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A STUDY ON THE IMPLICATIONS OF EMOTIONAL INTELLIGENCE ON COLLEGE STUDENTS

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Abstract
Emotional intelligence is a skill that people acquire from birth, much like general intelligence. Like how one's intelligence quotient (IQ) indicates the ability to critically analyze any abstruse circumstances, an individual's emotional intelligence (EI) indicates the efficiency with which they manage stress and resolve conflicts with ease. Gen-Z college students have been exposed to the digital world since their childhood, which has resulted in making them technically smart, yet face challenges in being emotionally strong and enduring the corporate world. Youth suicide, depression, psychotic behavior, lack of empathy, panic attacks, and a constant sense of fear are key indicators of a lack of emotional intelligence. This study explores the implications of emotional intelligence of college students with the help of primary data collected from 550 students. Factor analysis was used to extract nine out of twenty-two factors. Regression analysis was conducted on the three significant factors extracted, and it was found that students who are participating in extracurricular activities can cope with stress and have the competitive spirit to come out of their comfort zone tounderstand and cope with any scenario.

Keywords: *Gen-Z, Coping Mechanism, Stress, Emotional Intelligence*

Introduction

"What really matters for success, character, happiness, and lifelong achievements is a definite set of emotional skills, your EQ, not just purely cognitive abilities that are measured by conventional IQ tests." —*Daniel Goleman* The ability to identify oneself in a wide range of social circumstances is reflected in one's emotional intelligence. The concept of "emotional quotient," or EQ, describes a person's capacity for feeling, as distinguished from cognitive abilities like verbal understanding, memory, reasoning, and processing speed that are only beneficial in the classroom. To achieve success in life, the IQ attributes must be supplemented with social-emotional abilities, including drive, tenacity, impulse control, and coping mechanisms. As suggested by David Caruso, it is very important to understand that emotional intelligence is not the opposite of intelligence; it is not the triumph of the heart over the head; it is the unique intersection of both. Intelligence enables a person to use logic, plan, understand, and strategize to promote problem-solving skills. Emotional intelligence, on the other hand, assists a person in identifying emotions in oneself and others, adapting to different situations, and behaving appropriately, which improves communication effectiveness. So an individual's intelligence speaks about their intellectual ability while emotional intelligence tells how well people function both individually and as a group which made EI receive a lot of scholarly attention in recent years. Given how quickly technology is developing, it is clear that a person's affective domain may also be important for every skill that calls for a certain level of proficiency, including all other facets of emotional intelligence. In contrast, purely cognitive aspects of intelligence can typically be programmed to function on computers in the same way that they can on people. A student who possesses emotional intelligence skills will be better able to manage any situation, no matter how big or small, irrespective of how proficient he is in mathematics and sciences. Emotional intelligence can be studied as 4 components: self-awareness, self-management, social awareness, and relationship management, which can assist a student in handling any crisis with less stress, a lessened emotional response, and fewer

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unintended repercussions that will prepare them for their future endeavors.

Need for the Study

The psychologists Peter Salovey and John Mayer's seminal study "Emotional Intelligence," which was published in 1990 in the journal Imagination, Cognition, and Personality, defined emotional intelligence as "the capacity to monitor one's own and others' feelings and emotions, to distinguish between them, and to use that information to inform one's thinking and actions," which should be implemented in the curriculum of today's generation. The Center for Creative Leadership reports that emotional competency deficits account for 75% of career failures, including the inability to handle interpersonal disputes, teamwork, poor leadership skills in difficult or contentious circumstances, and lack of ability to adapt to change or inspire. Thus it's important, especially for students just starting in life, starting new jobs, and giving competitive exams in which lakhs of students compete. A platform that creates a similar experience in college is the extracurricular activities that play a vital role in every student's career but are lately being overlooked in the pursuit of better grades and scores. Sir Daniel Goleman quoted that out of the skills that distinguish star performers in every field, from entry-level jobs to executive positions, the single most important factor was not IQ, advanced degrees, or technical experience but emotional intelligence (EQ), which forms a very important aspect every college student should be working on, and it's the bestway to learn from teachers, batchmates, seniors, and juniors.

