

# EMOTIONAL QUOTIENT OF STUDENTS AN IMPORTANT ASPECT IN PRODUCTIVITY AT WORKPLACE

<sup>1</sup>Ojas Dedhiya, <sup>2</sup>Vidyavati Ramteke

<sup>1</sup>MBA Student, Symbiosis Centre for Information Technology - Pune-411057 Email ID: ojas.dedhiya@associates.scit.edu, Phone: +91 8879118286

<sup>2</sup>Professor, Symbiosis Centre for Information Technology - Pune-411057

## Abstract:

Emotional Intelligence alludes to capacity to get mind-sets, practices and driving forces, and control them to coordinate a specific circumstance. The purpose of this study is to explore how emotional intelligence plays a critical and essential role in directing and improving actions and behavior of an individual both inside oneself, and how incorporating it as part of a post-graduate program will help students enhance their performance in both academia and in the workplace. Purpose of all organizations is to serve the customer effectively and efficiently. The society seeks one experience where every service touch point is a step on the way to achieving their desired outcome (2). Great service starts with empathy. It starts with relating to what they need and their choices.

**Keywords:** *Emotional Intelligence, Academic Performance, David Goleman EI model, Students, Emotional Quotient*

## Introduction

As Emotional Intelligence (EI) is elusive resource the greatest worry for the association is to discover its adequacy with subjective investigation. As indicated by the Appiah-Adu et al. (20) it is essential to distinguish between the importance of considering the business, the evaluation of different opportunities, the choosing of the most desirable parts of the market to operate in and the effort to provide a better incentive than to address the issues and concerns of the selected customer. This examination will assist with contributing further to information concerning passionate insight and showcasing adequacy by applying the built up advertising viability model to corporate associations with one of a kind conditions.

## Emotional Intelligence

People are an unpredictable types of emotion and reason. While thinking empowers them to pass judgment on things with numerical accuracy, feelings help them to comprehend and relate make them „human“. Customarily it was accepted and acknowledged that individuals with high thinking abilities and a sound consistent twist of psyche were progressively astute. The IQ tests that were intended to learn a person's insight and competency challenged only the logical reasoning and aptitude of the individual. As Woodworth (1940) proposed, IQ tests were viewed as powerful when they challenged an individual when being not apprehensive or angry or curious over things that stirred emotions. Emotional awareness relates to the capacity to recognize and control impulse, desires, behaviors and moods in a given circumstance. The main objective of this research is an overview of how emotional awareness is an important aspect for an employee in terms of productivity and successful leadership and development in self-conduct and action both inside oneself and at work.

Of all the enthusiastic knowledge models grew, up until now, the Goleman's (9, 10) refined model gives off an impression of being the most conspicuous. This model is typified in his most recent sharp meaning of enthusiastic knowledge as: "the capacities to perceive and manage feelings in ourselves and in others" (Goleman, 2001, p. 14). This most miserly definition to a great extent recommends four significant passionate insight spaces namely:

Self-awareness, self-management, social awareness, and relationship management

**Self-Management:** You are capable of regulating your thoughts, desires and adaptability.

**Social Awareness:** Having a kindness to others is the capacity to understand others' emotions.

**Self-Awareness:** Related with a profound comprehension of one's feelings, just as one's qualities and confinements, and one's qualities and intentions.

**Relationship Management:** The ability to solve problems by keeping cooperative nature with workers and to maintain good relations with others.

Development of an individual's does not just rely upon how well people of a group give their best execution yet in addition on the degree of co-appointment, co-activity and bury/intra individual clashes that exists between them. Sincerely smart group pioneers will in general deal with the above circumstance productively than non-genuinely shrewd ones (14). Self-awareness, knowledge and understanding of colleagues' behavior helps to track situations that usually contribute to mental disharmony.

## Statement of Problem

Emotional intelligence enables individuals meet goals throughout the advancement of life from kindergarten to high school and even in the workforce and there have been considerable proofs to substantiate the same. Throughout the secondary school, EQ is seen as an essential ability that allows students to track and respond to the demanding concept of the academia. Various research have only identified a positive connection between the student's EQ and higher academic achievements with regard to reasons such as students with strong EQ possess stronger social and intra-personal abilities, are progressively resilient and have enhanced skill to deal with pressure.

