

A STUDY TO COMPARE STUDENTS' EMOTIONAL INTELLIGENCE ACCORDING TO THEIR SUBJECT OF STUDY

QUAN LI

Research Scholar of Lincoln University College Malaysia.

Dr. MUHANTHA A/P PARAMALINGAM

Lecturer Faculty of Social Science and Humanities, Lincoln University College, Malaysia.

Dr. SANDEEP SHRESTHA

Professor of Lincoln University College Malaysia.

Abstract

Mayer & Salovey again in the year 1997 describes emotional intelligence as, "Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth". According to a report from the National Center for Clinical Infant Programs, the most critical element for a student's success in school is an understanding of how to learn i.e. Emotional Intelligence (EI). Emotional intelligence is the ability to become aware of one's own feelings as well as others feelings, it provides internal motivation, logical reasoning, empathy and helps in managing relationships. Now a day's problems like alcohol and drug abuse, anxiety, depression, difficulty in socializing, increase rate of college dropout, lack of motivation, suicide cases, stress, violence so on and so forth are increasing at an alarming rate. These problems are negatively correlated with academic achievement of students. In the context of Aizawl city the college students population decreases from the moment they enter their second semester and it continues to decline in each semester and by the time the students finish their sixth semester examination, the population of the class is usually half the size of their first semester population based on anecdotal evidence. And many students simply attend classes just for the sake of experiencing college life without giving importance to their academic performance. Many students have communication problem, they have difficulty in expressing themselves in the classroom and they feel shy to admit what they do not know. They are timid even in asking questions and hardly give any feedback. All these problems may be caused by lack of interpersonal and intrapersonal skills, low motivation, low self-esteem and in general low emotional intelligence. Whatever the cause may be for these problems faced in colleges, there is a major need for solving it. So, the researcher wishes to conduct a study to find out the relationship between emotional intelligence and academic achievement. And if they are indeed related the researcher wishes to conduct further research studies for solving the problems mentioned earlier using emotional intelligence

Keywords: Emotional Intelligence, EI, College Students

1 Introduction

For any sort of research study, you'll need a sample of the population to reflect the full population, as well as a population to investigate. Various sampling strategies may be used to choose a sample, and these approaches have received a lot of attention because of their importance in determining the validity and reliability of a test. This study's demographic, sampling method and sample are all detailed here.

- **Study Population:** The population of the current study includes all undergrad students in Aizawl City's colleges studying in the arts, sciences, and commerce fields. A stratified random sampling method was used to pick the study's sample from the population.
- **Sampling Technique and Study Sample.** Pachhunga University College randomly chose a total of 180 students, including 30 men and 30 women from each stream of study (Arts, Science, and Commerce) from the entire population. Without sufficient data, a research project will fall short of its objectives. And for the current study, the researcher travelled to Pachhunga University College for data collecting after extensive examination of the numerous institutions in Aizawl city taking into account time, availability, variety and economy. Prior to beginning this research, a personal approach was taken with the Principal of Pachhunga University College, who provided his approval. After that, the Principal provides a letter of recommendation for each course of study. As a result, the researcher followed the Principal's instructions and visited all of the relevant departments within the respectable field of study. As soon as the researcher had made the necessary introductions and established rapport with the various department heads, instructors, and students, she was assigned to a class where she collected data with the assistance of professors who were kind and understanding. Once the researcher has made all of the necessary plans, random samples were used to pick a sample of the population. As a result, questionnaires were distributed to students in the classroom, and after warnings and instructions were given, they were instructed to fill them out right away. Without any issues, the samples were taken once they had done answering the questionnaires that were given to them.

Any quantitative study relies on statistical analysis. The validity, dependability, and objectivity of a researcher's study hypothesis may be confirmed by the application of numerous statistical approaches. Statistical approaches such as the mean and standard deviation were employed in this investigation. For further investigation into whether group means differed, the 't'-test and ANOVA tests were employed. Finally, correlation was employed to determine the link between emotional intelligence and academic success. The importance of data analysis and interpretation cannot be overstated for researchers and their work. It aids in presenting study findings in a logical and orderly fashion. Because the answers were analysed using numerous statistical approaches, it also prevents the introduction of personal bias. Analyzing and interpreting the study data enables researchers to draw important conclusions. Without data analysis and interpretation, no study would be able to continue. Using a standardised technique called the "Roqan Emotional Intelligence Test (REIT)", this chapter analyses and interprets data from a sample of college students at Pachhunga University College (2008). The following is an objective examination and interpretation of the data.