Since change is the only thing that remains constant throughout life, it is inevitable for people around them to be the same and always act in a certain manner, which sometimes results in positive and sometimes negative. As a result, evolving as a person is critical. It begins with understanding the diverse reactions of oneself and others, which cannot be learnt fromtextbooks.

Review of Literature

María Teresa Chamizo-Nieto, Christiane Arrivillaga, Natalio Extremera, and Lourdes Rey (2021) have studied the Role of Emotional Intelligence, the Teacher-Student Relationship, and Flourishing on Academic Performance in Adolescents: A Moderated Mediation Study. The primary goal of this study was to investigate the underlying processes in the relationship between emotional intelligence and academic performance, investigating the functions of flourishing and teacher-student interaction through a moderated mediation model. **Zahid Shafait, Muhammad Asif Khan ,Umar Farooq Sahibzada(2021)** studied an assessment of students' emotional intelligence, learning outcomes, and academic efficacy: A correlational study in higher education The development of a knowledge-based economy depends heavily on higher education. In terms of legislation and practical procurement, This journal tells that students' confidence in teachers is based on their abilities, which may include, but are not limited to, their subject-matter expertise, their ability to explain difficult material, their mastery of classroom management techniques, and their willingness to answer students' questions. **Vijaya Jagtap(2019)** has conducted a study on verbal, logical, andemotional intelligence among students in adolescence studying in Government aided schools, and corporate schools in Pune city. Performance of the individual as a person, citizen, worker, or perhaps even as a student largely depends upon the intelligence he/she possesses. Intelligence is the aggregate and the global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his/her surroundings. It was found that school being the second home for a child, plays a very crucial role in the development of the individual. Growth and progress begin with schooling and hence the environment, type, and nature of the school become essential. **Bandyopadhyay, Aniruddha (2014),** had conducted a study on the effect of Emotional Intelligence on Organisational Performance. They insistedon the importance of sustenance of competitive edge for a business in the changing scenario of present complexities. Leaders at all levels should create resonance within the organizational members so that they are enthused and motivated to contribute their best. It was found that the

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binding force that holds people together in a team and their commitment to an organization is the positive emotion they feel. How well leaders ignite, manage and direct those feelings to facilitate a group to meet its goal significantly depends on the level of emotional intelligence of leaders. **Sharma, Manoj Kumar (2011)** studied the relationship between emotional Intelligence with adjustment stress and achievement among senior secondary students. This study showed that emotional intelligence has a direct influence on the stress, adjustment, and academic achievement of senior secondary students. Adolescence is a stage of stress and strain. So, this study was very much useful for these students. It was found in this study that those students with high emotional intelligence, have less stress in their life, live a stress-free life, have better adjustment, and have good academic achievement.Researchers found that IQ has only a 20% role in achieving success in life and the other 80% role is played by emotional intelligence. **Tiwari Punam(2009)** conducted a study on Emotional Intelligence among School Children and found that El can help in the personality development of children, especially teenagers. Self-concept is an important aspect of personality that can be developed through El by developing various abilities like the expression of emotion in the self and others. Utilization and management of emotion in self promotes cordial relationships with colleagues. **Murali P, (2009),** studied the effect of emotional intelligence and study skills on the academic performance of pupils with social and emotional problems. The study helped to understand the Social-emotional problems of the students and the impact of these problems on their academic performance Screening for social and emotional problems needs to take place within the context of the child., family as well as in school life. The findings of the study have provided valuable insights into variables that affect the academic performance of pupils with social and emotional problems. However, additional research is needed to fill in the gaps in the study and to broaden the understanding of the factors, which are contributing to the development and management of emotional intelligence, inculcating good study skills and academic performance.

Objectives of the Study

i) To study the level of tolerance, determination, coping mechanisms, and stress managementof college students based on gender.
ii) To study the variation in stress management based on age.
iii) To study the key factors influencing the emotional intelligence of college students.
iv) To study the effect of participation in co-curricular activities on the emotional intelligenceof students.

Methodology of the Study

Primary and secondary data were used in this study. Primary data was collected through a structured questionnaire from 550 college students through a convenient sampling technique. Secondary data was collected from sources like trusted websites, journals and researcharticles.

