



## A Study on the Emotional Intelligence of Undergraduate Students

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**Abstract-** We live in a world that is changing faster than ever before and facing unprecedented challenges. In the current competitive environment, students need to balance performance and efficiency, so how they can correctly view the unknown complexity of life, how to carry out quality education and achieve emotional intelligence is crucial. The proposed new education policy mainly focuses on improving the quality of education, which can be achieved by improving students' emotional intelligence. Emotional intelligence helps students achieve better results and provides them with the skills they need for their personal and professional lives. This study aims to study the emotional intelligence of college students. The study adopted a random sampling method, using the emotional intelligence scale developed and standardized by Reuven Baron for data collection, and statistical methods such as mean, percentage, standard deviation and t-value were used to analyze the data. The results showed that emotional intelligence was not related to gender, subject, university location, family type, father's occupation and family income. The emotional intelligence level of college students was at an average level, and girls had higher emotional intelligence than boys.

**Keywords:** Emotional Intelligence, College Students, Growth, Students, Adolescents Emotion.

**Introduction-** Emotional intelligence (EI) is a typical social talent that involves the ability to monitor one's own and others' feelings and sensations, distinguish between them, and use this information to guide one's thinking and actions (Peter Salovey, Marc A. Brackett, John D. Mayer,

2004, p. 5). Emotions and learning occur in the brain. Learning means acquiring knowledge or skills. Learning requires thinking. Our thoughts affect our feelings, and our feelings affect our thinking. The connection between emotions and learning is bidirectional and complex. Feelings are relay

stations between sensory input and thinking. When input is reproduced positively, we are motivated to take action and achieve goals. When input is negatively evaluated, we will not take action and will not learn. Contradictory emotions can be the cause or result of teaching obstacles (Candy Lawson, n.d.). Learning depends not only on the individual's keen perception of teaching methods or classrooms, but also on the individual's sensitive cognition of the educational environment (Flood, 2003). Intelligence quotient (IQ) has long been used to predict student success, but as the world moves into the 21st century, surveys are showing that emotional intelligence (EI) is a better predictor of "success" than more traditional measures of cognitive intelligence. EQ is one such factor that plays an important role in situations that require students to adapt happily to different environments (Hettich, 2000). EQ skills are essential to human performance and the management of successful learning organizations.

**Statement of the Problem-** Plato once said: "All learning is based on emotion." We must understand that emotional intelligence is not the opposite of intelligence, it is not the embodiment of reason over emotion, but a unique intersection of the two. Emotional intelligence refers to the ability to use emotions, which helps solve problems and make life more fulfilling. If high school students have high emotional intelligence, they are physically and mentally healthy, have stronger employability, and have more harmonious relationships with their classmates. Therefore, this study aims to study the emotional intelligence of high school students in order to improve the level of emotional ability of high school students. The theme of this study is: "Study on emotional intelligence of undergraduates".

## **Operational Definitions Emotional Intelligence-**

Emotional intelligence covers a range of experiences, including self-awareness, emotional management, self-motivation, empathy and relationship management. College students. The researchers were referring to first- and second-year college students.

## **Objectives of the Study The following are the objectives of the present study:**

1. To find out the level of emotional intelligence of collegestudents.
2. To find out the difference between the emotional intelligence of males and females of college students.
3. To find out the difference between the emotional intelligence of arts and science of college students.

## **Hypotheses of the Present Study**

1. The college students have low emotional intelligence.
2. There is no significant difference between male and female college students on their emotional intelligence.
3. There is no significant difference between arts and science college students on their emotional intelligence.

**Method of the Study** - This study used the normative research method. The normative research method is used to describe and explain things that currently exist. It focuses on the state of existing relationships, prevalent practices, beliefs, opinions or attitudes that people hold, ongoing processes, and the impacts that are being felt. The normative research method is very useful when researchers want to collect data on phenomena that cannot be collected through observation. This study focuses on survey data collected through scales. In addition, this study is based on a cross-sectional survey, which is designed to collect information about a population at a specific point in time.

**Tools Used in the Study** - This tool is a tool used to collect data from a sample. In this study, an emotional intelligence tool designed by Dr. Reuven Baron was used. An emotional intelligence scale was designed. It contains 15 questions with 5 options each. It tests how people "feel" about different situations. This test has been conducted across the globe. This test is not affected by skin color, ethnicity, and language bias. The researchers conducted this test among college students in Rajasthan.

