

EMOTIONAL INTELLIGENCE- KEY FOR SELF MANAGEMENT

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ABSTRACT

Emotional Intelligence is the capacity of a person to know his inner world and of others and to manage it in a meaningful way. It is a set of developed skills that lead to better academic and professional function. Due to privatization, urbanization and liberalisation, the generation next is confused on the issue of academic career. Due to competition and academic challenges, students lag in coping up with negative emotions. The study examined 100 undergraduate level students to establish just how aware they are of their emotional responses and how well they use their emotional intelligence. The result demonstrated that as far as emotional intelligence is concerned, 24 percent of students (boys and girls) have done well, 52 percent of students are required to work on it, 15 percent students need to pull up their sleeves and 9 percent students need to create awareness about emotional intelligence. On the basis of findings, it is suggested that emotional intelligence coaching should be provided to the students by using emotional intelligence development plan.

Keywords: Emotional Intelligence, Self Awareness, Relationship Management and Self-Motivation

INTRODUCTION

Emotional intelligence is defined as a person's self awareness, self confidence, self control commitment and integrity and a person's ability to communicate, influence, initiate change and accept change. Goleman identifies the five domains of emotional quotient as; knowing your emotions, managing your emotions, motivating you, recognizing and understanding other peoples' emotions and lastly managing relationships; means managing the emotions of others. Research evidence demonstrating the predictive effects of emotional intelligence on academic achievement is growing by leaps and bounds every day, **Marquez et.al (2006)**^[4] found that emotional intelligence scores are correlated with academic achievement after controlling for general intelligence. Emotional intelligence is the major missing part in the human life. Emotional intelligent person is skilled in identifying emotions, how to use emotions, understanding own & other's emotions. It is strong indicator of human success. A fresh college student does not have experience about college life and having problem with adopting new social environment. The study is undertaken to establish just how aware the students are of their emotional responses and how well they use their emotional intelligence.

BRIEF REVIEW OF LITERATURE

Daniel Goleman (1995) ^[2] is the person who popularized the term ‘Emotional Intelligence’ , In his first book on emotional intelligence he writes that IQ contributes only about 20% to success in life, and the other forces contributes the rest. Among these factors, emotional intelligence is the predominant one. New theories of intelligence are replacing the old theories on the basis of the current studies. It is not only the reasoning capacity of the child, but his also his creativity, emotions, and interpersonal skills have become focus of attention to ascribe to success. Ever since the theory of emotional intelligence has been introduced it has been considered by many as the major factor behind success of a person. It is concluded that there is a significant relationship between emotional intelligence and academic success. **Romanelli. F., Cain, J. and Smith. K. M. (2006)** ^[5] found that parents, guardian, teachers, institutions and society at large are concerned about how best to enhance academic standard and achievement . This is probably because educational attainment is highly fundamental to the realization of scientific and technical development, socio political advancement and life success. Educational institutions need to identify relevant factors in academic attainment for the purpose of making admission and assessment decisions. Therefore there is need to institute present invigilation into influence of emotional intelligence on the relationship between academic and achievement of undergraduate students. **Salovey P& Mayer JD (1990)**^[6] proposed a model that identified four different factors of emotional intelligence; the perception of emotions, the ability to reason emotions, the ability to understand emotions and ability to manage emotions. **Srivastava JP (1974)** ^[7] found that academic motivation is one’s determination to succeed in a academic studies. It includes academic aspirations and attitude towards schools.

OBJECTIVE OF THE STUDY

The main objective of this study is to establish just how aware the students are of their emotional responses and how well they use their emotional intelligence.

RESEARCH METHODOLOGY

This study is based on primary and secondary data, Primary data has been collected from the students by using The Boston Ei Questionnaire. Secondary data has been collected from the relevant literature consisting of research conference proceedings, government reports, magazines, journal articles, and reviews, information collected from the internet and publications by various academic organizations, management experts and researchers.

Research Design

The participants in the study were 100 Undergraduate students studying at Singhanian University. It consists of boys and girls from urban and rural areas (Refer Table.1) who were willing to participate in the study, present during the time of data collection, understand and speak Hindi or English language.