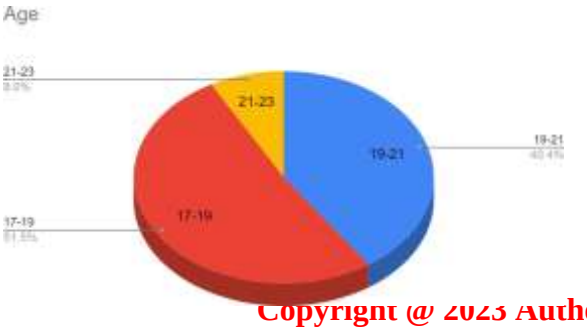
The data collected was analysed through descriptive statistics and exploratoryanalysis.

Analysis and Interpretation

Data Visualisation

Gender of the respondents

Age of the respondents



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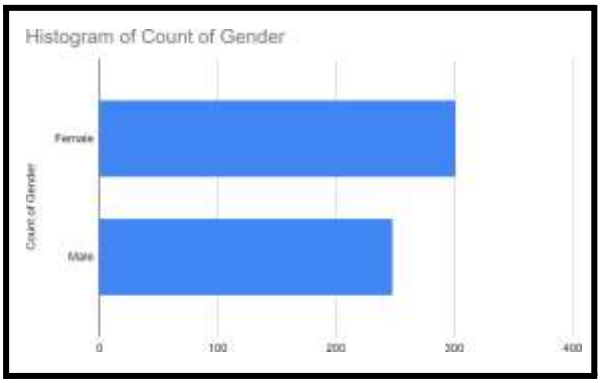
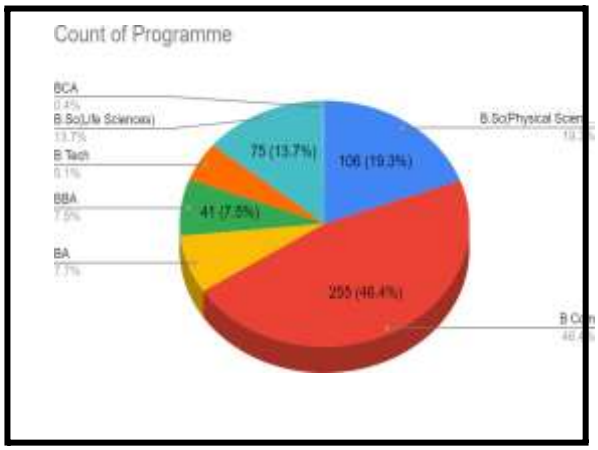
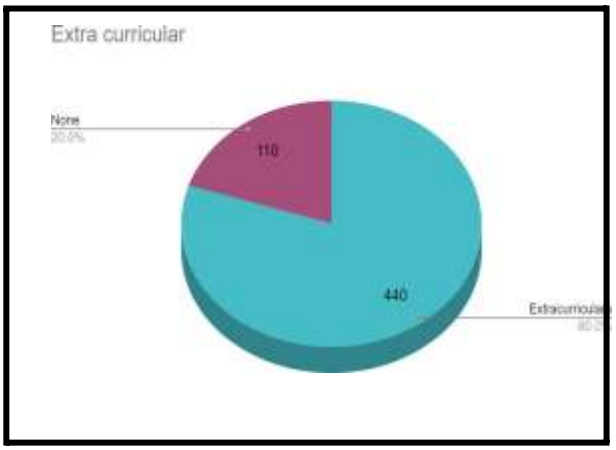


Out of 550 responses, 54.9% were female, 45.1% were male.
55.5% belonged to the age group of 17-19yrs, 40.4% belonged to the age group of 19-21yrsand 8.00% belonged to the age group of 21-23yrs.

