

**A STUDY ON LACK OF EMOTIONAL INTELLIGENCE AMONG STUDENTS**
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**Abstract**

Classrooms are always filled with youngsters displaying a wide range of concerns and behavioural problems that often make learning in the classroom difficult and ineffective. Students are often found to suffer from poor self-awareness, low self-esteem, lack of motivation, little self-discipline, poor peer interaction, an inability to express feelings effectively, and sometimes, a significant amount of emotional pain such as feeling sad, unhappy, anxious, frustrated, and angry. EQ examines students' overall level of relationship between students' level of EQ and their level of negative affect (anxiety, anger, and frustration) towards specific college tasks and academic achievement. The present study was designed to study the extent of awareness about emotional intelligence among college students. In order to conduct the study, 50-degree college students of Mumbai city were selected randomly. Further it was found that the emotional intelligence of students has a significant effect on their academic stress. The students with low emotional intelligence reported high academic stress as compared to the students with high emotional intelligence.

**Keywords:** Emotional Intelligence, Emotional control, Depression, Emotional Development, Academic Achievement, Success, Workshops, Training, Work Environment.

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**Problem Statement:**

Now a days it has been observed that many students are becoming more and more violent, depressed, no active participation in class, regular medical issues, more attracted towards lime light and leisurely life. This paper tries to get to the root cause of these commonly faced problems of the students.

**Introduction:**

Emotional Intelligence (EI or EQ for "emotional quotient") is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively. This ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Some experts suggest that emotional

intelligence is more important than IQ for success in life.

Some key examples of emotional intelligence include:

- An ability to identify and describe what people are feeling
- An awareness of personal strengths and limitations
- Self-confidence and self-acceptance
- The ability to let go of mistakes
- An ability to accept and embrace change
- Feelings of empathy and concern for others
- Accepting responsibility for mistakes
- The ability to manage emotions in difficult situations

**Four Components of Emotional Intelligence:**

Emotional intelligence can be broken down into four key components:

- Self-awareness
- Self-management
- Social awareness
- Relationship management

**1. Self-Awareness:** Self-awareness refers to how well a person understands their own emotions. Self-awareness is the cornerstone of EI, and the other three components all depend on how well a person masters self-awareness. This trait involves being cognizant of how your emotions affect others. Many believe that self-aware individuals are more creative and confident, and that they make better decisions.

**2. Self-Management:** Self-management builds on self-awareness. Good self-management means that, since you are aware of your emotions, you can control and manage them and the behaviours that result. One good example of this is stepping back and taking a deep breath when something angers you rather than immediately lashing out verbally or physically. Angry decisions and interpersonal communications are rarely compatible.

**3. Social Awareness:** The key component in social awareness is empathy. Someone with good social awareness is able to relate to what others are feeling and act accordingly. This differs from putting yourself in someone else's shoes. Social awareness is about what the other person is feeling, not what you would feel in their place. People with strong social awareness skills tend to be kind and well-respected.

**4. Relationship Management:** Relationship management, also referred to as social skills, is often what differentiates a good manager from a mediocre one. These skills include influence, conflict management, teamwork, and the ability to inspire others. They are not only beneficial for creating strong working relationships, but they can help with every relationship in a person's life,

including family dynamics, romantic relationships, and project teams at school.

### How Emotional Intelligence is Measured?

A number of different assessments have emerged to measure levels of emotional intelligence. Such tests generally fall into one of two types: self-report tests and ability tests.

**Self-report tests** are the most common because they are the easiest to administer and score. On such tests, respondents respond to questions or statements by rating their own behaviours. For example, on a statement such as "I often feel that I understand how others are feeling," a test-taker might describe the statement as disagree, somewhat disagree, agree, or strongly agree.

**Ability tests**, on the other hand, involve having people respond to situations and then assessing their skills. Such tests often require people to demonstrate their abilities, which are then rated by a third party.