As it were, emotionally intelligent students are progressively effective in carrying on with their school life and in this way, can learn and perform scholastically. Notwithstanding that, being emotionally intelligent doesn't just assist students to learn better it likewise decides their vocation achievement, particularly for the individuals who want to pursue a profession that requires significant level of emotion related skill, which is practically everywhere. Emotional work relates to "the degree to which the individual will convey appropriate feelings in his / her job, which are important to an emotionally mature and aware existence"

(Kremenitzer, 2009). Therefore, the research aims at investigating the extent of emotional intelligence among postgraduate students in order to explore influence of EQ on academic performance owing to assumptions regarding the effect of emotional maturity on academic and professional achievement. It is clever to discover how emotionally intelligent the students are and to build up whether EQ causes them to perform scholastically in their interest to achieve success in their academics since the volunteers participating in the study are post graduates who will join the corporate world sooner rather than later.

### **Review of Literature**

**Empirical Evidence of Relationship between Emotional Intelligence (EI) and Academic Achievement (AA) of Undergraduate Students - Dr. Manzoor (2011):** The knowledge was obtained from understudies at an all over Pakistani university. The study was carried out undergraduate studies in four separate divisions of the Rawalpindi University. Such sources covered IT research, marketing, agriculture and schooling. It has been selected as a guide for 100 understudies to perform appropriate surveys of such tools. The EQ-I bar comprises of five reaction system target zones. 117 items from the stock have been distributed across 15 sub-scales. Follow-up from this study found that the Emotional Intelligence and academic achievement of its participants had a strong and vital relation.

**Correlation between Emotional Intelligence, Self-concept and Self-esteem with Academic Achievement - Tamannaifar (2010):** On 6,050 students at Kashan University, Tamannaifar and others (2010) examined the relation of self-esteem, self-conception and emotional awareness and intelligence to educational achievement. Students studying in the university were randomly picked as samples. It was found from the investigation passionate insight, self-idea and regard, of understudies was seen as fundamentally identified with their scholastic accomplishment.

**The relationship of Dimensions of Emotional Intelligence and Academic Performance in Secondary School Students – Yahaya (2011):** The Yahaya et al. review (2011) examined how emotional intelligence, emotional management, self-awareness, empathies, interpersonal competencies, academia and other distinguished five elements relate to self-motivation. This investigation aimed at assessing how the five emotional intelligence elements were willing to lead to academic execution. In order to analyze the details, the actual Pearson-r and numerous relapse deduction were used. The findings showed that the remarkable relation between empathy ( $r = 0.21$ ), emotional control ( $r = 0.21$ ) and self-awareness ( $r = 0.21$ ) was in  $p < 0.05$  with academic success. Discoveries from various formulas (stepwise) have shown that three elements of emotional management feelings, constitute 8.7 percent of model (scholastic) variation, consist of a sense of self-awareness ( $S = 0261$ ), self-motivation ( $S = -0182$ ) and empathy ( $S = 0167$ ). Exploration has implemented a model to represent the relation between emotional and academic components.

**Explore Emotional Intelligence of the Students of IIUI in Relation to Gender, Age and Academic Achievement - Nassir & Masrur (2012):** For this study, the reference variable was Emotional Awareness and the control variable is academic accomplishment analyzed as the Cumulative Grade Point Average (CGPA) of understudies. 132 understudies, based on various areas of the IIUI, became investigating participants. The consequences of this study imply the importance of emotional intelligence in the achievement of academic success. The extraordinary link between emotional intelligence and academic success has been identified ( $r = 0.34$ ,  $p < 0.01$ ). In the study of being emotionally aware and sexual orientation ( $r = 0.01$ ,  $p > 0.05$ ) no crucial association was noticed. No evidence of emotional awareness was generally linked to age ( $r = 0.04$ ,  $p > 0.05$ ). A notably positive relation among emotional comprehension and academic achievement revealed that academic performance was not only affected by emotions but also by cognitive sections of information.

**Relationship between Emotional Intelligence and academic motivation among adolescents - Dubey (2012):** The inquiry examination consisted of 156 of Allahabad city class XI (78 young people and 78 young ladies). The findings indicate that the two young men and young ladies have an optimistic perspective closely associated with scholastic motivation. It might be because of the explanation that as scholastic inspiration of understudies' builds they were better propelled to deal with, oversee and control their own feelings.