Stream of study of the respondents

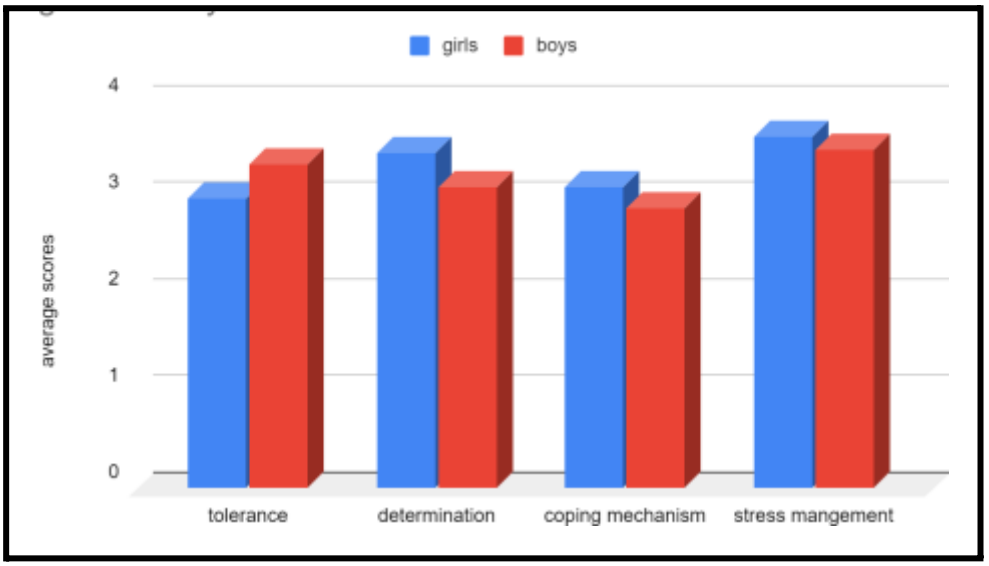


Participation in extracurricular activities



Of the total respondents, 46.4% were B.Com students, 19.3% were Physical Science students, 13.7% were Life Science students, 7.7% were BA students, 7.5% were BBA students, 5.1% were B.Tech students and 0.4% were BCA students. It was found out that 80% of the respondents were participating in co-curricular activities, while 20% did not participate.

Graph showing the level of tolerance, determination, coping mechanism and stress management between girls and boys



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The graph shows that on average boys are more tolerant than girls and girls have better determination, coping mechanisms, and stress management compared to boys.

Table showing one-way ANOVA of stress management and age of students.

ANOVA

stressmanagement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.293	2	.147	.376	.687
Within Groups	212.790	546	.390		
Total	213.083	548			

One Way ANOVA of average scores of stress management amongst the 3 age groups i.e17-19 years, 19-21 years and 21-23 years proved that age doesn't have any significance in assessing the ability of students to manage stress based on their age.

Table showing the relation between co-curricular activities and feelings of insecurity, isolation, and withdrawal

Correlations[c]

		cocurricular	insecurity	Workalone	Fightandargue	withstand	Withdrawfrom working
cocurricular	Pearson Correlation	1					
insecurity	Pearson Correlation	-.426	1				
Workalone	Pearson Correlation	-.214		1			
Fightandargue	Pearson Correlation	-.148			1		
withstand	Pearson Correlation	.246				1	
Withdrawfromworking	Pearson Correlation	-.169					1

c. Listwise N=549

Pearson's Correlation between participation in co-curricular activities and the feeling of insecurity, argumentative behavior, withdrawal and isolation has shown a negative correlationthat states a unit of increase in participation in co-curriculars will result in 0.426 decrease in the feeling of insecurity, 0.214 decrease in isolation.

Factor Analysis

The study had a questionnaire with 22 Likert scale questions divided into 4 categories to understand the patterns of tolerance, determination, coping mechanism, and stress management which included diverse reactions of an individual asked in a relatable way to a college student.

Exploratory factor analysis was done using SPSS (Statistical package for social sciences) in the principle component method.

The sample consisted of 549 responses, 1 response showing 0 variance was removed. The KMO and Bartlett's Test showed greater than (>.50) in all 4 cases and further proceeded withthe factor analysis.

Factors extracted for tolerance level

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.655
Bartlett's Test of Sphericity	Approx. Chi-Square	517.516
	df	15
	Sig.	<.001

Rotated Component Matrix[a]

	Component 1	Component 2
Talk_to_Arnav_and_work	.791	
Understand_Arnav_and_sort_out_the_issue	.788	
Keep_the_work_professional_work_separated_from_personal_issue	.781	
Withdraw		.793
Work_alone		.748
Fight_and_argue_with_Arnav		.731

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]

a. Rotation converged in 3 iterations.