Emotional intelligence test administered by a mental health professional, here are two measures that might be used:

- 1. Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)** is an ability-based test that measures the four branches of Mayer and Salovey's EI model. Test-takers perform tasks designed to assess their ability to perceive, identify, understand, and manage emotions.
- 2. Emotional and Social Competence Inventory (ESCI)** is based on an older instrument known as the Self-Assessment Questionnaire and involves having people who know the individual offer ratings of that person's abilities in several different emotional competencies. The test is designed to evaluate the social and emotional abilities that help distinguish people as strong leaders.

### Objectives of the Study:

1. To know the extent of students' awareness towards emotional intelligence.

2. To identify which element of emotional intelligence is strong in the students.
3. To suggest measures to improve all the elements of emotional intelligence people for effective interpersonal communication in managing successful relationships with others.
4. To help students develop their emotional intelligence
5. To create a better environment for the students academically

#### Review of Literature:

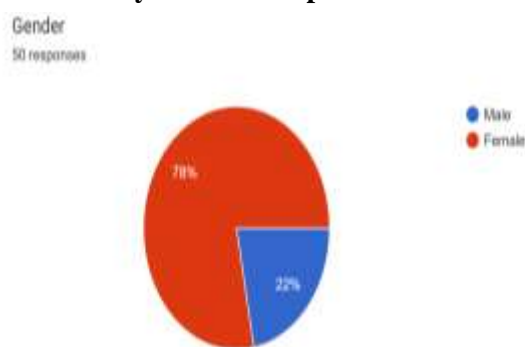
- 1) Emotional Intelligence and Academic Stress among College Students - Kauts Deepa Sikand - The present study was designed to study academic stress and emotional intelligence among college students. In order to conduct the study, six-degree colleges of Jalandhar city were selected randomly. From these six colleges, 300 students were selected randomly for the study. The scale of emotional intelligence and academic stress i.e. Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pethe & Upinder Char (2001) and Bisht Battery of stress scale (BBSS) by Abha Rani Bisht (Almora) were administered on selected samples. Thus, the data obtained was analysed using descriptive statistics. Relevant means, S. D's, t values & 3x2 ANOVA were computed to draw the conclusions. The analysis of data significantly concluded that the students from science stream experience high stress as compared to students from humanities and commerce streams. Further it was found that the emotional intelligence of students has got significant effect on their academic stress. The students with low emotional intelligence reported high academic stress as compared to the students with high emotional intelligence.
- 2) The Effect of Emotional Intelligence on Student Success - Chapin, Krysta  
Emotional intelligence (EI) is the ability to

recognize, assess, and control one's emotions, as well as the emotions of others, and even groups. It also allows people to handle added pressures, as they often experience in higher education. Occasionally clinicians report a small number of senior veterinary medicine students lack the ability to assess human clients and their animal patients. The purpose of this review was to examine EI as a possible tool to predict, identify, and improve student performance and student success in the clinical environment. Research was conducted that supported the ability of EI as a tool to predict student success in relations to clients and patients. EI was shown to generally improve for students and staff when training and workshops were implemented. EI education may benefit most individuals, however, specific research for EI improvement concerning medical students identified as lacking compassion was deficient.

#### Research Methodology:

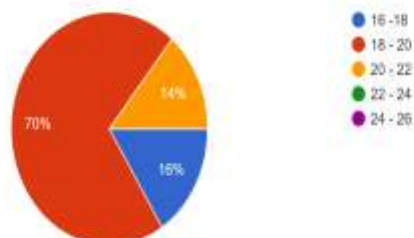
<b>Universe</b>	Students and Teachers of Mumbai University
<b>Sampling Method</b>	Primary
<b>Sampling Size</b>	50 students
<b>Method of Data Collection</b>	Questionnaire and Survey Method

#### Data Analysis and Interpretation:



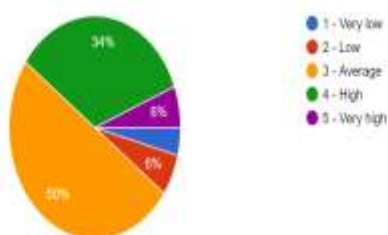
From the survey conducted it was found that 78% of the students were females and 22% were males.

