA ANALYSIS AND INTERPRETATION

Reliability Test for WLEIS

Table 1: Source Research Output

Reliability Statistics	
Cronbach's Alpha	N of Items
.971	16

The above table represents the reliability test for the factors of WLEIS, and it can be seen that total 16 statements had been asked to the graduating students and out of that the Cronbach's Alpha obtained for the study is 0.972 which is above 0.9. It indicates that the statements asked here for the study to check EI are highly reliable.

Reliability Test for the TEIQue-SF

Table 2: Source Research Output

Reliability Statistics	
Cronbach's Alpha	N of Items
.835	30

The above table represents the reliability test for the factors of TEIQue-SF, and it can be seen that total 30 statements had been asked to the graduating students and out of that the Cronbach's Alpha obtained for the study is 0.835 which is above 0.8. It indicates that the statements asked here for the study to check EI are highly reliable.

From the both the parameters taken in this study to check the Emotional Intelligence among the graduating students, it can be seen that the Cronbach alpha for the WLEIS is higher as compare to the TEIQue-SF hence the scale taken for the WLEIS are highly reliable in comparison to TEIQue-SF to check the impact of Emotional Intelligence on the performance of graduating students.

KMO and Bartlett's Test for TEIQue-SF

Table 3: Source Research Output

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.907
Bartlett's Test of Sphericity	Approx. Chi-Square	2269.331
	Df	120
	Sig.	0.000

From the above table of KMO and Bartlett's Test of Sphericity, it can be seen that, the Sampling Adequacy for the factors of TEIQue-SF s 0.907 which is greater than 0.5 which means that the sampling adequacy for this study is falling under the marvelous category to run the factor analysis.

Total Variance Explained for TEIQue-SF

Table 4: Source Research Output

Total Variance Explained								
Compo-nent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.503	31.263	31.263	7.503	31.263	31.263	6.725	28.022	28.022
2	5.113	21.305	52.568	5.113	21.305	52.568	3.953	16.471	44.494
3	3.375	14.062	66.629	3.375	14.062	66.629	3.400	14.165	58.659
4	2.092	8.717	75.346	2.092	8.717	75.346	3.035	12.644	71.303
5	1.740	7.250	82.597	1.740	7.250	82.597	2.271	9.461	80.764
6	1.259	5.248	87.844	1.259	5.248	87.844	1.699	7.081	87.844
7	.781	3.255	91.099						
8	.664	2.765	93.864						
9	.512	2.134	95.998						
10	.348	1.448	97.446						
11	.249	1.037	98.483						
12	.194	.808	99.291						

13	.107	.447	99.738
14	.063	.262	100.000
15	1.287E+00	5.363E-15	100.000
16	7.444E+00	3.102E-15	100.000
17	5.887E-16	2.453E-15	100.000
18	2.220E-16	9.249E-16	100.000
19	5.063E-17	2.109E-16	100.000
20	-2.365E-16	-9.854E-16	100.000
21	-4.485E-16	-1.869E-15	100.000
22	-6.573E-16	-2.739E-15	100.000
23	-9.700E-16	-4.042E-15	100.000
24	-1.562E-15	-6.510E-15	100.000

Rotated Component Matrix for TEIQue-SF

Table 5: Source Research Output

Rotated Component Matrix^a						
	Component					
	1	2	3	4	5	6
I feel difficult in handling my emotions.	.888					
I find it difficult to bond well indeed with those near to me.	.866					
I cannot adjust easily in my life according to circumstances.	.833					
I cannot stand up for my rights.	.824					
I cannot understand my feelings easily.	.821					
I generally don't find life enjoyable.	.758					
I am unable to deal with stress.	.743					
I have a gloomy perspective on most things.	.729					
I cannot keep myself motivated	.666					
I am able to adapt any changes.		.871				
I tend to change my mind frequently.		.819				
I feel good about myself in any circumstances.		.813				
I can easily deal with different kind of people.		.572				
I am generally aware of my emotions as I experience them.		.535				.503
I tend to get involved in things I later wish I could get out of.			-.858			

