



Ei Level Among College Students

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ABSTRACT

There is quite a reasonable proof that, students do enhance not only socially but also intellectually when they feel safe and regarded as important members of a learning community. In response, a number of reform efforts are focusing on creating colleges where students are known and valued as personalities by other students as well as by teachers. Which the finest method to explain emotional intelligence skills in colleges? (Diane Curtis, 2013)- [11] The answer depends on who is educating them. So by keeping this the present study is supported out to explore EI levels among the college students.

KEYWORDS

Learning community; Emotional intelligence (EI); Educating.

INTRODUCTION

Psychology is an academic and applied discipline that involves the scientific study of mental functions and behaviors. Psychology has the direct goal of accepting individuals and groups by both creating general principles and examining specific cases, and by many accounts it ultimately aims to benefit society. In this field, a professional practitioner or researcher is called a psychologist and can be categorized as a social, behavioral, or cognitive scientist. EI basically is a form of psychology, so each and every student must be very good enough to face the things which are coming towards them with an open mind.

CONCEPTUAL OUTLINE

Emotional intelligence can be defined in simple words namely "how to behave with the right people at the right place at the right time".

Emotional intelligence is a set of emotional and societal skills that influence the way we distinguish and Express ourselves develops and maintains social relationships cope with the challenges and use emotive data in an active and meaningful ways (string & Book, 2011, p. 13)

It's always easier to recognize the faults in someone's behavior than those in our own. the case studies give Students a way to see how emotional intelligence innovates everyday behaviors. Which will eventually let them to realize how the enhanced vision of emotional intelligence can aid them achieve better grades, perform better, get along better with their friends and handle the stress in their life optimistically.

Emotionally intelligent people synthesizers what is known about EI and places it in the context of the lives of today's college student. It is easy to read and provide helpful handbook for college students who want to work intentionally to improve their skills, but how regularly the Student use it is up to them.

The foot line is that each students requires balance, the trick is that the right level of being in balance is dynamic and its constantly shifting, in other words balance for developing the emotional intelligence in oneself maybe different from others based on what they see and what they perceive. so for the students to develop the emotional intelligence, they must be very flexible enough to adjust themselves according to the situation.

FEW COLLECTED WORKS OF PREVIOUS RESEARCH

Nazan Yelkikalan, Gungor Hacioglu, Abdullah Kiray, Bilal Ezilmez, Ergul Soylemezoglu, Hanife Cetin, Rukiye Sonmez and Secil Özturk. Emotional Intelligence Characteristics Of Students Studying At Various Faculties And Colleges Of Universities.

European scientific journal, vol. 8, issue no. 8. This research studied the emotional intelligence levels of university students in the context of emotional intelligence extents; the difference in terms of demographic qualities of students and the majors they study and the relationship between emotional intelligence of students and their academic achievements. The sample size of the study is 559. For this purpose, a questionnaire was filled in by students studying at five different faculties of Çanakkale Onsekiz Mart University. The results of the research revealed that there is not any significant difference in the relationship between the faculty of students and their emotional intelligence, apart from the sociability.

Joyce G. Walsh-Portillo, The Role of Emotional Intelligence in College Students' Success. Florida International University, FIU Digital Commons, 2011. The purpose of this study was to determine if higher academic performance was positively correlated to higher emotional intelligence among traditional age male and female college students enrolled in an Introduction to Business course at a large multi-campus state college in Florida. The Bar-On 2004 (Emotional Quotient Inventory) EQ-I 133-item inventory was used to assess students' emotional intelligence. Within the scope of this ex-post facto study, a quasi-experimental design was included to further determine if emotional intelligence could be increased through the inclusion of a curricular component on emotional intelligence. Four groups of students (N=111) participated in the three-phase study over two semesters. Findings from the study indicated that (a) there was a slight positive correlation in the pre-intervention stage between emotional intelligence and traditional measures of academic success specifically, GPA and the attempted-to-completed credit hour ratio

Marc A. Brackett, Susan E. Rivers, and Peter Salovey. Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success, Social and Personality Psychology Compass 5/1 (2011): 88–103. This article presents an overview of the ability model of emotional intelligence and includes a discussion about how and why the concept became useful in both educational and workplace settings. Scientific findings on emotional intelligence support the notion that emotions are functional when the information they provide is attended to, interpreted accurately, integrated into thinking and behavior, and managed effectively

SIGNIFICANCE OF THE STUDY

This work weighs on knowing the EI levels of students. As the great **Daniel Goleman [12]** GURU of EI said ". If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very

far". So this study will have made useful for the researchers to explore the causalities of EI and the factors causing it.