Age  
50 responses



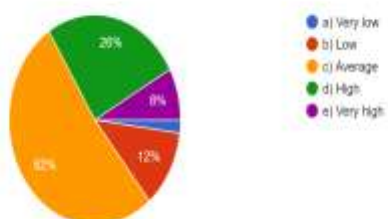
From the data collected 70% of the students were from the age group of 18 - 20 years followed by 16% in the age group of 16 - 18 years and 14% were from the age 20 - 22 years.

Q1) On a scale of 1 to 5, how would you rate your overall emotional intelligence?  
50 responses



From the data collected it was found that 50% of the students found themselves to be average on emotional intelligence 34% found their emotional intelligence to be on a higher side and 6% students found it to be low.

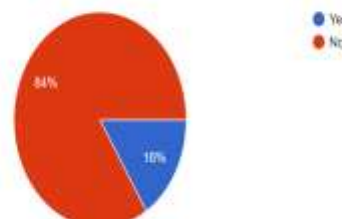
Q2) How do you perceive the level of emotional intelligence among your friends?  
50 responses



From the data collected it was found that 52% of the students found themselves to be average on perceiving emotional intelligence of their friends 34% found their

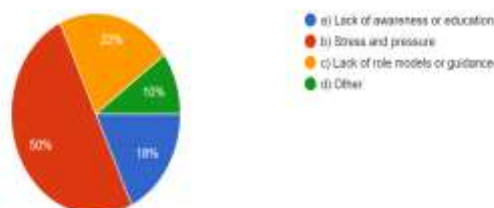
emotional intelligence to be on a higher side and 12% students found it to be low.

Q3) Have you received any formal education or training on emotional intelligence?  
50 responses



From the data collected it was found that 84% do not want formal education on emotional intelligence and 16% want to have formal education

Q4) In your opinion, what are the main factors contributing to the lack of emotional intelligence among students?  
50 responses



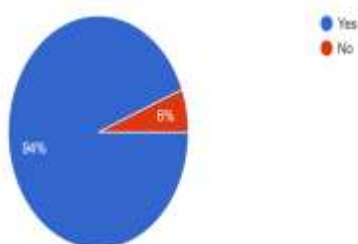
From the data collected it was found that the main factors contributing to the lack of emotional intelligence among students were stress and pressure followed by lack of role models or guidance in their life and lack of awareness or education.

Q5) Do you think a lack of emotional intelligence impacts students' social interactions and relationships?  
50 responses



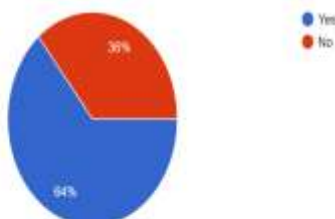
From the data collected 96% of the students think that lack of emotional intelligence impacts students social interaction and relationships.

Q6) Do you believe that emotional intelligence can be developed and improved over time?  
50 responses



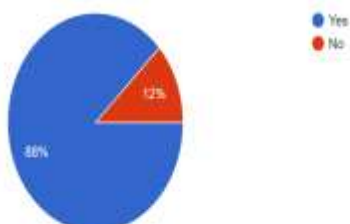
From the data collected maximum students believe that emotional intelligence can be developed and improved over time.

Q7) Do you think that students with higher emotional intelligence perform better academically?  
50 responses



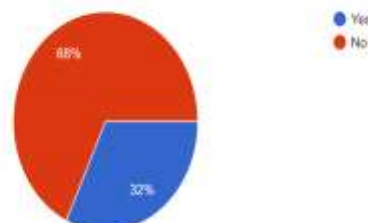
From the survey we have found out that students with higher emotional intelligence perform way better academically than otherwise.

