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## **Emotional Intelligence: An Investigation Of Self – Assessement**

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### **ABSTRACT**

For a very long time a favourable outcome of one at the institution, delivered for the most part to the ability to perceive. Various studies tell that Sentimental Outcome Emotional Quotient (EQ) matters as well. Mental calibre (Intelligence) and impassioned understanding are partly responsible for the triumph of an individual. The study is conclusive about a state of mind comprehending up-to-date rank of connection of self-Wisdom, Companionable Proficiency, Self-Running an establishment and Public Savvy to do things, using self-assessment test. The investigation results are indicative that there is no connotation between the precursor of the respondents and emotional intelligence (EI). However, analysis indicates that the prerequisites of Social Awareness and Soft Skills, which the contemporary generation is lacking. Therefore, the role and attention of parents, academicians who have a greater impact on an individual's emotional health and policy maker's influence on the same shall be the priority of any institution. Inculcating the Social awareness and Soft Skills will not only benefit individually as a whole it will also aid in the progress of the society.

**Keywords:** Emotional Intelligence, Emotional Quotient, self-awareness, social-awareness, self-management, social-skills

### **INTRODUCTION**

It is, assumed that achievement at the business depends generally ahead of nimbleness at learning. Intelligence reflects on academic outcome, scores added, number of examinations acknowledged, etc., sometimes it is countersigned that human beings of extreme Intelligence Quotient (IQ) struggle and those accompanying shy, the IQ act astoundingly well! Emotional ability to perceive draw in the volume to the spectator one's own and so forth' mental state, to identify with bureaucracy and to use the evidence to guide one's hope and engagements [1]. According to [1] Emotional Intelligence encompasses abilities to grant permission happen distinguish into five area of expertise:

Self-awareness: perceiving yourself and identifying the emotions.

Managing Emotions: Managing the emotions appropriately; grasping what is behind a sentiment; conclusive ways to handle uncertainties and nervousness, annoyance and sorrow or any unpleasant emotion.

Encouraging oneself: focusing emotions to facilitate achieving goals; emotional willpower; shelving gratification and uneasiness.

Empathy: Being sensitive to the feelings of others and apprehension to their viewpoint; valuing the differences in how people perceive.

Managing relationships: Emotional Management (with respect to oneself and others); social proficiency and social talents.

EI inspires behaviour is a wide area of expertise comprising school, society, and at professional setup. At the individual level, it is, pronounced to have a connection with academic triumphs, work efficiency, our talent to correspond efficiently, answer common questions, build significant connections between individuals, and even our capability to form moral resolutions. Several studies inspected by Goleman discloses that human beings, the one that scores topmost in contact EQ measures, encourages in activity the best possible way. According to Goleman, to be an outstanding performer, one needs to excel EI twice that of logical talent analytical capability. Further, he makes the declaration that people who tend to highlight EI are capable of realizing how individuals behave and act based on their Social Environment, making them more crucial in an organizational setup and an empathetic leader. Therefore, the study attempts to assess personal Emotional Intelligence between the samples.

### **Modern Studies on Emotional Intelligence**

Role of EI in academic accomplishment, among students at private university in Kuwait indicated that academic success was strongly associated with self-emotion appraisal (SEA) and use of emotions (UOE). Also discovered the indispensable acknowledgement to increasing levels of EI through training or teaching be aspiring goal of modern education [2]

A case study examining how a school dedicated to EI as a central pillar used assessment data to build an optimistic school climate and fortified the EQ of students and all people in the school. A three-part reference point model for school wide execution of social emotional learning was used to analyse (a) student and adult ability, (b) classroom grooming, and (c) whole school approaches, including school climate and administrative team leadership. All these leading to a pleasant environment and effortless learning [3]

Although the primary objective is to apply and assess an EI intervention in an educational setting. There are studies whose results showed that, after three months of intervention, no statistically significant differences were found between pre-test and post-test in the median scoring of EI, empathy, mental health, and self-esteem. Nevertheless, satisfaction reported by the students was excellent. Despite the results obtained, it is necessary to continue strengthening the social-emotional skills in this stage of development to improve the personal adjustment and quality of life, as well as the comprehensive development of the adolescents [4]

