

## **Emotional Intelligence among Graduates of Bishop Heber College, Tiruchirappalli**

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**Abstract:** *Emotion is an important and integral part of our life, as it affects all aspects of human life in totality. Undoubtedly, it is the soul of every action, reaction and relationship. Even Plato had written, about 2000 years ago, that “All learning has an emotional base”. Being an integral and significant aspect of human nature and the motivation for all behaviour, emotions serve as one of the most important ingredient of human nature. Emotion is the experience that demonstrates and defines human existence as a living being. Emotional intelligence plays a very important role in our emotional, social and personal life. By developing EI in childhood stage, one can make a happier and more successful adult. During stressful and terrible situations “emotionally intelligent” people manage their emotions better and react with clearer, more rational minds and make better decisions. Hence, emotional intelligence greatly influence the graduates in their life changing situation. Thus, the present study aimed on the emotional intelligence of graduates of Bishop Heber College, the researcher has adopted Descriptive research design The Researcher used the Stratified Dis-proportionate Random Sampling to collect the data from 80 graduates. In order to measure the Emotional Intelligence researcher used Emotional intelligence Scale developed by Sharma in the year 2007 which contained 44 questions which cover five dimension.Salient findings and suggestions pertaining to the study will be discussed in the full paper.*

**Keywords:** *Emotional intelligence*

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### **I. Introduction**

Students all over the world face a number of problems which dishearten them. It leads to sheer desperation among the student community giving rise to student unrest. Student life has probably become more difficult than at any time before. There are so many issues they have to deal with - study, time, money, relationships, job hopes, and more. Parent's previous experience and education does not always equip them in dealing with such pressures. Many students will not admit their problems due to various reasons and this affects their Future Prospects. And over a period of time these can badly hamper a student's psyche. Usually students face general symptoms of emotional imbalances as part of growing up as adolescents and these become more pronounced because of the hectic student life

### **Major Problems of Student**

1. New-Admits Students think about how they will handle the environment with other students and teachers. They are more concerned with such issues instead of studying which hampers their performance.
2. Today's students are burdened with loads to study. Study curriculum has become more extensive and complex than ever before. They not only carry ever increasing weight of study material on their shoulders but they also carry the burden of intensive study even after they have left the classroom.
3. Some students come from weaker sections of the society and financial situation in their house is not good enough. If a student is not financially equipped, it may obstruct the study especially if hunger is craving their stomach.
4. Perhaps one of the hardest things in life is coping with illness and pain. In some ways, it can be even harder when a student has to look after a loved one who is ill, than with our own illness.
5. Rise in the Expenditure becomes a problem for parents who have to shell out a large sum of money just to make their child, a Student. Sometimes this problem passes onto the students when they are reminded that their education is draining a lot of money.
6. Another major problem is Competition. Students are afraid of failing. They are afraid of letting their parents and family down. Those who are studying know very well that the time of exams is very stressful and difficult. Some people find exam time so bad that they become ill, both mentally and physically.

7. Sex is powerful and it can be dangerous, if it does not run in the correct channels, and if safety procedures are not used. Many of the problems about sex come because of ignorance. Students do not understand the purpose of sex, and how it should be used. The effects of internet pornography, magazines, films, TV, books, and advertisements has created a wrong picture of sex. Young people are under great pressure to have sex experience before they are ready for it.
8. Another major problem faced by many students is Bullying. Seniors and other students often have the habit of dominating a new comer or someone they don't like. Such behavior leaves strong mental scars on the mind of the students.
9. Some students develop an addiction for Drugs, drinks and smoke. They want to experience and experiment such activities but they don't realize the harmful effects are often irreversible.
10. Suicide is a very grave problem which needs special attention. Low percentage, failure, harsh punishment, bullying etc. are the leading causes.
11. Lack of quality education also affects many as it provides students with inferior tools to establish themselves in the world.
12. Pass Outs worry about their decisions regarding courses they will take and whether they will like it or not or whether they have made the right choice.

## **II. Review of Earlier Studies**

**Cherniss Cary,(2000)** - analyzed about Emotional intelligence what it is and why it matters". Graduate School of Applied and Professional Psychology, Rutgers University has identified that emotional intelligence really is not new. In fact, it is based on a long history of research and theory in personality and social, as well as I.Q., Psychology, Furthermore, Goleman has never claimed otherwise. In fact, one of his main points was that the abilities associated with emotional intelligence have been studied by psychologists for many years, and there is an impressive and growing body of research suggesting that these abilities are important for success in many areas of life. However, rather than arguing about whether emotional intelligence is new, He believed it is more useful and interesting to consider how important it is for effective performance at work. Although He was not had the time to cover very much of it, He hope had shone that there now is a considerable body of research suggesting that a person's ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost in any job. Furthermore, as the pace of change increases and the world of work make ever-greater demands on a person's cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important. And that is good news for I.Q. Psychologists, for they are the ones who are best situated to help clients to use emotional intelligence to improve both productivity and psychological wellbeing in the workplace of tomorrow.

