A study of emotional intelligence on student behaviour of Bhilai Institute of Technology, Durg, India

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Abstract

This paper investigates the Emotional intelligence which has become increasingly popular as a measure for identifying decision making skills of the students and also between male and female students. The factors involved in the study are fear, anger, learning, motivation, adoption to change, innovation, attitude, decision making, and stress. The aim of the study is to identify the impact in decision making with reference to Emotional Intelligence of students in Bhilai Institute of Technology, Durg. The study will be conducted on the students of bit every branch student's. Research methodology used in this study is exploratory and descriptive. The data will be collect through questionnaire with convenience sampling method and the collected. SPSS software was used to analyse the data collected and the results indicate the impact of emotional intelligence decision making of students. The future implication of this study is to know how a decision of students are been affected and to which extend it is been driven by some factors. This study can also be done on a large scale for more in-depth study.

Keywords: Emotional intelligence, Decision making, Motivation, Behaviour.

Introduction

The main purpose of this paper is to study and identify the impact of emotional intelligence on the student's behavior at education premises i.e. what are the factors which are responsible and how much they impact in the decision making of the students. As students has to take day to day many crucial decisions which is essential to build their career and shape their life, with the few factors like fear, Stress, Anger, Learning, Motivation, workload, adoption to change, innovative, decision making, attitude are been used to judge the impact of emotional intelligence on the student behaviour[1].

As we know the individual behaviour is been different from person to person which is a base for development of emotional intelligence in every individual[2]. The emotional intelligence consists of the major four components: i. Self-awareness, ii. Self-management, iii. Social awareness, iv. Relationship management, v. Empthy.

This four major components is responsible for the decision making of an particular individual .which is responsible for taking effective decisions in the student life.

Emotions: Emotions is defined as the complex state of feelings that leads to physical and mental changes which influences the changes in the behaviour of every individual human being. Emotions consist of various psychological phenomena like personality, motivation, attitude, experience, mood etc. Emotions exist in every individual because it serves as an adaptive role, which motivate people to respond instantly to stimuli in the environment[3].

Intelligence: Intelligence is the ability to acquire learn and understand different situations. Intelligence level differs in every individual from one other.

It is very difficult to learn and know intelligence level of the individual as it depends upon experience knowledge, personal capabilities perceptions and self-awareness etc[4].

Behaviour: behaviour is how one act and behave towards others. it's also termed as how an individual react and behave in a particular situations. It can also be called as an action and reaction in a particular situation.

Emotional intelligence: Emotional intelligence leads to rational decision making and which define the objective action and performance. Emotional intelligence helps to understand emotions and intelligence of self and other. Emotional intelligence also helps in regulating and knowing the emotions of self and other. Emotional intelligence is being dependent upon the various factors like fear, anger, learning, motivation, adoption to change, innovation, attitude, decision making, stress, learning, love etc[5].

Literature review: Emotional intelligence (EI) is the ability of people to perceive their own, and other individuals' feelings, to observe between various sentiments and name them suitably, to utilize passionate data to guide deduction and conduct, and to

oversee and additionally alter feelings to adjust conditions or accomplish one's goal(s)[6].

In spite of the fact that the term initially showed up in a paper by Michael Beldoch, it picked up prominence in the 1995 book by that title, composed by the writer, clinician, and science columnist Daniel Goleman. Since this time examination of EI has been reprimanded inside mainstream researchers[7].

There are a few models of EI. Goleman's unique model may now be viewed as a blended model that joins what have been displayed independently as capacity passionate insight and attribute enthusiastic knowledge. Goleman characterized enthusiastic insight as the abilities and qualities that drive authority execution. The characteristic model was produced by Konstantin Vasily Petrides. It contains behavioral attitudes and self saw capacities and is measured through self report". The capacity show, created by Peter Petersalovey and John Mayer, concentrates on the individual's capacity to prepare passionate data.

The five main domains of Goleman's emotional intelligence model is the standard model to study the emotional intelligence which consists of: i. Self-awareness – know your emotions, ii. Self-management – manage your emotions, motivate yourself. iii. Social awareness – recognise and understand other people's emotions, iv. Relationship management – manage relationships (other's emotions).