INTENTIONS OF THE STUDY

The intentions of the study are to,

- Checking the EI levels of students
- To inspect the factors responsible for EI

HYPOTHESIS OF THE STUDY

H0: There is no significant relationship between gender and level of EI

METHODOLOGY

The study is exploratory in nature. Survey method was implemented and the study is piloted amongst college students at Salem City, Tamilnadu. The respondents for the study is confined to 262 college students. Proportionally stratified random sampling technique was adopted. **EXPLORATION AND INTERPRETATION**

Table 1 level of EI via gender

Objective: Checking the EI levels of students.

HO: There is no significant relationship between gender and Level of EI

Gender	Level of EI			Total
	Low	Moderate	High	
Male	47 (14.10)	20 (68.40)	36 (17.50)	103 (100.00)
Female	37 (15.70)	34 (14.30)	88 (70.00)	159 (100.00)
Total	74	346	80	262

Source: Computed and calculated through questionnaire

Df: 6 Calculated c² Value: 25.993
 One per cent level: 16.812

Interpretation:

Out of 262 students 103 students are male, of which 47 (14.10) have low level of EI; 20 (68.40) have moderate level of EI and 36 (17.50) students have high level of EI.

159 students are female of which 37 (15.70) have low level of EI; 34 (14.30) have moderate level of EI; 88 (70.00) have high level of EI.

The percentage with high level of EI is found high among the female students. The percentage with low level of EI is found high among the male students.

Table 2 Garrets Table Value

Rank	Percentage Position	Garett's Table Value
1	100(1-0.5)/5=10	76
2	100(2-0.5)/5=30	61
3	100(3-0.5)/5=50	50
4	100(4-0.5)/5=70	40
5	100(5-0.5)/5=90	25

Source: Computed and calculated through questionnaire

The above table percentage positions for the ranks 1,2,3,4 and 5 and their corresponding Garett's table values. For rank 1 the calculated percentage position value is 10 and the table value is 76, this value is given in the garret ranking table for the percentage 9.17 which is near 10. As like for all the calculated positions, the table values are referred from garrets ranking table.

EI:

The below table shows the number of respondents ranking the factors as 1,2,3,4 and 5 for the preference of the factors responsible for EI, which shows the total score and mean score.

Objective: To inspect the factors responsible for EI
Table 2 Factors responsible for EI -GARRETT

Factors responsible for EI	I (76)	II (61)	III (50)	IV (40)	V (25)	Total	Total Score	Mean Score	Rank
Inter-personal ability	111	79	90	115	105	262	24980	49.96	3
	8436	4819	4500	4600	2625				
adapt-ability	118	120	111	79	72	262	26798	53.60	2
	8968	7320	5550	3160	1800				
commu-nication	130	127	113	91	39	262	27892	55.78	1
	9880	7747	5650	3640	975				
Organi-zational develop-ment	73	89	93	134	111	262	23762	47.52	4
	5548	5429	4650	5360	2775				
Recogn-izing others emotions	68	83	87	89	173	262	22466	44.93	5
	5168	5063	4350	3560	4325				

Source: Computed and calculated through questionnaire

Source: primary data

Interpretation:

It is known from the above table that according to Garrett's ranking, the factors which persuades the respondents to show the reasons accountable for stress which shows that lack of appreciation is ranked first followed by lack of own control ranking as second. This shows that lack of appreciation is the factor which cause more stress to the students.

CONCLUSION:

Emotional intelligence' is a term used to portray a general level of psychological and social awareness. According to emotional intelligence theory, the cognitive, physiological, and behavioral changes that accompany emotional responses are adaptive these changes prepare us to respond to the event that caused the emotion to occur (Lazarus, 1991). EI plays a major role in the life of students, every student must learn to channelize his/ her priorities so as to avoid the confusion in them, this itself will make them to avoid the feeling to have irritation. Then students must have a pre-planned life and they must learn to improve their communication skills so as to blend in and go global.

HOW THE PRESENT STUDY CAN BE EXTENDED?

The future scope for the current study can be supported further on "EI levels among the IT sector Employees".

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