



e-ISSN: 2319-8753 | p-ISSN: 2320-6710

# IJIRSET

International Journal of Innovative Research in  
**SCIENCE | ENGINEERING | TECHNOLOGY**



# INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

Volume 10, Issue 6, June 2021

**ISSN** INTERNATIONAL  
STANDARD  
SERIAL  
NUMBER  
INDIA

**Impact Factor: 7.512**



9940 572 462



6381 907 438



ijirset@gmail.com



www.ijirset.com

# An Exploration of Emotional Intelligence Level of Students

**Dr. A M Kadakol, Shweta Sajjanar, Deepa Madivalar**

Professor, Kousali Institute of Management Studies, KUD, India

Assistant Professor, Chetan Business School, Hubli. Karnataka, India

Student, Chetan Business School, Hubli. Karnataka, India

**ABSTRACT:** This study is conducted to find the different components of Emotional intelligence of the students of different department in University, Dharwad. Factor analysis was performed to determine the various factors affecting the intelligence of the students. The samples were collected through questionnaire. Fifteen observations were identified from the present literature and have been put to test to arrive at four different factors. The study satisfied sampling adequacy through KMO and Bartlett's and concludes by categorising the homogeneous observations into the factors namely Self-awareness, self-control, self-regulation and Empathy.

**KEYWORDS:** Emotional Intelligence, Self-awareness, self-control, self-regulation and Empathy

## I. INTRODUCTION

Emotional intelligence is a broad concept that encompasses a number of variables. Explanations, ideas, and points of view are all required in teaching, studying, and being successful in your profession and personal growth. Emotional intelligence, according to Crowne (2009), is defined as the ability to recognise and acquire one's own and others' emotions. The ability to apply one's thinking approach to incorporate emotional knowledge. A range of psychometric tests connected to a student's IQ are used to measure academic learning outcomes. The majority of research investigations, on the other hand, concluded that EI is just as significant in long-term performance. The majority of previous research classified abilities and talents into hard and soft skills categories. The former can be implanted to a degree through a regular learning process, whilst the latter is inherited from family members.

## II. RELATED WORK

Some individuals refer to Emotional Intelligence (EI) as an umbrella term that encompasses things like "soft skills," "people skills," and a general capacity to deal with life's demands. To put it another way, 'emotional intelligence provides you with a competitive advantage.' It's been debated all over the world whether having strong academic ability makes you a brilliant financial analyst or legal scholar, but having strong emotional intelligence does. Emotional life, according to Goleman (2013), is an area that requires more or less talent, similar to arithmetic and reading, and it requires its own distinct aptitude. While one of the two persons with equal intelligence is successful in life, it is equally critical to understand how talented the other is in these areas in order to comprehend how the other has been stuck. Emotional intelligence is a meta-ability, meaning it determines how well we can use our other skills, such as basic intelligence.

Students with a high level of emotional intelligence are less worried, have higher self-esteem, and employ more approach problem solving, according to Salovey, Stroud, Woolery, and Epel (2002).

According to (Preeti, 2013) 'The Role of Emotional Intelligence in Student Academic Achievement,' Employees the relationship between emotional intelligence and academic success many researchers show that people who are academically brilliant and get are socially inept and unsuccessful at work or in their personal relationships, he also began that teaching emotional and skill (social skill) is important.

The study was conducted (AbdHalil, 2013) to see if there was a link between teenage academic achievement and emotional achievement. Teachers will be able to appreciate the value of a strong, home environment and healthy relationships in lowering emotional instability among students.

### III. METHODOLOGY

This study is conducted using questionnaire through survey method where 85 students of University participated. The samples were collected by using random sampling method.

The measuring tool in this research was standard emotional intelligence questionnaire which has 15 questions having 4 emotional intelligence components based on Likert standards.

Mean and standard deviation was calculated.

KMO and Bartlett's Test was done to determine the sampling adequacy of data and rotated component matrix estimates of the correlations between each of the variables and the estimated components is used.

### IV. EXPERIMENTAL RESULTS

Table No 1: Emotional Intelligence scores of Mean and Standard Deviation of students.

#### Descriptive Statistics

	Mean	Std. Deviation	Analysis N
1) I understand my feeling well enough	4.31	.690	85
2) In a crisis situation I remain calm	3.67	.746	85
3) I know when I get stressed	3.92	.848	85
4) I am friendly with my classmates	4.40	.775	85
5) I have control on my emotions	3.59	1.050	85
6) I get provoked easily by others	3.16	1.067	85
7) I help those in need	4.32	.621	85
8) I get disturbed in complex situation	3.41	.917	85
9) I read emotions of others well enough	3.72	.934	85
10) I feel responsible for my emotions	4.07	.737	85
11) I am sensitive to others emotions	3.84	.814	85
12) others find it difficult to read my mood	3.46	1.108	85
13) I emphasize with others when they are in difficulties	3.54	.749	85
14) I get angry very quickly	3.42	1.349	85
15) When happy I express myself openly	3.94	1.004	85

KMO and Bartlett's Test is a statistic that shows how much of the variance in your variables is caused by underlying factors. Higher value (near 1.0) suggest that a factor analysis might be relevant for your data. If the value is less than 0.50, the factor analysis results are unlikely to be meaningful. The hypothesis that your correlation matrix is an identity matrix, indicating that your variables are unrelated and thus unsuitable for structure discovery, is tested by Bartlett's test of sphericity. A factor analysis can be effective with our data if the significance level is small (less than 0.05). The results of the tests conducted are as under.