2 Literature Review

The Roqan Emotional Intelligence Test (REIT), created by Professor Roquiya Zainuddin and Anjum Ahmed (2008), was administered to all respondents in order to determine the emotional intelligence level of college students in Aizawl city. After that, their results were

tallied and categorised based on the guidelines in the guidebook.. Because of this, children who scored less than 64 were deemed to have poor emotional intelligence, while students who scored 65 to 75 were deemed to have normal emotional intelligence. Student scores above 76 were deemed to indicate strong levels of emotional intelligence.

The 't'-test was used to compare different measures of emotional intelligence. Analyses were performed four times in order to achieve this goal. To begin, researchers compared the emotional intelligence scores of both men and women as a whole. Another comparison was made between the emotional intelligence scores of men and women in the Arts stream. Thirdly, researchers compared the emotional intelligence scores of men and women in the Science stream for comparison's sake. Finally, emotional intelligence measures were examined between male and female Commerce students.

According to the study's findings, there was no correlation between students' academic success and their emotional intelligence. According to this study, even college students who have poor levels of emotional intelligence may excel in the classroom. However, the findings of this study differed from those of Lawrence et al. (2013) and those of Dubey (2012), Chamudeswari (2013), Yahaya et al. (2012) and Chew et al. (2013) as well as those of Banat (2014) and Ranasinghe et al (2016). There were no significant differences between male and female college students in terms of emotional intelligence, according to the findings of the study. Also, when the emotional intelligence levels of the various research streams were compared, there was no discernible difference between them.

Because it was the only institution in Aizawl city offering Arts, Science, and Commerce courses of study, and because the sample size was so small, this research was confined to students at Pachhunga University College. Moreover, we have the present.

The findings of this study cannot be applied to all Mizoram college students. As a result, further study may be done to draw conclusions that can be applied to Mizoram as a whole.

Finally, regardless of gender or major, there was no correlation between emotional intelligence and academic success among college students in Aizawl city. Conclusions, on the other hand, cannot be made only from one research.

In addition to students, instructors and curriculum creators all had something to gain from this research. It is possible for college students to gauge their emotional intelligence by looking at the results of this study. This study showed no link between emotional intelligence and academic success, despite the fact that previous research has shown a link to exist. As a result, the findings of this study will be valuable for future research.

In the course of the inquiry, the researcher attempted to be as scientific, objective, dependable, and legitimate as possible. The research did include the following drawbacks, though.

- Only fifth semester students were included in the study since the researcher ran out of time.

- The researcher might not have read all relevant literature and research studies because of a lack of resources.

3 RESEARCH GAP

Self-awareness, empathy, and logical thinking are all aspects of emotional intelligence that help people manage their relationships better. With today's issues, such as alcohol and drug addiction, anxiety, depression, and social anxiety, the percentage of college students who drop out is on the rise, and many are lacking in motivation,

The number of suicides, stress, and violence incidents is rising at an alarming rate. Students' academic success suffers as a result of these issues. Anecdotal evidence suggests that the population of college students in Aizawl city decreases as soon as they enter their second semester and continues to decrease with each succeeding semester. By the time students complete their sixth semester examinations, the class population is typically half the size it was in their first semester. Many students only show up to class to get a taste of college life, regardless of how well they do academically. Many students have communication issues; they find it difficult to explain themselves in class, and they are embarrassed to acknowledge when they don't know something. Even when asked a question, they show extreme reluctance to respond. A lack of interpersonal and intrapersonal abilities, low motivation, low self-esteem, and a general lack of emotional intelligence may be the root cause of all these issues. Low emotional intelligence. It doesn't matter what caused these issues in universities; finding a solution is critical. As a result, the researcher intends to carry out research to determine the link between emotional intelligence and academic success.. If they are, the researcher hopes to use emotional intelligence to solve the difficulties he has previously described. If they are not, he plans to continue his research.