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To study the tolerance level in students 6 factors were analysed in the principal component analysis method and two factors extracted were

1. Understanding Nature
2. Comfort zone

Factors extracted for determination level

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.589
Bartlett's Test of Sphericity	Approx. Chi-Square	241.112
	df	15
	Sig.	<.001

Rotated Component Matrix[a]

	Component		
	1	2	3
Do_it_again_and_again	.828		
Not_to_do_it_again	-.823		
Do_it_better_the_next_time		.743	
Move_on		.680	
Cry_out			.836
Think_about_why_did_that_happen_to_you			.645

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]

a. Rotation converged in 4 iterations.

To study the determination level in students 6 factors were analysed in the principalcomponent analysis method and three factors extracted were,

1. Compromising nature
2. Competitive spirit
3. Emotional nature

Factors extracted for coping mechanism

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.579
Bartlett's Test of Sphericity	Approx. Chi-Square	241.112
	df	15
	Sig.	<.001

Rotated Component Matrix[a]

	Component	
	1	2
I_cry_over_small_things	.696	
Violence_death_abuse_disturbs_me	.646	
I_apologise_instead_of_defending_myself	.627	
my_feelings_overpower_my_logical_thinking	.565	
I_voice_out_my_problems_rather_keeping_them_to_mysel		.910

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]

a. Rotation converged in 3 iterations.

To study the coping mechanism level in students 5 factors were analysed in the principal component analysis method and two factors extracted were,

1. Inferiority
2. Individuality

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Factors extracted for stress management

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.522
Bartlett's Test of Sphericity	Approx. Chi-Square	275.771
	df	10
	Sig.	<.001

Rotated Component Matrix[a]

	Component 1	Component 2
infeelinginsecureafterIcommitasmallmistake	.816	
gettingnervoustalkingtonewpeople	.741	
myfeelingsoverpowermylogicalthinking	.534	
focusinginclasswhilemanagingotheractivities		.865
multitasking		.846

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.[a]

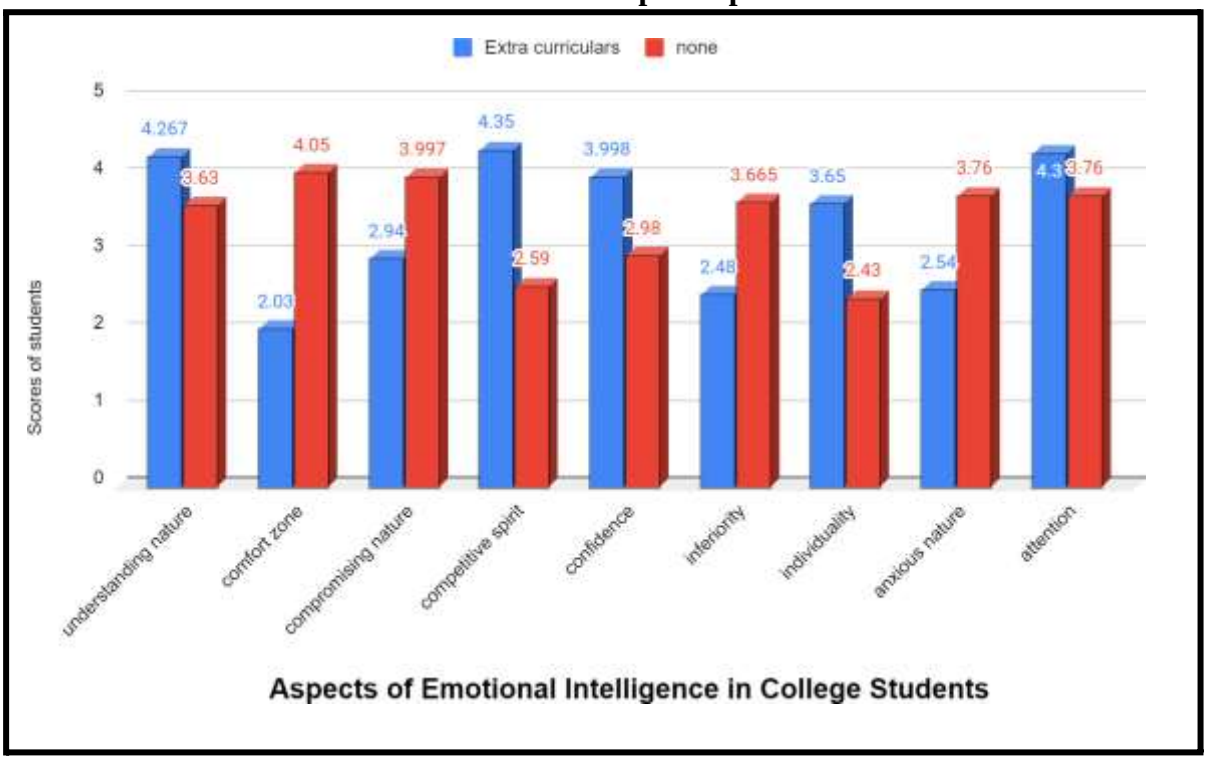
a. Rotation converged in 3 iterations.