**Maliha Nasir et al (2003)** Explored about Emotional Intelligence of the Students of IIUI in Relation to Gender, Age and Academic Achievement and identified that relationship of emotional intelligence (EI) with gender, age and academic achievement of students of International Islamic University Islamabad. In this study the predictor variable was emotional intelligence and criterion variable was academic achievement as measured by students' Cumulative Grade Point Average. The validity and reliability of EQi was measured and the instrument was found to be valid and highly internally consistent. Correlation analysis, regression analysis and t-test were performed to test the hypotheses. Results indicated a significant correlation between emotional intelligence and academic achievement. Emotional intelligence was found a significant predictor of academic achievement. No significant correlation was found between age and emotional intelligence. There was no difference in the mean EQi scores of male and female students except on stress management scale where male students scored higher than female students.

**Jackson de Carvalho, et al (2015 )**, Emotional intelligence is the ability to understand and to manage the relationship between emotion, cognition and behavior. It was hypothesized that levels of emotional intelligence are associated with levels of income. Few studies have examined the relationship between emotional intelligence and academic success among low income college students. The purpose of this correlational and comparative research study was to test a hypothesized model about students' income level, emotional intelligence skills, and academic success. Relations between variables associated to academic success were explored using multivariate analysis techniques. The results showed significant direct and/or indirect effects of income level on emotional intelligence and academic success.

### **Aim**

To study about the emotional intelligence of the respondents among graduates of Bishop Heber college, Tiruchirappalli.

**Objectives**

- The primary objectives of this study was to investigate the Emotional Intelligence among the graduates of Bishop Heber College.
- To study the socio economic background of the respondents.
- To measure the emotional intelligence among the post graduate students.
- To analyze the relationship between variation of socio demographic variables and emotional intelligence of the respondents.

**Research Hypotheses**

- There is a significant difference between male and female students with regard to their Emotional intelligence
- There is a significant relationship between respondent’s family income and emotional intelligence
- There is a significant variance between domiciles of the respondent and their emotional intelligence
- There is a significant variance between respondent’s boards of studies with regards to their emotional intelligence.
- There is a significant difference between students belonging to arts and science discipline with regards to emotional intelligence.
- There is a significant variance between types of school with regards to emotional intelligence.

**Research Design:**

As the present study aims at analyzing the Emotional Intelligence of graduates, the researcher has adopted Descriptive Research Design.

According to C.R. Kothari, descriptive research design are those which are concerned with the characteristics of the study whereas diagnostic research design studies the association between the variable

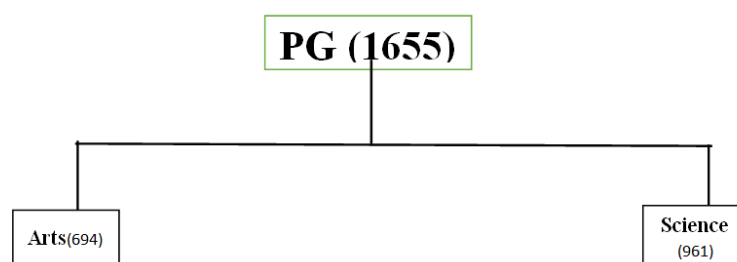
**Study of population:**

The universe for the present study consists of 1655 graduates who are undergoing their Post graduation in Bishop Heber College Tiruchirappalli, District.

**Sampling Method:**

The Researcher used the Stratified dis-proportionate Random Sampling to collect the data.

**Sampling frame work:**



S.no	Department	Total strength in class	Selected members
1	M.A Tamil	28	6
2	M.A English	187	10
3	M.A History	10	6
4	M.com	104	6
5	M.B.A	253	6
6	M.S.W	105	6
7	M.sc Physics	116	4
8	M.Sc. Chemistry	111	4
9	M.Sc. Maths	229	4
10	M.sc Zoology	36	4
11	M.sc Botany	20	4
12	M.sc Environmental Science	17	4
13	M.Sc. Computer science	174	4
14	M.sc IT	61	4
15	M.C.A	183	4
16	M.sc Bio-technology	29	4
17	<b>Total</b>	<b>1655</b>	<b>80</b>