Over the decades, the there is a diverse change in the environment and conditions. Therefore, there is a diverse change in the behaviour of every individual due change in living standards and life style and which lead to change in the decision-making process and behaviour of the students which directly affects the level of emotional intelligence among students.

Hamish G.H. Elliott: emotional intelligence is getting attention in increasing rate. It has become an important tool for the development of leadership skills. But there is only limited theory and discussion and study is on the emotional intelligence. His paper and research in emotional intelligence give a comprehensive view.

Senge's organisational learning considers personal mastery, psychological models and shared vision, learning and systematic thinking. Participating in decision making.

James D.A. Parker, Marjorie J. Hogan, Jennifer M. Eastabrook, Amber Oke, Laura M. Wood The study on ei was conducted with use of internet and mobile phone usage. As with the last few decade there is a rapid increase in the internet technology and mobile phones it has impact on physical and mental health of an individual which affects the emotional intelligence of an individual. The purpose of the is to study the maladaptive use of mobile phone and internet which lead to different mental disorders, psychological distress. Questionnaire is used to collect the data, data is been analysed on the base of gender, manova test is been applied to interpretation of data. The outcome of the study was that there was their was an impact of use of internet and mobile phones on emotional intelligence of an individual[8]. Males was more affected than females as males use more to establish social relationship.

Abraham Carmeli managerial skill and emotional intelligence plays a significant role in the decision making of managers. An empirical study is done narrow the gap by empirical study. Data was collected from large number of organizational units. The result was that an effective senior management is based on emotional intelligence and social intelligence. It is most important to get desired results[9].

Methodology

A descriptive research with a Non-probability Convenience sampling method is designed for the survey of this study purpose. In this study 57 respondents were the students of education institutions from Durg district. A structured questionnaire was personally administrated to the selected sample to collect the primary data.

Results and discussion

The basic quantitative description of data is summarized in Table, which gives the snapshot of the descriptive characteristics of the respondents regarding impact of emotional intelligence among students of Bhilai Institute of Technology in the district of Durg. It can be seen that out of 57 responses taken, with mean ranging from 4.21 having standard deviation of 1.013 to mean of 2.58 with standard deviation of 1.051. All the factor data set are skewed ranging from (-1.403 to 0.364), while the expected value of skewness is "0" (DeCarlo, 1997). Data set do not have normal distribution as Kurtosis value deviated from "3", (DeCarlo, 1997) for many questions asked.

Internal Consistency of all the factors measured is 0.790 (acceptable range 0.6 to 1) (Lee Chronbach, 1951) and hence all the responses are consistence to measure the same concept of emotional intelligence on male and female. Thus there is fair degree of interrelatedness of various scores of individual factors.

Statistical Test: Since the response is ordinal in nature i.e non-parametric test with two independent samples as male and female. Analysis is related to impact of emotional intelligence at college campus. Mann-Whitney U test is utilized non-parametric test that is utilized to think about two example implies that originate from a similar populace, and used to test whether two specimen means are equivalent or not. The Ranks table is the principal table that gives data with respect to the yield of the Mann-Whitney U test. It shows mean rank and sum of ranks for the two groups tested (i.e., Male and Female group):

Table-1: Descriptive Statistics.

Questions	N	Min.	Max.	Mean	Std. Deviation	Skewness		Kurtosis	
							Std. Error		Std. Error
1. I Feel Cheerful when I am with friends & Colleagues	57	1	5	4.00	1.118	-1.112	.316	.776	.623
2. My decision are driven by opinion of others	57	1	5	2.58	1.051	.166	.316	-.467	.623
3. Do you feel annoyed to face the repetitive task/challenges	57	1	5	2.95	.953	.364	.316	-.135	.623
4. Do you feel motivated in the premises with colleagues	57	1	5	3.39	1.048	-.748	.316	.021	.623
5. Do you feel overburdened from work and duties of the college	57	1	5	2.96	1.068	.072	.316	-.358	.623
6. I like to initiate the activity/new task	57	1	5	3.86	.934	-.392	.316	-.075	.623
7. I like to explore in depth about the fact and figure of topics thought in the college	57	1	5	3.39	.940	-.726	.316	.566	.623
8. I belief in change and to improve my skills and personality	57	1	5	4.21	1.013	-1.403	.316	1.871	.623
9. I take my decisions & judgement based on the facts and figures	57	1	5	3.75	1.057	-.612	.316	-.034	.623
10. Failure is one factor which prevent me to task new task	57	1	5	2.95	1.202	-.152	.316	-.834	.623
Valid N (list wise)	57								

Table-2: Reliability Statistics.

