Emotional Intelligence among Government Arts and Science College Students in Malappuram District

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Abstract

Emotional intelligence (EQ) plays a crucial role in shaping personal and professional success, particularly among college students aspiring to become entrepreneurs. This study explores the levels of emotional intelligence among students enrolled in Government Arts and Science Colleges in Malappuram District, focusing on dimensions such as self-awareness, self-regulation, empathy, and social skills. Through a descriptive research design and comprehensive statistical analysis using SPSS, data was gathered from 343 students. Findings reveal nuanced insights: while respondents show a neutral stance in self-perception and emotional intelligence overall, challenges in self-expression and interpersonal interactions are evident. Recommendations include tailored interventions to enhance emotional competencies, fostering resilience and interpersonal effectiveness crucial for future endeavors.

Keywords: Emotional Intelligence, Government, Students, College, Malappuram.

Introduction

Emotional intelligence (EQ) is a critical factor that influences various aspects of life, including entrepreneurial attitudes. EQ encompasses the ability to recognize, understand, and manage one's own emotions and those of others. Initially conceptualized by Peter Salovey and John Mayer and popularized by Daniel Goleman, EQ has become a pivotal element in understanding behaviors and attitudes in personal and professional contexts. For aspiring entrepreneurs, particularly students, EQ can play a significant role in shaping entrepreneurial intentions and success. It aids in stress management, effective communication, and conflict resolution, which are essential for entrepreneurial endeavors.

Emotional Intelligence and Entrepreneurial Mindset

Students with high emotional intelligence tend to exhibit stronger entrepreneurial attitudes. EQ enables them to manage the uncertainties and stresses associated with entrepreneurial activities. It fosters resilience, adaptability, and proactive problem-solving skills, which are crucial for entrepreneurship. In educational settings, especially within arts and science colleges, fostering EQ can lead to a more robust entrepreneurial mindset. Students who can understand and manage their emotions are better equipped to handle the risks and challenges of starting and sustaining a business. Emotional intelligence also enhances creativity and innovation, essential traits for successful entrepreneurs.

Emotional Intelligence and Entrepreneurial Success

Emotional intelligence significantly impacts entrepreneurial success by improving interpersonal relationships and leadership capabilities. Entrepreneurs with high EQ are more adept at building and maintaining strong networks, essential for business growth. They can navigate social complexities, empathize with stakeholders, and motivate their teams effectively. For students aiming to venture into entrepreneurship, developing EQ can lead to better decision-making and strategic planning. By integrating emotional intelligence training into entrepreneurship education, institutions can help students cultivate a balanced and resilient entrepreneurial attitude, ultimately contributing to higher success rates in their entrepreneurial pursuits.

Aim of the Study

The primary aim of this study is to investigate the levels of emotional intelligence among students enrolled in Government Arts and Science Colleges in Malappuram District. This research seeks to identify how various dimensions of emotional intelligence, such as self-awareness, self-regulation, motivation, empathy, and social skills, are developed and manifested in these students. Furthermore, the study aims to explore the impact of emotional intelligence on students' academic performance, interpersonal relationships, and overall well-being. By understanding the emotional intelligence profiles of these students, the research intends to provide insights that can help educators and policymakers in designing effective interventions and programs to enhance emotional intelligence. This, in turn, is expected to foster a more supportive and enriching educational environment that promotes both personal

and academic growth, equipping students with essential skills for future professional and personal success.

Need of the Study

The study on "Emotional Intelligence among Government Arts and Science College Students in Malappuram District" is crucial for several reasons. Firstly, emotional intelligence (EQ) is a significant predictor of academic and professional success. Understanding the EQ levels of students can help educators tailor their teaching strategies to enhance emotional and social skills, which are essential for overall development. Secondly, Malappuram District, with its unique socio-cultural dynamics, presents a distinct context for examining how EQ influences students' interpersonal relationships, stress management, and conflict resolution. Thirdly, in the competitive job market, students with high EQ are better equipped to handle challenges and exhibit leadership qualities. By identifying the current levels and potential gaps in EQ among these students, the study can provide insights for curriculum development, counseling, and training programs aimed at fostering emotional intelligence, ultimately contributing to the holistic growth of the student community in this region.

Rationale of the Study

The study on "Emotional Intelligence among Government Arts and Science College Students in Malappuram District" is driven by the recognition that emotional intelligence (EQ) plays a pivotal role in personal and professional development. In the context of education, particularly within arts and science disciplines, students often face unique emotional and interpersonal challenges that can impact their academic performance and future career prospects. By examining EQ levels among these students, the study aims to identify strengths and areas for improvement in their emotional and social skills. Understanding EQ can also provide insights into how students manage stress, build relationships, and approach problem-solving—skills that are crucial for success both in academic settings and in life. Additionally, this study seeks to inform educational institutions and policymakers on the importance of integrating emotional intelligence training into the curriculum, thereby fostering a supportive environment that enhances overall student well-being and achievement.