Table No 2: KMO and Bartlett's Test to measure of sampling Adequacy

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.614
Bartlett's Test of Sphericity	Approx. Chi-Square	253.843
	df	105
	Sig.	.000

Since the measure of sampling adequacy from the above table indicates the values to be 0.614 which are above 0.5 and thus the data is significantly adequate. The test of sphericity also depicts the values to be significant (0.00) which is less than 0.05.

**FACTOR ANALYSIS:**

A statistical methodology for determining which underlying factors are assessed by a (far larger) number of observed variables is factor analysis. Rotated Component Matrix is an important output of Factor Analysis. The Pearson correlations between the items and the components are displayed in the component matrix. These relationships are referred to as factor loadings for some inexplicable reason. There are other rotation methods, but the varimax rotation, short for "variable maximisation," is the most frequent. It seeks to rearrange the factor loadings so that each variable measures exactly one component - the optimum situation for comprehending our factors. And, as we'll see shortly, our varimax rotation is ideal for our data. The rotated component matrix in the table below helps to achieve the basic objective to arrive at the different factors influencing the emotional intelligence of the students. From the table we can ascertain that there are four major factors which arrive out of the correlations from the items observed.

Table No 3: Rotated Component Matrix to group the different variable as one component

	<b>Rotated Component Matrix<sup>a</sup></b>				
	Component				
	1	2	3	4	5
6) I get provoked easily by others	.778				
14) I get angry very quickly	.702				
8) I get disturbed in complex situation	.592				
4) I am friendly with my classmates		.881			
10) I feel responsible for my emotions		.550			
5) I have control on my emotions		.434			
9) I read emotions of others well enough			.763		
1) I understand my feeling well enough			.585		
3) I know when I get stressed			.556		
11) I am sensitive to others emotions			.538		
7) I help those in need		.444		.707	

13) I emphasize with others when they are in difficulties				.701	
2) In a crisis situation I remain calm				.481	
12) others find it difficult to read my mood					.876
15) When happy I express myself openly					.534

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 8 iterations.

## V. CONCLUSION

Emotional intelligence helps with emotional stability, and students are expected to be emotionally intelligent and stable. This study was conducted to check the different components of Emotional Intelligence which effect the students. The four components arrived from grouping of the correlated observations can be classified as four factors. The first component can be classified as Self-awareness, the second as self-control, the third as self-regulation and finally the fourth component can be categorised as Empathy.

## REFERENCES

1. AbdHalil, M. A. (2013). The Influence of Emotional Intelligence on Academic Achievement. 6th International Conference on University Learning and Teaching (InCULT 2012) (pp. 303-312). Procedia - Social and Behavioral Sciences.
2. Preeti, B. (2013). Role of Emotional Intelligence for Academic Achievement for Students. Research Journal of Educational Sciences, 8-12.
3. Antoñanzas, J. L., Salavera, C., Teruela, P., Sisamona, C., Gintoa, A. I., Anayaa, A., & Barcelona, D. (2014). Emotional intelligence and personality in student teachers. Social and Behavioral Sciences, 132, 492-496.
4. Abdullah, S. H. (2006). Emotional Intelligence and Academic Achievement: A Study in KolejMatrikulasi Perlis, Unpublished thesis, Faculty of Business Management, University Utara Malaysia Crowne, K. A. The relationships among social intelligence, emotional intelligence and cultural intelligence. Organization Management Journal, 6(3), (2009). 148-163.
5. Eisenberg, N. (1994). Empathy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior, Vol. 2, pp. 247-250. New York: Academic Press.
6. Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2001). Emotional intelligence as a Standard Intelligence. Emotion, 1 (3), 232-242.
7. Joiceswarnalatha R. A study on the Emotional Intelligence Levels of the urban students and rural students - with special reference to SVIM. International Journal of Scientific and Research Publications. 2015; 5(7):1-14.
8. Mayer, J. D., Caruso, D. R., & Salovey, P. (1999) Emotional intelligence meets traditional standards for an intelligence. Intelligence, 27(4), 267-298
9. Suresh Aggarwal, A comparative study of emotional intelligence of undergraduate students. Scholarly research journal for interdisciplinary studies, vol 1, (2012). 218-225.





**Impact Factor:  
7.512**



# INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

 **9940 572 462**  **6381 907 438**  **ijirset@gmail.com**



[www.ijirset.com](http://www.ijirset.com)

Scan to save the contact details