Table 1. Sample Demographics

Gender/Domicile	Urban	Rural	Total
Male	20	55	75
Female	10	15	25
Total	30	70	100

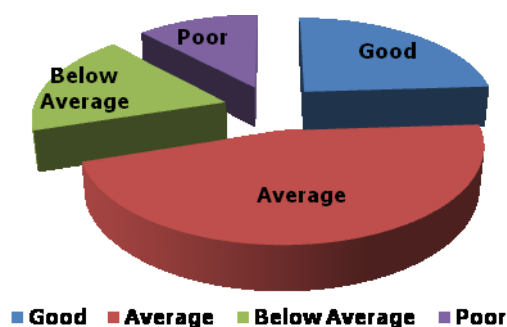
Tools and Techniques

The 5-step model^[3] for developing emotional intelligence (Ei) is a useful point at which to establish just where students fall on an emotional intelligence scale. The Boston Ei Questionnaire is to assess current level of emotional intelligence and identify those capabilities that students need to work on. The questionnaire follows the 5-step model of emotional intelligence. The questions have been designed to help the students to establish just how aware they are of their emotional responses and how well they use their emotional intelligence. The Boston Ei Questionnaire is consisting of total 25 items assessing five dimensions (self awareness, Emotion Management, Self-Motivation, Relationship Management, and Emotional Coaching). One dimension (Emotional Coaching) has been dropped and only four dimensions have been taken into consideration with 20 items on the questionnaire. Each dimension has 5 items to analyse it.

Dimensions of Emotional Intelligence

Self-Awareness

It is the ability to read one's own emotions and recognise their impact, knowing one's strength and weakness, having sound sense of one's self worth and capabilities. Figure.1 indicates that on the self-awareness dimension, 24 percent of students have done well, 46 percent students are required to work on it, 18 percent needs to pull up their sleeves and 9 percent were not aware of themselves.

**Figure 1.** Self Awareness

Emotion Management

Emotion management refers to the ways in which people influence their own feelings and expressions and the ways in which they influence other people's feelings. Students in

conflict may have a variety of strong and often negative emotions--anger, distrust, disappointment, frustration, confusion, worry, or fear. These emotions often mask the substantive issues in dispute. Emotions come and go. They are like waves in the sea. Many emotions only last from seconds to minutes. Figure.2 indicates that on the Emotions Management dimension, 21 percent of students have done well, 55 percent students are required to work on it, 16 percent needs to pull up their sleeves and 8 percent performed poorly in emotions management.

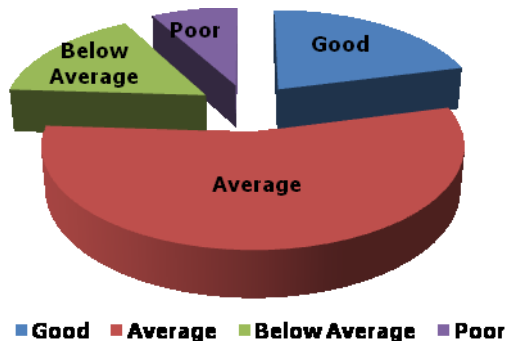


Figure 2. Emotions Management

Self-Motivation

It is ability to improve, align with goals of the group, ready to act on opportunities, pursue goals persistently despite setbacks. Students need to manage their own internal states, harness their emotions and channel them in a direction that enables them to achieve their objectives. Figure.3 indicates that on the Self Motivation dimension, 30 percent of students have done well, 50 percent students are required to work on it, 15 percent students needs to pull up their sleeves and 5 percent students have poor self motivation.

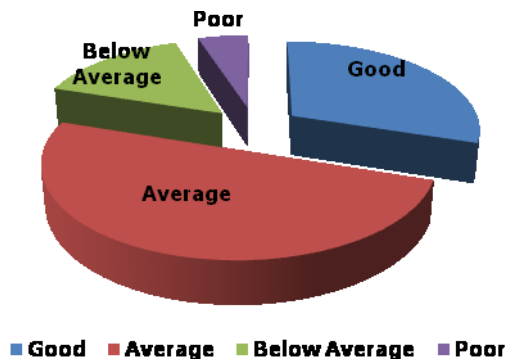


Figure 3. Self Motivation

Relationship Management

It is the ability to communicate clearly, influence and lead others, cause positive change and build bond with others through co-operation. It is to resolve and maintain web of relationships, fostering cooperation and team leadership. Figure.4 indicates that on the Relationship Management dimension, 20 percent of students have done well, 58 percent students are required to work on it, 12 percent students needs to pull up their sleeves and 10 percent students have performed poorly in relationship management .