**Sample and Sampling Technique**- The subjects of this study are first year college students in the educational district of Rajasthan. The data were randomly sampled from three colleges with a total of 300 students.

**Statistical Techniques Used for Data Analysis** - Measures of Central Tendency (Mean) The mean, median and mode are the most common averages. The mean, also known as the arithmetic mean, is the most common measure of central tendency and can be defined as the sum of the values of a series of given items divided by the total number of items. We can calculate it as follows.

In this study, we will use the following statistical techniques:

- Descriptive analysis (mean, standard deviation).
- Analysis of variance (t-value).

#### Data Analysis

**Hypothesis 1: The college students have low emotional intelligence.** Mean scores and standard deviations of the total sample of college students' emotional intelligence

| Sample  | N   | Mean (M) | Standard Deviation (SD) |
|---------|-----|----------|-------------------------|
| Perfect | 300 | 63.89    | 9.02                    |

From the table above, we can see that the average value of the whole group is 63.89 and the standard deviation is 9.02. This shows that the emotional intelligence level of this college student is at an average level.

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

Table 2: 't' value in the Mean Score on the Level of Emotional Intelligence of Male and Female College Students

| Gender | N   | Mean (M) | Standard Deviation (SD) | S.E. D | "t" Value | Significance at 0.05 Level |
|--------|-----|----------|-------------------------|--------|-----------|----------------------------|
| Male   | 184 | 62.8879  | 8.3512                  | .58184 | -0.445    | Not Significant            |
| Female | 116 | 63.3268  | 8.0210                  |        |           |                            |

The calculated "t" value according to the above table is -0.445, which is less than the tabulated value of 1.96 at the 0.05 level. Therefore, there is no significant difference between male and female college students in their emotional intelligence. Therefore, the null hypothesis is accepted. It is speculated that female students perform better than male students in emotional intelligence

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

Table 3: 't' value in the Mean Score on the level of Emotional Intelligence of Arts and Science College Students

| Subject | N | Mean (M) | Standard Deviation | S.E. D | "t" Value | Significance at 0.05 Level |
|---------|---|----------|--------------------|--------|-----------|----------------------------|
|         |   |          |                    |        |           |                            |

|         |    |      | (SD) |      |      |           |
|---------|----|------|------|------|------|-----------|
| Arts    | 21 | 61.8 | 8.02 | .931 | -    | Not       |
|         | 5  | 6    |      | 08   | .646 | Significa |
| Science | 83 | 60.3 | 8.39 |      |      | nt        |
|         |    | 2    |      |      |      |           |

The t value calculated from the table above is -.646, which is less than the table value of 1.96 at the 0.05 level. It can be seen that there is no significant difference in the emotional intelligence level between male and female college students. Therefore, the null hypothesis is accepted. It can be inferred that the emotional intelligence level of science students is better than that of liberal arts students.

**Findings of the Study-** The following are the results of this study.

- The study found that the emotional intelligence level of college students is at an average level.
- The study found that female students have higher emotional intelligence than male students.
- The study found that there is no significant difference in emotional intelligence among liberal arts college students.

**Educational Implications-** Therefore, it is suggested that training colleges and training institutions may consider implementing emotional intelligence training among teacher educators and trainee teachers to enhance their competence. The current education policy can continue to be implemented as it has already produced an equal number of educational adjustments.

**Conclusion-** Emotions are physiological responses to situations that are so important that they cannot be handled with intelligence alone, such as danger, painful loss, sticking to a goal despite setbacks, bonding with a partner, and building a family. To ensure emotional development, the concept of emotional intelligence should be incorporated into

college courses. In this competitive arena, achievement levels have become a major factor in an individual's advancement in personal, educational, and social life. By learning to use both the emotional and rational parts of the brain, students can not only expand their options for responding to new events, but also incorporate emotional memories into decision making. This will help prevent students from repeating past mistakes over and over again. Teachers are considered as the second parents of their students and play a vital role in shaping the behavior of future citizens. Educational institutions can consider incorporating yoga and meditation into the curriculum to improve emotional intelligence and hiring emotionally intelligent teachers/staff, which play an important role in nurturing and developing students' emotional skills. The modern concept of emotional intelligence itself is still very young. We still have a lot of work to do on what exactly emotional intelligence encompasses and how to apply it most effectively.

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