Cronbach's Alpha	N of Items
.790	57

Table-3: Ranks.

Questions	Gender	N	Mean Rank	Sum of Ranks
1.I Feel Cheerful when I am with friends & Colleagues	1	13	31.62	411.00
	2	44	28.23	1242.00
	Total	57		
2.my decision are driven by opinion of others	1	13	35.15	457.00
	2	44	27.18	1196.00
	Total	57		
3.Do you feel annoyed to face the repetitive task/challenges	1	13	38.04	494.50
	2	44	26.33	1158.50
	Total	57		
4. Do you feel motivated in the premises with colleagues	1	13	27.46	357.00
	2	44	29.45	1296.00
	Total	57		
5. Do you feel overburdened from work and duties of the college	1	13	29.62	385.00
	2	44	28.82	1268.00
	Total	57		
6. I like to initiate the activity/new task	1	13	33.85	440.00
	2	44	27.57	1213.00
	Total	57		
7. I like to explore in depth about the fact and figure of topics thought in the college	1	13	29.81	387.50
	2	44	28.76	1265.50
	Total	57		
8. I belief in change and to improve my skills and personality	1	13	29.92	389.00
	2	44	28.73	1264.00
	Total	57		
9. I take my decisions & judgement based on the facts and figures	1	13	29.12	378.50
	2	44	28.97	1274.50
	Total	57		
10. Failure is one factor which prevent me to task new task	1	13	25.46	331.00
	2	44	30.05	1322.00
	Total	57		

The Table-3 indicates that out of male or female group which group can be considered as having the better concentrations, overall; namely, the group with the highest mean rank.

Test Statistics Table: The Table-4 shows the significance value of the Mann-Whitney-U test. Specifically, the **Test Statistics** table provides the *U* statistic, as well as the asymptotic significance (2-tailed) *p*-value.

Null Hypothesis: There is no significant difference between the male and female groups towards the impact of emotional intelligence at college campus.

Table-4: Test Statistics.

Test Statistics[a]	1	2	3	4	5	6	7	8	9	10
Mann-Whitney U	252.0	206.0	168.5	266.0	278.0	223.0	275.5	274.0	284.5	240.0
Wilcoxon W	1242.0	1196.0	1158.5	357.0	1268.0	1213.0	1265.5	1264.0	1274.5	331.0
Z	-.685	-1.586	-2.364	-.406	-.159	-1.264	-.214	-.249	-.030	-.902
Asymp. Sig. (2-tailed)	**.493**	**.113**	**.018**	**.684**	**.874**	**.206**	**.831**	**.804**	**.976**	**.367**

a. Grouping Variable: Gender

The Table-4 having p-value less than 0.05 for question 4 we reject the null hypothesis that there's no difference between the means and conclude that a significant difference does exist. On the other hand as it can be seen that most of the questions are with p-value greater than 0.05, hence there is no significant evidence to reject null hypothesis and can be concluded that both male and female do not have much difference towards the impact of emotional intelligence at college campus.

Conclusion

This study helps to study the emotional intelligence in the students that how the decision and behaviour are effected by level of emotional intelligence. Emotional intelligence has a greater role in factors like motivation, learning, attitude, behaviour, fear etc. as there is rapid change in technology and environment. Emotional intelligence of an individual differs from individual so the decision of every individual is affected by various factor and every has different impact on student behaviour.

As behaviour of person changes with factors like age and experience which leads to the significant change in the emotional intelligence of students. Emotional intelligence act as a tool for measuring the personality and decision making skills as what and how much the factor is responsible for decision or results.

Emotional intelligence also leads to knowing self-capabilities and discovering potentials. Therefore emotional intelligence has greater role in prorating personality and decision making of students.

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