To study the stress management level in student 5 factors were analysed in the principal component analysis method and two factors extracted were,

1. Anxious Nature
2. Attention

The extracted factors obtained were and further used to visualise data and construct a linear regression model.

Graph showing the levels of emotional intelligence of students who participate in extracurricular activities and those who do not participate



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The averages of the extracted factors were considered and noted that students participating in extracurricular activities have shown significant differences in their confidence levels, competitive spirit, and individuality.

Regression Analysis

Table showing coefficient values of the extracted factors as independent variables

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3.071	.287		10.689	<.001
	comfortzone	-.158	.046	-.146	-3.428	<.001
	competitivespirit	.153	.042	.154	3.629	<.001
	compromisingnature	.001	.048	.001	.012	.990
	emotionalnature	.063	.040	.071	1.568	.117
	inferiority	.102	.051	.100	1.981	.048
	individuality	.002	.027	.004	.086	.931
	apprehension	-.017	.041	-.020	-.405	.686
	attention	.057	.037	.066	1.536	.125

a. Dependent Variable: understandingnature

Understanding nature in an individual forms the fundamental aspect to be emotionally intelligent. Out of the factors extracted, competitive spirit and comfort zone with understanding nature as the independent variable showed the significant p value i.e., sig value
< 0.05 to form a **regression model.**

Table showing Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741[a]	.547	.524	.76787

a. Predictors: (Constant), competitivespirit, comfortzone

The R square between the dependent variable understanding nature of the students and the independent variables which are their competitive spirit and coming out of their comfort zone is 0.547 which indicates that 54.7% of the variation in the dependent variable can be explained by the regression model.

Table showing ANOVA and f statistics

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.392	2	8.196	13.901	<.001[b]
	Residual	321.936	546	.590		
	Total	338.328	548			

a. Dependent Variable: understandingnature

b. Predictors: (Constant), competitivespirit, comfortzone

The F statistics is 13.901 and the p value associated with the statistics is < 0.01, therefore it can be concluded that the regression model is suitable for this data.

Table showing Coefficient Values of the Independent Variables

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3.653	.186		19.588	<.001
	comfortzone	-.155	.045	-.144	-3.437	<.001
	competitivespirit	.170	.042	.171	4.089	<.001

a. Dependent Variable: understandingnature

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The constant in the above model is 3.065 and significant value is <0.01, which indicates that the unknown variable in the model has a positive impact. From the above analysis it can be interpreted that one percentage change in competitive spirit shall result in 17% of change in understanding nature and a percentage change in the comfort zone will cause 15.5% of change in understanding nature, the rest remaining unknown.

Understanding nature = 3.653 + 0.170 Competitive spirit - 0.155 Comfort zone

Conclusion

College is a place that prepares a student for life and when classrooms train the brain, it's the peers and co-curriculars that strengthen one's heart. No emotion is "bad," but some methods of expressing it or acting on it have resulted in adverse actions and reactions, thereby making emotional intelligence essential, especially to college students preparing to face the world and welcome new challenges. The study essentially proves the importance of extracurricular activities in a student's life which should not end right after schooling.

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