Statement of the Problem

Emotional intelligence (EQ) is increasingly recognized as a vital skill for personal and professional success. Despite its importance, there is limited research on the levels and impacts of emotional intelligence among students in government arts and science colleges in Malappuram District. This gap is significant because these students are at a crucial stage of personal and career development, where EQ can influence their academic performance, interpersonal relationships, and future career prospects. Understanding the current state of emotional intelligence among these students is essential to identify potential areas for improvement and to develop targeted interventions. The primary aim of this study is to assess the emotional intelligence levels of students in government arts and science colleges in Malappuram District, to examine the factors influencing these levels, and to explore the potential implications for their academic and personal lives. This research seeks to contribute to the broader discourse on EQ in educational settings, particularly within the context of government institutions.

Objective of this study

The objective of this study is to investigate the levels of emotional intelligence among students at government arts and science colleges in Malappuram District and to analyze its impact on their academic performance, interpersonal relationships, and overall well-being.

Review of Literature

Schutte et al. (2021)[1] examined the relationship between emotional intelligence and interpersonal relations among college students. They found that higher emotional intelligence is associated with better social relationships and increased prosocial behavior during the COVID-19 pandemic. Gomez-Leal et al. (2021)[2] explored the impact of emotional intelligence on entrepreneurial intentions among university students. Their study highlights the role of self-efficacy and emotional management in fostering entrepreneurial attitudes.

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[1] Schutte, N. S., Malouff, J. M., & Thorsteinsson, E. B. (2021). Emotional intelligence and interpersonal relations among college students during the COVID-19 pandemic. Journal of Social and Personal Relationships, 38(8), 2357-2376.
[2] Gomez-Leal, R., Verdugo-Matés, A., & Lado, N. (2021). Emotional intelligence and entrepreneurial intentions among university students: The mediating role of self-efficacy and emotional management. Journal of Business Research, 128, 367-378.

Park and Kim (2021)[3] investigated the different models of emotional intelligence assessment and their implications for college students. They emphasized the importance of emotional perception and management in academic and social success. Gutierrez-Cobo et al. (2020)[4] focused on the performance-based ability model of emotional intelligence, demonstrating that students with higher emotional intelligence perform better academically and have higher overall well-being.

Fernandez-Berrocal and Extremera (2016)[5] conducted a longitudinal study on the development of emotional intelligence in college students. They found that targeted interventions can significantly enhance students' emotional intelligence, leading to better mental health outcomes. Wong and Law (2002)[6] developed the Wong & Law Emotional Intelligence Scale (WLEIS) and applied it to assess emotional intelligence in college students. Their findings suggest that students with high scores on the WLEIS exhibit superior stress management and social interaction skills.

Research Methodology

The study adopts a descriptive research design, meticulously planned to characterize sample demographics and survey responses effectively. Primary data is collected via structured questionnaires, complemented by secondary data from publications and reports. The questionnaire, utilizing a five-point Likert scale, serves as the primary research instrument covering demographics, emotional intelligence, locus of control, and entrepreneurial attitude orientation. A pilot study with 50 respondents refined the questionnaire's reliability and relevance. High Cronbach's Alpha coefficients confirm instrument reliability, while validity checks ensure accurate measurement. Three-stage randomized sampling of 343 Government Arts and Science college students in Malappuram district ensures statistical robustness. Statistical analyses were done using SPSS include central tendency measures & dispersion.

Results

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[3] Park, H. Y., & Kim, D. Y. (2021). Models of emotional intelligence assessment: Implications for college students. Journal of College Student Development, 62(5), 545-561.

[4] Gutierrez-Cobo, M. J., Cabello, R., & Fernandez-Berrocal, P. (2020). The performance-based ability model of emotional intelligence in college students: Academic performance and well-being outcomes. Personality and Individual Differences, 165, 110136.

[5] Fernandez-Berrocal, P., & Extremera, N. (2016). Emotional intelligence and emotional reactivity and recovery in college students: A longitudinal study. Learning and Individual Differences, 49, 434-438.

[6] Wong, C. S., & Law, K. S. (2002). The effects of emotional intelligence on job performance and life satisfaction for the research and development scientists. Asia Pacific Journal of Management, 19(1), 3-15.

Emotional Intelligence (EI) encompasses a multifaceted spectrum of competencies crucial for navigating interpersonal and intrapersonal realms effectively. Among these, self-regard forms the foundation, influencing one's self-actualization and emotional self-awareness. Self-perception (A) shapes how individuals view themselves, while emotional expression and assertiveness denote how they outwardly manifest emotions. Independence and self-expression (B) contribute to one's autonomy and communicative abilities. The inter-personal composite (C = A + B / 2) integrates these interpersonal skills, essential for relationships. Intra-personal composite (D) reflects internal self-awareness and management. EI (EI = C + D / 2) thus synthesizes these dimensions, highlighting the holistic understanding and application of emotions in personal and social contexts. Statistical analyses were done using SPSS include central tendency measures & dispersion.