Statement				
I feel empathize with others			.843	
I am comfortable with the way I look.			.769	
I believe that things will work out fine in my life.		.507	.619	
People admire me for being relaxed.			.891	
I am able to influence the way other people feel.			.778	
I am a highly motivated person.			.685	
I can express my emotions easily in words.				.871
I frequently find it difficult to see things from someone's perspective.	.543			.738
I tend to "back down" indeed in case I know I'm right.				.812

Table 6: Source Research Output

Statements	Communality Value	Factors	Mean Score	Mean
I feel difficult in handling my emotions.	.888		*4.000*	
I find it difficult to bond well indeed with those near to me.	.866		*3.788*	
I cannot adjust easily in my life according to circumstances.	.833		*3.529*	
I cannot stand up for my rights.	.824	*Well Being*	3.019	*3.627*
I cannot understand my feelings easily.	.821		*3.596*	
I generally don't find life enjoyable.	.758		*3.471*	
I am unable to deal with stress.	.743		*3.923*	
I have a gloomy perspective on most things.	.729		3.731	
I cannot keep myself motivated	.666		*3.577*	
I am able to adapt any changes.	.871		*4.067*	
I tend to change my mind frequently.	.819		*4.183*	
I feel good about myself in any circumstances.	.813	*Self-Control*	3.529	*4.275*
I can easily deal with different kind of people.	.572		*4.596*	
I am generally aware of my emotions as I experience them.	.535		*5.000*	
I tend to get involved in things I later wish I could get out of.	-.858		*4.864*	
I feel empathize with others	.843	*Emotionality*	4.394	*4.798*
I am comfortable with the way I look.	.769		*4.933*	
I believe that things will work out fine in my life.	.619		*5.000*	

People admire me for being relaxed.	.891		*3.596*	
I am able to influence the way other people feel.	.778	*Sociality*	4.327	*4.109*
I am a highly motivated person.	.685		*4.404*	
I can express my emotions easily in words.	.871		*4.058*	
I frequently find it difficult to see things from someone's perspective.	.738	*Empathy*	*4.183*	*4.121*
I tend to "back down" indeed in case I know I'm right.	.812	*Motivation*	*4.260*	*4.260*

Final Factor Table for TEIQue-SF

Table 7: Source Research Output

Factors Number	Factor Name
1	Well being
2	Self-Control
3	Emotionality
4	Sociality
5	Empathy
6	Motivation

From the above table, it can be seen that the total six factors that have been identified in the TEIQUE-SF for measuring the Emotional Intelligence of the graduating students to check the impact on their performance. The factors are Wellbeing, Self-Control, Emotionality, Sociality, Empathy and Motivation.

KMO and Bartlett's Test for WLEIS

Table 8: Source Research Output

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.807
Bartlett's Test of Sphericity	Approx. Chi-Square	2739.331
	Df	120
	Sig.	0.000

From the above table of KMO and Bartlett's Test, it can be seen that, the Sampling Adequacy for the factors of WLEIS is 0.907 which is greater than 0.5 which means that the sampling adequacy for this study is falling under the meritorious category to run the factor analysis.

Total variance explained table for the WLEIS

Table 9: Source Research Output

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.320	70.753	70.753	11.320	70.753	70.753	5.369	33.554	33.554
2	1.290	8.061	78.814	1.290	8.061	78.814	4.584	28.652	62.206
3	1.065	6.655	85.469	1.065	6.655	85.469	3.722	23.263	85.469
4	.616	3.848	89.317						
5	.395	2.466	91.783						
6	.353	2.203	93.986						
7	.292	1.824	95.810						
8	.195	1.217	97.028						
9	.153	.954	97.982						
10	.088	.550	98.532						
11	.080	.503	99.034						
12	.055	.341	99.376						
13	.050	.312	99.687						
14	.032	.202	99.889						
15	.011	.072	99.961						
16	.006	.039	100.000						

From the above table of total variance explained, it can be seen that the total three factors that have been extracted for the WLEIS among the graduating students as a part of seeing the impact of Emotional Intelligence on the performance of them. The total variance explained in these table are 85.469 which means that during the process of factor loading, the total information that have been extracted are 85.46% and on the other side it can also be concluded that the 14.531% of the information that have been lost during the process of factor loading. The factors that have been taken as a part of Emotional Intelligence by considering the WLEIS are having the Eigen value more than 1 in this table.