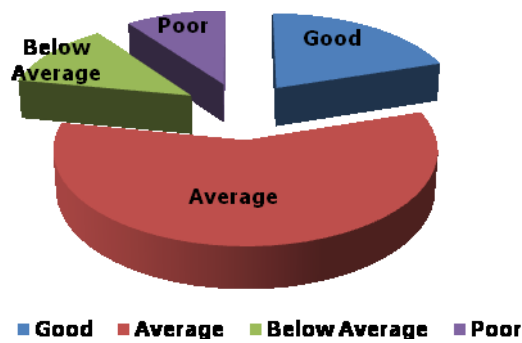


Figure 4. Relationship Management

RESULT AND DISCUSSION

Figure.5 indicates that as far as emotional intelligence is concerned, 24 percent of students (boys and girls) are doing well, 52 percent of students needs to work on it, 15 percent students are required to pull up their sleeves and remaining 9 percent students need to create awareness about emotional intelligence.

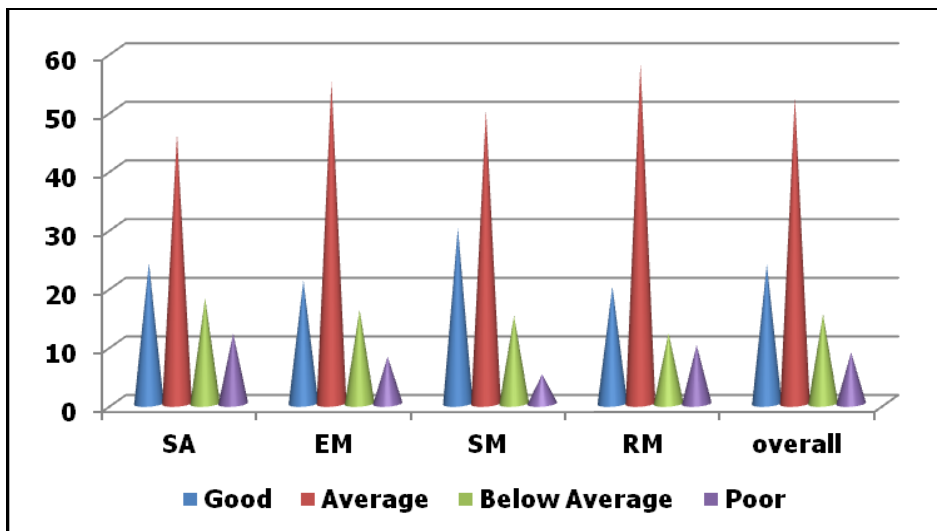


Figure 5. Dimensions Wise Assessment

Table.2 indicates that the mean score for Self Awareness has been very low (13.38) as compare to other variables, whereas the mean score for Self-Motivation has been the highest (15.33) among all the four variables. The average and standard deviation of means of all the variables is 14.25 and 0.80 respectively. The standard deviation of self awareness is found highest (3.39) and the standard deviation of Self Motivation is found lowest (2.29).

Table 2. Mean & Standard Deviation

Variables	Mean	Standard Deviation
Self Awareness	13.38	3.39
Emotion Management	14.10	2.56
Self-Motivation	15.33	2.29
Relationship Management	14.20	2.54

Table.3 indicates that all the four variables are positively correlated. However there is a high degree (0.725) of positive correlation between emotion management and self motivation. However there is low degree (0.213) of positive correlation between emotion management and relationship management.

Table 3. Correlation Matrix

Variables	1. Self-Awareness	2.Emotion Management	3.Self-Motivation	4.Relationship Management
1.Self Awareness	1.000			
2.Emotion Management	0.526	1.000		
3.Self-Motivation	0.424	0.725	1.000	
4.Relationship Management	0.378	0.213	0.344	1.000

CONCLUSION

The students must possess the ability to choose to display or not to display their emotions. It helps to understand the situations in daily life. It also helps to manage academic stress and create pleasant environment for students. Teachers should realize that academic achievement is affected by several factors, of which emotional intelligence is critical component. It is evident that students should be able to recognise their abilities and capacities instead of feeling low and develop ability to study in adverse emotional conditions of life. The result demonstrated that as far as emotional intelligence is concerned, 24 percent of students (boys and girls) have done well, 52 percent of students are required to work on it, 15 percent students need to pull up their sleeves and 9 percent students need to create awareness about emotional intelligence. On the basis of findings, it is suggested that emotional intelligence coaching should be provided to the students by using emotional intelligence development plan.

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