### **Objective of the Study**

To consider the effect of different elements of EI (view of feelings, overseeing feelings in oneself, social aptitudes or dealing with other's feelings, and using feelings) on the scholarly presentation of understudy and then deciding if EI should be included as part of curriculum.

- To propose procedures to improve EI of students across post graduate programs so they are industry ready.

### **Research Methodology**

To discover insight an example outline was incorporated from 97 response of students pursuing post graduate programs. The examination instruments were planned utilizing measures from the surviving writing. Two arrangements of instruments were intended to test the two builds. First build was the person's relational qualities based mindfulness, self-administration, social mindfulness and relationship the board before the Emotional Intelligence Workshop. After the first build, when the EQ of volunteers was known, training material was provided to each of the volunteer. While second build was the person's relational qualities based mindfulness, self-administration, social mindfulness and relationship the board after the Emotional Intelligence Workshop.

### **Calculating Emotional Quotient**

Several methods are used for evaluating emotional intelligence, but quantitative experiments are rarely feasible. By and large, Emotional Intelligence is estimated either by interviews or by questionnaire. Be that as it may, factors, for example, strategy for organization (paper, electronic, mail), subgroup contrasts ought to be thought about to present legitimacy. This technique faces the

issue of expanded improvement cost and organization costs. Run-out of the Emotional Intelligence assessment techniques involves capacity-based research and general application monitoring. For an average medial score of 100 and standard deviation of 15, the Mayer Salovey Caruso Emotional-Intelligences (MSCEI) Test attempts to evaluate four EI ideas – to measure the average feelings utilizing the faces and the pictures, to grasp the feelings estimated through blends and adjustments, to stimulate ideas estimated through aids and sensations and to track sensations estimated through the feelings. This is a Multi factor – Emotional – Intelligence Scale (MEIS) dependent study. The MSCEI test consists of 141 EI measures, depending on two parameters – 15 core scores and 3 reinforcing scores. Interpretation and supervision of feelings and emotions are key MSCEITs, while experiential MSCEIT includes noticing feelings and encouraging ideas using feelings. A hybrid paradigm that estimates the force that is focused on four concepts – self-management, self-control, social knowledge and social skills – is developed by Daniel Goleman and Richard Boyatzis and consists of 117 study articles. It generates a 20-page paper that is challenging to analyses and understand in comparison to MSCEIT. Reuven Bar-On 's EQi consists of 133 surveys measuring the capabilities of workers managed and consists of five distinct measures – subjective, intra-personal, versatile, executive-level tension and total (Bar On, 2004). Genos Emotional Awareness or Intelligence (Genos EI), which has been formed by Palmer and Con with 70 queries, makes estimates of behavioral developments and adjustments in two evaluations – one before mentoring as well as the other following tutoring. Coaching depends on intellectual conduct limiting innovation that estimates social changes and enhancements dependent on 7 measurements –emotional expression, emotional self-awareness, emotional awareness of others, emotional self-management, emotional reasoning, emotional management of others and emotional self-control.

**Sample Selection and Methodology adapted for calculating EQ**

There were 97 respondents chosen from universities of India and currently pursuing post graduate programs.

A questionnaire consisting of 10 situations was assigned to all the respondents. Each question in the questionnaire had 4 responses and the marks for all the responses were pre-decided the marks for each question were unique and were in range 1, 2, 3 and 4. The maximum a respondent could score was 40 and minimum was 10. Responses for each respondents were checked and marks were calculated based on the responses. Further there was a pre decided range for estimating the EQ of a respondent. The scale stated that if respondent scored below 21 the EQ is somewhere around 75-100 which is below average, if the score is 21-25 the score the EQ is 100-115 which is normal, if the score is 26-30 EQ is 115-130 which is termed good, if the score is 31-35 then EQ is 130-145 which is superior and if score is 36-40 then EQ is above 145 and is extraordinary. The score of each respondent in the test was calculated and EQ was estimated accordingly.

The same test was carried out twice, once before the training for EQ was done and once after the training for EI was done.

**Training Material**

The volunteers were given a training material from positive Psychology.