Q8) Do you think that a lack of emotional intelligence can lead to increased stress and mental health issues among students?  
50 responses



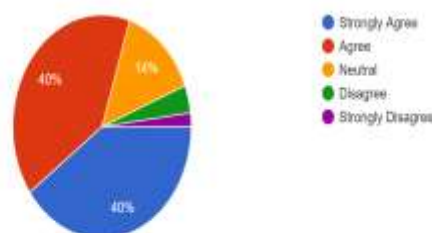
From the data it was seen that 88% of the students think stress and mental health issues among students were because of lack of emotional intelligence.

Q9) Can you say 'no' without feeling guilty?  
50 responses



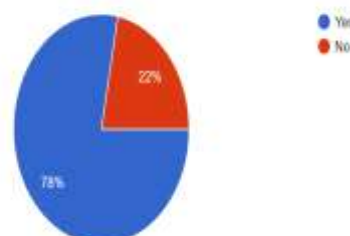
From the survey we have found that many students find it difficult to say NO and also feel guilty for the same

Q10) In your opinion, do parents play a role in developing their children's emotional intelligence?  
50 responses



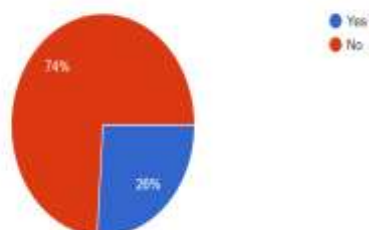
From the data collected 40% of the students strongly agreed that parents play an important role in developing their children's emotional intelligence.

Q11) If you are sad or grieving do you allow yourself to cry?  
50 responses



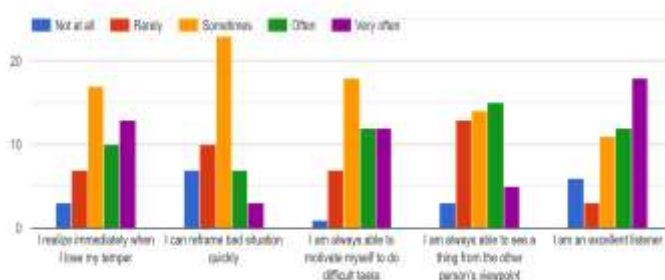
From the survey we have found out that 78% of the students let themselves to vent out when they are sad or grieving.

Q12) Can you cry openly in front of others?  
50 responses



From the survey it was found out that the majority of the students don't allow themselves to cry openly in front of others.

Q13) Emotional intelligence



In the above question students were given various sub questions and they were asked to rate them on a scale in which we have found out that today's youth immediately lose their temper, but can rarely reframe a bad situation, they are always motivate themselves to do difficult things, they are an excellent listener, the students also can see from another person's viewpoint.

#### Q14) How do you de-stress after a bad day at college?

Many students indulge in activities that they have interest in like listening to songs or gyming or taking a nap, sketching, reading etc. Some of them turn towards their family members or friends to talk to about their matters of worry.

#### Q15) What's something you've achieved that you're most proud of and why?

Students' hardships have paid them many accolades of

which they are proud of which are from personal or educational background. Some students have also achieved self-growth and development of which they are proud of. for some getting first salary was proud moment. Many students are still waiting for that one moment of which they would be proud of.

#### Q16) Who are some of your top role models, why do they inspire you?

It is very satisfying to know that students look up to their parents as role models. It is very much satisfying to know that many of them have great personalities too as their role models. As humans have their strengths and weaknesses both, some students do not have a specific role model but they do admire a lot of people for their different deeds or behaviour to deal with things, situation in the way they want to deal.

#### Q17) Have you ever had to change your behavior, either in college or home, if so, how did you change?

Very seldomly students changed their behaviour, majorly which was against their wilful behaviour. Majority of times they tried to keep quiet or stay mum when the situation was against their control. They also tried to control their behaviour and mould according to the situation.

#### Q18) How do you recover from failure?

Many students cry and vent themselves out, then they motivate themselves as they try to do their best the next time when they get the opportunity by analysing the situation and take necessary steps to go on the path of success as they learn from their failures.