Every researcher places a high value on methodical planning and careful selection of a study design since it might be the difference between a successful project and a flop.

Aizawl city college students were studied to see if there was a link between emotional intelligence and academic success based on gender and course of study. Data was gathered using a questionnaire, therefore a descriptive survey approach was used for this research. Statistical tools were used to examine the data, indicating that this was quantitative research.

When performing any kind of study, the need of finding genuine and dependable data sources was never more apparent than it is now. Furthermore, data may be gathered from two different sources, called primary and secondary, in any sort of study. The following are descriptions of the primary and secondary data collecting sources used in this study.

Information derived from original sources: We looked at students in Aizawl City, with a focus on the female gender distribution, and found a link between emotional intelligence and academic achievement. As a result, the study's primary objective was to determine the link between college students' levels of Emotional Intelligence and their academic

achievement in Aizawl City. In order to obtain relevant data for the current study, male and female students from diverse fields of study at Pachhunga University College (Arts, Science, and Commerce) were selected a suitable primary source.

Students' academic report cards were considered a suitable secondary data source for the current study.

For any sort of research study, you'll need a sample of the population to reflect the full population, as well as a population to investigate. Various sampling strategies may be used to choose a sample, and these approaches have received a lot of attention because of their importance in determining the validity and reliability of a test. This study's demographic, sampling method, and sample are all detailed here.

- Participants in the Research: According to the findings of this research, the population of this study includes all undergraduate students from Aizawl City's colleges studying in the arts, sciences, and commerce fields. A stratified random sampling method was used to pick the study's sample from the population.
- Sampling Technique and Study Sample. Pachhunga University College randomly chose a total of 180 students, including 30 men and 30 women from each stream of study (Arts, Science, and Commerce) from the entire population.

4 RESEARCH OBJECTIVE & METHODOLOGY

A researcher must do a comprehensive study before deciding on the research tool that will be used to gather data from the target population's sample. Students in Aizawl City were tested on their emotional intelligence as well as their academic achievement using a standardised instrument, which was accessible for use in this study. A instrument developed by Aligarh Muslim University's Department of Education's Prof. Roquiya Zainuddin and Anjum Ahmed's Department of Psychology, called the "Roqan Emotional Intelligence Test (REIT)" (2008), was utilised by the researcher.

Data will be collected on emotional intelligence among a sample of college students at Aligarh Muslim University in Aligarh. It is composed of 30 items, each representing one of the emotional intelligence aspects discussed in section 1.3 of chapter I. Cronbach's Alpha coefficient was used to determine the tool's dependability. With an alpha coefficient of 0.7, the results were considered acceptable under Cronbach's alpha theory. Anukool Hyde, Upinder Dhar, and Sanjyot Pethe tested the validity of the instrument by comparing it to the Emotional Intelligence Scale (EIS), and the correlation coefficient was found to be $r = 0.28$, which was significant at the 0.05 level of significance. To round things off, the reliability index, which was derived from the tool's validity coefficient, came out at an impressively high 0.83, indicating good validity. Appendices A and B include information on the tools utilised in this investigation.

A sample of college students' academic records, including their most recent examination results, were also utilised to determine the academic achievement of the group.

Any quantitative study relies on statistical analysis. The validity, dependability, and objectivity of a researcher's study hypothesis may be confirmed by the application of numerous statistical approaches. Statistical approaches such as the mean and standard deviation were employed in this investigation. For further investigation into whether group means differed, the 't'-test and ANOVA tests were employed. Finally, correlation was employed to determine the link between emotional intelligence and academic success.

Even though this research did not find a link between emotional intelligence and academic achievement, other studies conducted by researchers around the world have found a strong link between emotional intelligence and academic achievement, such as those conducted by Dubey (2012), Chamudeswari (2013), Yahaya et al. (2012), Chew et al. (2013), Banat (2014) and Kalochina (2014). (2016). Hence, the importance of emotional intelligence should not be underestimated, and suggestions were made by the researcher on how to enhance emotional intelligence on an individual basis.