The material consisted of 3 evidence based practical exercises for particular outcomes:

- Building Emotional Intelligence: The content helps to assist individuals with building up their emotional awareness through mindfulness meditation.
- Unravelling Emotions by Analyzing Speech, Body, and Face: It helps to build individual's capacity to precisely see and comprehend the feelings of others.
- Distinguishing False Beliefs about Emotions: The activity assists individuals with revealing broken or deceptions about feelings.

The content also covers

- Step by step instructions to utilize these activities in respective fields.
- The science behind them.
- Step by step instructions to do a post-meeting assessment subsequent to working with a customer.
- It likewise incorporates clear worksheets which the volunteers can print and use it with the individuals they help.

**Data Collection Methodology**

Volunteers were explained that they had been chosen to be the respondents for the research and they were given a short clarification on the reason for the examination and its commitment to the field of training. Respondents were given a short guidance on the most proficient method to react to the EQ Test so as to ensure they comprehend what is anticipated from them. When the test was regulated, the respondents were given sufficient opportunity to finish it to guarantee high reaction rate

**Hypothesis**

A hypothesis is an announcement of your supposition about a connection between two factors that you intend to test inside the edge work of the examination.

H<sub>0</sub>: Emotional Intelligence as a part of academics would have no impact on a student's EQ and should not be included as a part of curriculum

H<sub>A</sub>: Emotional Intelligence as a part of academics would has a significant impact on a student's EQ and should be included as a part of curriculum.

**Analysis of Data**

The first survey revealed that 78% of the 97 respondents were aware of terms EI and EQ 12.7% were not and 8.5% were partially aware.

67.8% of the respondents were ready to accept Emotional Intelligence as a subject 15.3% were not ready for EI as a subject and 16.9% were not sure, but after the training all the respondents agreed to have EI as a part of their curriculum.

EQ for all the respondents was calculated twice once when the volunteers were enrolled, once after the training for Emotional Intelligence was done to notice the difference in EQ.

EQ	Before Training	After Training
Mean	29.86	33.04
Standard Error	0.34	0.20
Standard Deviation	3.35	2.03
Median	30	33
Mode	31	34

There was a significant increase observed in the level of EQ after the training.

Domain Wise Observations

Domain 1: Self Awareness (Q1, Q7, Q8)

Self-Awareness	Before Training	After Training
Mean	2.69	3.11
Standard Error	0.06	0.05
Standard Deviation	0.65	0.51
Median	2.66	3
Mode	2.33	3

Domain 2: Self-Management (Q4, Q10)

Self-Management	Before Training	After Training
Mean	2.54	3.10
Standard Error	0.07	0.07
Standard Deviation	0.75	0.70
Median	2.5	3.5
Mode	2.5	3.5

Domain 3: Social Awareness (Q2, Q5, Q6)

Social Awareness	Before Training	After Training
Mean	3.21	3.37
Standard Error	0.06	0.04
Standard Deviation	0.65	0.41
Median	3.33	3.33
Mode	3.66	3.33

Domain 4: Relationship Management (Q3, Q9)

Relationship Management	Before Training	After Training
Mean	3.51	3.67
Standard Error	0.06	0.04
Standard Deviation	0.62	0.47
Median	3.5	4
Mode	4	4

Here we assumed x as the score of the test before training and y as the score of the test after training.

$$\sum xy = 95918, x^2 = 87601, y^2 = 106362, x_a = 29.86, y_a = 33.05, \sigma_x^2 = 11.12, \sigma_y^2 = 4.11, \sigma_x = 3.33, \sigma_y = 2.02, x_a^2 = 903.10, y_a^2 = 1096.51$$

Covariance = 1.74 and Correlation = 0.25.

**Findings**

As the correlation coefficient is positive, we have got enough evidences that there's a positive effect of the training which was held and it played effective role in improving the emotional awareness.

Thus we reject the null hypothesis and accept the alternate hypothesis Emotional Intelligence as a part of academics would has a significant impact on a student's emotional awareness and should be included as a part of curriculum.

**Conclusion**

This paper has tried to contribute further to information concerning knowledge and showcasing adequacy by applying the set up promoting viability model to organizations in under to some degree remarkable conditions.

Persons who are emotionally conscious would most definitely be successful in monitoring their success and would rely on detailed evaluations for particular goals, which are also inseparable. Not simply the fitness of individual help in practical driving yet moreover the excited understanding he/she have sway yield of the endeavor they are into. They can expel work from people more than what is been ordinary with no basic disintegrating in their action satisfaction and pleasing work culture. Despite the way that it amazing needs exploratory verification to progress immovable quality, Emotional intelligence is a strong player in the association sector that looks like delegates in a substitution context but is not weak and is valid in reality.