Table 4.1.   Mean and Standard Deviation of Self Perception

Measuring Questions	N	Mean	Sd
Self Regard	**343**	3.45	.498
Self Actualisation	**343**	2.32	.466
Emotional Self Awareness	**343**	1.68	.466
Self Perception (A)	**343**	**2.43**	**.496**
Emotional Expression	**343**	1.84	.370
Assertiveness	**343**	2.25	.432
Independence	**343**	1.53	.500
Self Expression (B)	**343**	**1.96**	**.198**
Inter - Personal Composite (C = A + B / 2)	**343**	**1.89**	**.318**
Intra – Personal Composite (D)	**343**	2.90	.299
Emotional Intelligence (EI = C + D / 2)	**343**	**2.46**	**.499**
Source - Primary Data	*Sd - Standard Deviation*		*N – Number of Respondents*

The analysis of key variables reveals insights into respondents' perceptions and expressions of emotional intelligence. For "Self Perception," the mean score of 2.43 indicates a neutral stance, suggesting ambiguity in interpreting personal attitudes. "Self Expression," with a mean of 1.96, indicates disagreement, highlighting difficulty in expressing thoughts and feelings. The "Inter-Personal Composite" mean of 1.89 reflects challenges in managing interpersonal interactions and perceptions. "Intra-Personal Composite" scores neutrally at 2.90, indicating mixed abilities in self-awareness and empathy. Overall, the mean of 2.46 for "Emotional Intelligence" underscores a neutral sentiment, indicating respondents' varying levels of control and understanding of emotions, both personal and interpersonal.

Discussion

Based on the analysis of the key variables related to emotional intelligence, several notable insights can be discussed:

Self Perception and Self Expression: The neutral stance (2.43) on "Self Perception" suggests that respondents may struggle with interpreting their own attitudes and preferences clearly. Similarly, the lower mean (1.96) for "Self Expression" indicates difficulties in openly expressing thoughts and emotions. This could imply a need for interventions or strategies to enhance self-awareness and communication skills among respondents.

Inter-Personal and Intra-Personal Composites: The low mean scores (1.89 for Inter-Personal and 2.90 for Intra-Personal) indicate challenges in managing interpersonal interactions and understanding one's own emotions in relation to others. This suggests potential areas for targeted interventions aimed at improving interpersonal communication, empathy, and relationship management skills.

Overall Emotional Intelligence: The overall mean score of 2.46 for "Emotional Intelligence" reflects a neutral sentiment, indicating a varied level of emotional control and understanding among respondents. This highlights the importance of promoting emotional regulation and empathy-building skills to foster better emotional intelligence outcomes among individuals.

Implications and Recommendations: Based on these findings, interventions such as workshops on self-awareness, communication training, and interpersonal skills development could be beneficial. These interventions could aim to enhance emotional intelligence components like self-perception, expression, interpersonal understanding, and intra-personal management. Moreover, future research could delve deeper into specific demographic or contextual factors influencing emotional intelligence to tailor interventions more effectively.

Recommendation

Enhance Self-Perception Awareness: Develop workshops or training sessions focusing on self-reflection and interpretation skills to help individuals better understand their own attitudes and preferences.

Improve Communication Skills: Implement communication workshops that encourage open expression of thoughts and feelings. Techniques like role-playing or group discussions can enhance participants' comfort and proficiency in expressing themselves.

Strengthen Interpersonal Skills: Offer programs aimed at improving interpersonal interactions, including conflict resolution and active listening exercises. These can help individuals better navigate social situations and understand others' perspectives.

Promote Self-Awareness and Empathy: Introduce initiatives that foster self-awareness and empathy, such as mindfulness practices or empathy-building exercises. These activities can aid in developing a deeper understanding of one's own emotions and those of others.

Continuous Emotional Intelligence Development: Establish ongoing programs or resources that promote continuous development of emotional intelligence. This could include seminars, reading materials, or online courses to further enhance emotional awareness and regulation skills.

Implementing these recommendations can support individuals in enhancing their emotional intelligence competencies, thereby fostering more effective personal and interpersonal interactions.

Conclusion

Based on the analysis of the key variables related to emotional intelligence among respondents, several notable findings emerge. The neutral stance observed in "Self Perception" suggests that respondents exhibit ambiguity in interpreting their own attitudes, highlighting potential areas for self-reflection and clarity. Similarly, the lower mean score in "Self Expression" indicates challenges in openly expressing thoughts and emotions, suggesting a need for enhanced communication skills. The difficulties reflected in "Inter-Personal Composite" and mixed results in "Intra-Personal Composite" underscore complexities in managing interpersonal relationships and self-awareness. Overall, the neutral sentiment in "Emotional Intelligence" signifies varying degrees of emotional control and understanding among respondents, emphasizing opportunities for targeted interventions and support in emotional development.

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