S.no	Arts	Year list			Students list		
		I year	II year	Total	Male	Female	Total
1	M.A Tamil	6	22	28	3	3	6
2	M.A English	41	146	187	5	5	10
3	M.A History	05	05	10	3	3	6
4	M.com	29	75	104	3	3	6
5	M.B.A	131	122	253	3	3	6
6	M.S.W	52	53	105	3	3	6
7	<b>Total</b>			<b>694</b>	<b>Total</b>		<b>40</b>

S.no	Science	Students list			Selected list		
		I year	II year	Total	Male	Female	Total
1	M.sc Physics	36	80	116	2	2	4
2	M.Sc. Chemistry	58	53	111	2	2	4
3	M.Sc Maths	35	194	229	2	2	4
4	M.sc Zoology	10	26	36	2	2	4
5	M.sc Botany	3	17	20	2	2	4
6	M.sc En, Science	9	8	17	2	2	4
7	M.Sc Computerscience	72	102	174	2	2	4
8	M.sc IT	32	29	61	2	2	4
9	M.C.A	91	92	183	2	2	4
10	M.sc Bio-technology	15	14	29	2	2	4
11	<b>Total</b>			<b>961</b>	<b>Total</b>		<b>40</b>

### Sample Size

Thus, the total sample size is 80 graduates in Bishop Heber College.

### Pilot Study:

The Researcher get the permission for the research study and also interacted with the college management about the feasibility of their study and finalized the methodology.

### Tools of Data Collection

The researcher used questionnaire method to collect socio-demographic details and emotional intelligence. In order to measure the Emotional intelligence, He used developed by Sharma in the year 2007 which contained the following numbers of question in each dimension.

- ❖ Self-prepared question -1-to 15
- ❖ Self- awareness 11 questions
- ❖ Managing Emotions 10 question
- ❖ Motivating oneself 7question
- ❖ Empathy 8 items
- ❖ Handling relationship 8 items

The researcher used the following test by using SPSS statistical design in order to find out the relationship between variable.

- ❖ Percentage Analysis
- ❖ Student 'T' Test
- ❖ Karl Pearson's Co efficient of Correlation
- ❖ One Way ANOVA

### Socio-Demographic Characteristics

- Nearly less than two third of respondents (65%) from post graduate students of Bishop Heber College
- Less than half of the respondents of respondents (47.5%) are the first child in their family
- Less than one third of the respondents (32%) are getting 20,001 to 30,000 as their family income
- Less than half of the respondents (47.5%) are belongs to urban community
- More than two-third of the of the respondents (63.8%) are from co-education
- More than half of the respondents of the respondents (51.3%) are from state board mode of education
- More than one third of the respondents (37%) are from first generation
- More than half of the respondents (56.3%) has extra degree
- Less than half of the respondents (48.8%) are days scholar

- More than one third of the respondents (38.8%) are acquired knowledge about emotional intelligence by parental education
- Nearly majority of the respondents have high emotional intelligence in the dimension of overall emotional intelligence
- More than half (55%) of the respondents has the low level of self-awareness in the dimension of emotional intelligence
- More than half (57.5%) of the respondents has the low level of managing emotions in the dimension of emotional intelligence
- More than half (58.8%) of the respondents has the low level of empathy in the dimension of emotional intelligence
- More than half (51.3%) of the respondents has the low level of motivating-oneself in the dimension of emotional intelligence
- More than half (51.3%) of the respondents has the low level of handling relationship in the dimension of emotional intelligence
- Female respondents has a slightly difference in all level of emotional intelligences comparing a mean value in the dimensions of Emotional Intelligence namely self-awareness managing emotions, empathy, motivating oneself and handling relationship
- The sciences discipline students has the slight difference in all the dimensions of emotional intelligences as compare to arts discipline students.
- The study shows that there is a variance among the students who are from the urban areas in all dimension of emotional intelligences at the same time who are come from the semi urban area has a variance in their self-awareness a dimension of Emotional Intelligence.
- The findings shows that those who are from Anglo-Indian mode of education system they slight variance in all dimension of emotional intelligences.
- At the same time CBSC mode of education students has a variance in empathy a dimension in Emotional Intelligence.
- The findings shows that those who are from co-education school system has the variance between the emotional intelligences in all the dimension like self-awareness managing emotions, empathy, motivating oneself and handling relationship

### **III. Findings Related To Hypothesis**

#### **A) RESEARCH HYPOTHESIS 1**

There is a significant relation between the family income of the respondents and their emotional intelligence

#### **NULL HYPOTHESIS**

There is no relationship between family income of the respondents with regards to the emotional intelligence

#### **TESTING OF HYPOTHESIS**

Karl Pearson's co-efficient of correlation was applied to test the relationship between family income with regards to emotional intelligence. The results shows that there is a significant relation between the family income of the respondents and their emotional intelligence.