#### Q19) When have you felt demotivated, and what did you do to overcome this?

Students feel demotivated many times. Affirmation works the best in such situations and if it doesn't work, they let themselves be sad or demotivated (because we know that at the end those sad feelings are temporary and will pass soon) until then they can feel that the dots will connect soon. Students felt demotivated when they were compared others, perform bad in academics,

when they don't get support from others, to overcome demotivation some of the students listen to songs, workout, yoga, shiv mantra, cry.

### **Q20) What kind of behaviour makes you angry/annoyed?**

Many students feel that negativity, misunderstanding and cheating from close ones or friends make them angry or irritated. Some also feel that people who are cold hearted or innocent faced people trigger their mind or being treated unfairly and feeling powerless to do anything about it.

#### **Limitations of the Study:**

- 1) Sample size was restricted to only 50 students
- 2) Geographical area was restricted to only one college
- 3) Time for study was limited
- 4) Only EQ – was study, hence it did not give it a holistic outlook
- 5) Only survey method is used for research

#### **Conclusions and Suggestions:**

Academic success is a primary goal for students, parents, and educators alike. While traditional measures of success often focus solely on cognitive abilities and academic achievement, research increasingly highlights the significant impact of emotional intelligence on students' overall academic performance and well-being. Emotional intelligence, encompassing skills such as self-awareness, self-regulation, empathy, and relationship management, plays a vital role in shaping students' educational journey and long-term success.

Numerous studies have demonstrated the positive correlation between emotional intelligence and academic success. Students with higher emotional intelligence tend to exhibit better self-motivation, resilience, and the ability to adapt to new challenges. These qualities contribute to improved engagement in learning, higher levels of academic achievement, and enhanced overall well-being. Emotional intelligence

also influences students' ability to manage stress effectively, maintain focus, and make sound decisions, all of which are crucial for academic success.

Here are some key tips to leverage the impact of emotional intelligence on academic success:

1. **Self-Awareness and Goal Setting:** Encourage students to develop self-awareness by identifying their strengths, weaknesses, and areas of interest. Help them set realistic goals that align with their abilities and aspirations, fostering a sense of purpose and motivation.
2. **Emotion Regulation and Stress Management:** Teach students strategies to regulate their emotions and manage stress effectively. Techniques such as mindfulness, deep breathing exercises, and time management skills can enhance their ability to stay focused and perform well academically.
3. **Empathy and Collaboration:** Foster empathy and interpersonal skills by promoting collaborative learning environments. Encourage students to work in teams, engage in active listening, and respect diverse perspectives. These skills enhance social interactions, teamwork, and overall academic engagement.
4. **Relationship Building and Support Networks:** Recognize the importance of positive relationships in academic success. Support students in building healthy relationships with peers, teachers, and mentors. Cultivate a supportive and inclusive school culture that values connection and creates opportunities for meaningful connections.
5. **Emotional Intelligence Education:** Integrate emotional intelligence education into the curriculum. Offer explicit instruction on emotional literacy, empathy, and effective communication. Provide opportunities for students to practice and apply these skills in various contexts, both inside and outside the classroom.

**6. Educator Training and Support:** Provide professional development opportunities for educators to enhance their own emotional intelligence and teaching strategies. Equipping teachers with the knowledge and skills to foster emotional intelligence in students can significantly impact academic outcomes.

By recognizing and nurturing emotional intelligence in students, we empower them with essential tools for academic success and lifelong well-being. As educators, parents, and stakeholders, we must prioritize emotional intelligence development as an integral part of the education system. Let us create a culture where emotional intelligence is valued, cultivated, and celebrated, ultimately contributing to the holistic growth and success of every student.

**Scope of Future Research:**

- 1) With EQ, SQ can also be added as a part of research
- 2) Only single college was a part of the study, but can be extended to other colleges as well
- 3) Time constrains resulted into less elaborate study
- 4) Many other methods of research can be used

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