**References**

1. Bar-On, R. A. (2010). Emotional Intelligence: An Integral Part of Positive Psychology. *South African Journal of Psychology*, 40(1): 54-62.
2. Bloom, F., Nelson, C.A. and Lazerson, A. (2001). *Brain, Mind and Behavior*, Third Edition. Worth Publisher.
3. Chan, D. W. (2006). Emotional Intelligence and Components of Burnout among Chinese Secondary School Teachers in Hong Kong. *Teaching and Teacher Education*, 22(8): 1042-1054.
4. Cherniss, C. (2010). Emotional Intelligence: Toward Clarification of a Concept. *Industrial and Organizational Psychology*, 3(2), 110-126.
5. <https://www.campaignlive.com/article/boost-emotional-intelligence-marketing-success/1452782>
6. <https://psycnet.apa.org/record/2009-21179-001>
7. <https://www.mindtools.com/pages/article/ei-quiz.htm>
8. <https://optinmonster.com/emotional-intelligence-in-marketing/>
9. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books, New York.
10. Goleman, D. (1998). *Working With Emotional Intelligence*. Bantam Books, New York.
11. <https://www.emerald.com/insight/content/doi/10.1108/02634500911000199/full/html>
12. Ljungholm, D. P. (2014). Emotional Intelligence in Organizational Behavior. *Economics, Management, and Financial Markets*, 9(3), 128–133.
14. <https://www.entrepreneur.com/article/246390>
15. [https://www.researchgate.net/publication/270904904\\_A\\_Research\\_about\\_Emotional\\_Intelligence\\_on\\_Generations](https://www.researchgate.net/publication/270904904_A_Research_about_Emotional_Intelligence_on_Generations)
16. Cherniss, C. & Extein, M., Goleman, D., Weissberg, P. G. (2006). Emotional Intelligence: What does it Really Indicate? *Educational Psychologist*, 41(4), 239-245.
17. Cherniss, C. (2000). Emotional intelligence: What it is and why it matters. Paper presented at the Annual Meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA, April 15, 2000.
18. Conte, M. J. (2005). A review and critique of emotional intelligence measures. *Journal of Organizational Behavior*. 26, 433–440.
19. Dursun, P., Emul, M., Gencoz, F. (2010). A Review of Literature on Emotional Facial Expression and Its Nature. *New/Yeni Symposium Journal*. 48 (3), 207-215.
20. Emmerling, R. J. & Goleman, D. (2003). Emotional Intelligence: Issues and Common Misunderstandings. *Issues in Emotional Intelligence*, [On-line serial], 1(1). Available <http://www.eiconsortium.org>
21. Gardner, H. (1998). A Multiplicity of intelligences: In tribute to Professor Luigi Vignolo.! *Scientific American*, 1-10
22. Shah, S. M., Fatima, N., & Kiani, a. (2011). An Empirical Evidence of Relationship between Emotional Intelligence (EI) and Academic Achievement (AA) of Undergraduate Students. *International Journal of Education and Social Sciences ( IJESS )* , 3 (1), 6
23. Dubey, R. (2012). Emotional Intelligence and Academic Motivation among Adolescents. A Relationship Study. , 2 (3), 6.
24. Nasir, M., & Masrur, R. (2010). An Exploration of Emotional Intelligence of the Students *Bulletin of Education and Research* , 32 (1), 37-51
25. Kremenitzer, J. (2009, May 25). Emotional Intelligence ability and the teacher candidate. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education Online.
26. Yahaya, A., Ee, N.S., Bachok, J.D.J., Yahaya, N., Bon, A.T. and Ismail, S. (2011). The relationship of Dimensions of Emotional Intelligence and Academic Performance in Secondary School Students. *Elixir Psychology*, 41: 5821-5826
27. Tamannaifar, M.R., Sedighi Arfai, F. and Salami Mohammadabadi, F. (2010). Correlation between Emotional Intelligence, Self-concept and Self-esteem with Academic Achievement. *Iranian Journal of Educational Strategies*, 3(3): 121-126