5 DATA ANALYSIS & FINDINGS

Since globalisation and scientific and technological advancements have made "survival of the fittest" the generation's slogan, an individual's Intelligence Quotient (IQ) cannot help pupils flourish and endure the challenges of modern life. IQ accounts for 20% of life achievement, whereas emotional intelligence accounts for the remaining 80%, according to Daniel Goleman (1995). Academic success and emotional intelligence go hand in together. According to several studies by Yelkikalan et al. (2012), Chew et al. (2013), and Preeti (2013), emotional intelligence and academic achievement have a strong connection.

Educated people become the future leaders of their respective fields. For example: agriculturists; astronauts; physicians; economics; historians; attorneys; nurses; police officers; scientists; warriors. However, in order to attain such a level of emotional intelligence, one needs have a good knowledge of both oneself and others. In addition, Daniel Goleman (1995) defined Emotional Intelligence as "the capacity to recognise and manage our own and other people's feelings for motivating ourselves and our relationships."

- A similar study with bigger samples might be carried out to verify the current findings.
- A similar research could be carried out in every district in Mizoram, and the results could be applied to the entire state.

Other states and the federal government might do similar research.

- An investigation into the causes of low emotional intelligence can be undertaken.

Studying how emotional intelligence affects academic success at different institutions around the country may be an interesting project. This has the potential to be implemented on a global scale.

The study's findings are summarised in the section below, along with suggestions for further research.

- A total of 68 college students out of 180 were found to have poor levels of emotional intelligence.
- Emotional intelligence was found to be normal in 109 of the 180 college students tested.

Three college students out of 180 were found to have high levels of emotional intelligence.

- There was no significant difference in Emotional Intelligence between male and female college students in Aizawl city.
- There was no significant difference in Emotional Intelligence between the Aizawl city male and female Arts stream college students.

When it came to Emotional Intelligence, there was no substantial difference between the genders of Aizawl city Science stream college students.

- There was no significant difference in Emotional Intelligence between male and female commerce stream college students in Aizawl city.
- The emotional intelligence of male college students in Aizawl city did not differ significantly according to their field of study.

Emotional intelligence among female college students in Aizawl city did not differ significantly based on the subjects they were studying.

The emotional intelligence of Aizawl city college students did not differ much.

- Among Aizawl city college students, there was no correlation between emotional intelligence and academic achievement.

6 CONCLUSION

A person's capacity to comprehend and control their thoughts, emotions, and interpersonal interactions is referred to as emotional intelligence. Researchers have done several studies on the association between emotional intelligence and academic success, and they have discovered a strong connection. Aizawl, Mizoram, did not, however, have such a study. As a result, the current study examined the association between students' emotional intelligence and their academic success in Aizawl city. There were significant differences in college students' emotional intelligence levels based on their gender and field of study.

Researchers found that college students in Aizawl had a typical degree of emotional intelligence, according to the findings of this study. Emotional intelligence does not appear to have any impact on academic performance either. Students' emotional intelligence levels did not differ based on gender or course of study, as found by Lawrence et al. (2013), but this is at odds with research conducted by Dubey (2012), Chamudeswari

(2013), Yahaya et al. (2012), Chew and others (2013) as well as Banat and Kalochina and Ranasinghe et al (2016).

Due to time constraints, it is not possible to extrapolate the results to the entire state of Mizoram. Only Pachhunga University College in Aizawl city offers Arts, Science, and Commerce fields of study, therefore the scope of the study was limited. Data was collected using only one standardised instrument, REIT. It's apparent that, regardless of gender or course of study, there was no correlation between emotional intelligence and academic success among college students in Aizawl city. Academic performance and emotional intelligence are considered to go hand in hand. Students in Aizawl city, on the other hand, did not show a connection between their ability to recognise and manage emotions and their scholastic success. As a result, Aizawl city college students with low emotional intelligence can nonetheless do well academically. However, based on a single research, no generalisations can be established.

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