#### **INFERENCE**

Hence null hypothesis is rejected

#### **B) RESEARCH HYPOTHESIS 2**

There is significant difference among respondents gender with regard to the emotional intelligence

#### **NULL HYPOTHESIS**

There is no significant differences between genders of the respondents with regards to the emotional intelligence

#### **TESTING OF HYPOTHESIS**

T-test was applied to find the difference between genders of the respondents with regards to the emotional intelligence. The results shows that there is no significant difference among respondents gender with regard to the emotional intelligence

#### **INFERENCE**

Hence null hypothesis is accepted

#### **C) RESEARCH HYPOTHESIS 3**

There is significant differences between different disciplines of the respondents with regards to emotional intelligence

#### **NULL HYPOTHESIS**

There is no significant differences between different disciplines of the respondents with regards to emotional intelligence

#### **TESTING OF HYPOTHESIS**

T-test was applied to find the difference between genders of the respondents with regards to the emotional intelligence. The results shows that there is no significant differences between different disciplines of the respondents with regards to emotional intelligence

#### **INFERENCE**

Hence null hypothesis is accepted

#### **D) RESEARCH HYPOTHESIS 4**

There is significant variation between domiciles of the respondents with regards to emotional intelligence

#### **NULL HYPOTHESIS**

There is no significant differences between domiciles of the respondents with regards to emotional intelligence

#### **TESTING OF HYPOTHESIS**

One way analysis of variance was applied to find the variation between domiciles of the respondents with regards to the emotional intelligence. The results shows that there is no significant variation between domiciles of the respondents with regards to emotional intelligence

#### **INFERENCE**

Hence null hypothesis is accepted

#### **F) RESEARCH HYPOTHESIS 5**

There is significant differences between modes of education of the respondents with regards to emotional intelligence

#### **NULL HYPOTHESIS**

There is no significant differences between modes of education of the respondents with regards to emotional intelligence

#### **TESTING OF HYPOTHESIS**

One way analysis of variance was applied to find the variation between modes of education of the respondents with regards to the emotional intelligence. The results shows that there is no significant differences between mode of education of the respondents with regards to emotional intelligence

#### **INFERENCE**

Hence null hypothesis is accepted

#### **G) RESEARCH HYPOTHESIS 6**

There is significant variation between natures of schooling of the respondents with regards to emotional intelligence

#### **NULL HYPOTHESIS**

There is no significant differences between natures of schooling of the respondents with regards to emotional intelligence

#### **TESTING OF HYPOTHESIS**

One way analysis of variance was applied to find the variation between nature of schooling of the respondents with regards to the emotional intelligence. The results shows that there is no significant variation between natures of schooling of the respondents with regards to emotional intelligence

#### **INFERENCE**

Hence null hypothesis is accepted

### **IV. Suggestions**

- ❖ Parents has to be educated about the parenting style & expressed emotion and its effects on child behaviors.
- ❖ Parents should be motivated to teach their children about social interest
- ❖ Lifeskill education has to be add in the curriculum.
- ❖ Parent's teachers meet has to conduct regular for enhancing the level of the children's.
- ❖ School social worker has to be appointed to assess the student's mental health at the school levels
- ❖ Enhance the motivation among the students to utilize the skills and knowledge to the optimum level
- ❖ Counselling service shall be provided to the students in order to have proper ventilation of feeling
- ❖ Students shall be trained in the art of experiencing thing diplomatically.
- ❖ Emotional intelligence has to taught, through various workshop.
- ❖ From the major finding it shows co-education has a high level of emotional intelligence so, more focus has to give to Boys and Girls School in terms of emotional intelligence by organizing training programmes.
- ❖ Awareness programmes has to be organize to create awareness about emotional intelligence at the community level

## V. Conclusion

As emotion is an important aspect of one's life and its disturbance creates fears, worries, anxieties, annoyance, anger, resentment and irritability and makes it hard to achieve the desired goal. Mostly the academic achievement is less what they are expected to achieve. These negative feelings must be replaced by feelings of hope, courage and willing cooperation so that they can excel more. The present study was undertaken with a view to find out the emotional intelligence of the graduates at Bishop Heber College, Tiruchirappalli. The study aims to identify any, relationship, difference between the socio- demographic factors and the emotional intelligence. So, focusing on academic alone is not a solution to the problem, but importance need to be given to the emotional health of the students. Emotional Intelligence is not, in itself, sufficient to create optimal outcomes for youth. However, the way emotional intelligence is used, both by youth and those who support them has a powerful effect on the students' lives.

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