Table of Rotated Component Matrix for the WLEIS

Table 10: Source Research Output

Rotated Component Matrix			
	Component		
	1	2	3
I can understand my feelings most of the time.	.877		
I can understand my emotions easily.	.889		
I truly understand what I feel	.610	.514	

I can recognize whether I am happy or not.	.680	
I can understand my friends' emotions from their behavior.		.740
I can observer others' emotions easily.		.838
I am sensitive towards other's emotions.		.857
I can understand other's emotions who are connected with me		.829

I continuously motivate myself by telling that I am a competent person	.686	
I continuously set goals for own self& after that attempt my best to attain them	.722	.595
I continuously motivate myself by telling that I am a competent person	.701	
I am a self-motivating person	.727	

I always energize myself to try my best in any situation	.729
I can control my mood so that I can handle difficulties rationally	.744
I can control my emotions	.904
I can control my anger easily	.786

Table 11: Source Research Output

Statements	Communality Value	Factors	Mean Score	Mean
I can understand my feelings most of the time.	.877		*5.144*	
I can understand my emotions easily.	.889		*5.096*	
I truly understand what I feel	.610		*4.933*	
I can recognize whether I am happy or not.	.680		5.288	
I continuously motivate myself by telling that I am a competent person	.686	Self-Emotional Appraisal	*5.644*	*5.263*
I continuously set goals for own self & after that attempt my best to attain them	.722		*5.356*	
I continuously motivate myself by telling that I am a competent person	.701		*5.308*	
I am a self-motivating person	.727		5.337	
I can understand my friends' emotions from their behavior.	.740		*5.288*	
I can observer others' emotions easily.	.838	Other's Emotional Appraisal	4.856	*5.213*
I am sensitive towards other's emotions.	.857		*5.096*	
I can understand other's emotions who are connected with me	.829		5.615	
I always energize myself to try my best in any situation	.729		*4.894*	
I can control my mood so that I can handle difficulties rationally	.744	Regulation of Emotion	*5.279*	*4.930*
I can control my emotions	.904		*4.683*	
I can control my anger easily	.786		*4.865*	

Table of Final Factors for WLEIS

Table 12: Source Research Output

Factors Number	Factor Name
1	Self-Emotional Appraisal
2	Other's Emotional Appraisal
3	Regulation of Emotion

From the above table, it can be seen that the total three factors that have been identified in the WLEIS for measuring the Emotional Intelligence of the graduating students to check the impact on their performance. The factors are Self-Emotional Appraisal, Other's Emotional Appraisal and Regulation of Emotion.

FINDINGS AND CONCLUSIONS OF THE STUDY

From the above table and study for the two scale measurement taken in this study as a part of checking the impact of Emotional Intelligence on the performance of the graduating students are TEIQue-SF and WLEIS. Out of these two scale measurement taken for the study, the best scale that have been turned out to be for this study is WLEIS as its Cronbach's alpha is 0.971 as compare to the TEIQue-SF reliability measurement scale of 0.835 which proves the high reliability of the data. Additionally, by checking the significant difference of these factors with comparing the two scale for measuring the Emotional Intelligence impact on the performance of graduating students i.e. WLEIS and TEIQue-SF, there is no significant difference of opinion by considering the numerous demographic factors of graduating students i.e. Gender, Stream and Year in which they are studying with respect to the factors responsible for the Emotional Intelligence Quotients.

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