We all are aware that today's Youth involves many mental health issues. A descriptive cross-sectional study taken to determine the relationship between emotional intelligence, self-esteem, and assertiveness among 432 youth (18–23 years) from selected colleges of Udupi district, Karnataka The relationship between the three key variables shows a positive tandem and the youth should be regularly assessed for their emotional intelligence as it affects self-esteem and assertiveness. Rising self-esteem and training in assertiveness help the individual to use their emotions wisely and improve emotional intelligence [5]

By including behavioural element to EI, which could help to relate the work and life outcomes. Beyond general mental ability and personality traits, avoid some of the criticisms while providing a more holistic theory of EI highlighting that EI exists within personality as a performance trait or ability, and a self-schema self-image and trait, and a set of behaviours (i.e., competencies) [6]

Studies have also aimed to evaluate the correlation between EI and SSA capability among medical students. It is discovered that under prediction of marks in formative assessment is common in 1st-year medical students, students with higher levels of EI may predict their knowledge gained from the classroom better than, the students with lower EI. This may be a potential reason for the better academic performance of students with higher EI [7]

EI has been, enhanced largely as a measure for a conceivably active person who guides and cultivates productive guidance ability. [8] devised a new tailor-made mechanism to measure EI and provided suggestions for appropriate administrative values of a people to strengthen Emotional intelligence. In a paper were 2000 articles where reviewed and the both fictional and nonfictional aspects of "Emotional Intelligence" (EQ) inspected them and delimit this confused assembly, utilizing ability and traits determinant scales. Their study supports the proposition that the alliance of EQ and IQ happens to be a stronger prophet of "attainment" than either measure alone. [9] Originated that feelings, social and cognitive intelligence, ability to express an outcome, influence the line of work required for academic or practical preparation and these abilities, may come handy.

[10] Became acquainted with a scheme-concentrate model for EI that considers Emotional-Intelligence of individuals, but in addition to Emotional-Intelligence, it also attempts to analyse the ability to perceive work-groups and institutions. Considering that EI, may play a key role in taking oneself to greater heights in their professional life. [11] Engaged in a study to identify dissimilarity if any in EI of local and foreign undergraduates pursuing studies in Singapore Universities. The study concluded that foreign undergraduates bear a higher EI score than locals; the results showed male bear higher EI scores than females. [12] Tested if it is possible to cultivate EI among individuals carefully. The results indicated that EI might be carefully cultivated among individuals. [13] Checked various approaches to coaching ability and their effect on EI. The study disclosed that short exhaustive programmes could improve participants towards aim-focused skills. who takes part in activity' to pursuing to make in depth and greater impact, "Manager as Coach" preparation programmes and contributing to enhanced EI of person who takes part actively and use a spaced learning methods over no. of week

[14] Investigated how EI plays an important role in effective leadership. According to them Effective leaders are the ones who guide to bring progressive changes in leadership and suggest the possible component of productivity. [10] Checked the relationship between Emotional-intelligence scores and ability to perceive, among the people who guide non-profitable organizational services and profitable business. Results disclosed significant leadership differences, which revealed meaningful views regarding leadership in light of EI, and in the specific aptitude spaces of stress management and adaptability.

[15] Sights saw university staff as leaders of importance in the association of emotional intelligence and ethical reasoning to approach leadership and efficiency. Investigation indicated that their followers displayed characteristics of transformational leadership who reported an advanced level of maturity in emotional intelligence. Fascinatingly, EI was not included as a factor to rate supervisors effectiveness. Supervisors linked with a greater job effectiveness have higher moral intellect. EI is associated highly with every component of transformational guidance, with the components of understanding feelings (external) and emotional supervision, which forecasted this type of leadership. [12] Probed whether Emotional Intelligence (EI) is an accompanying

transformational leadership among 49 Managers. Who were, taken-up for the study? Monitoring attributes, multivariate scrutinizes of covariance exhibited that three facets of transformational headship (e.g., idealized encouragement, stimulating motivation and personalized concern) and productive transactions contrasted according to varied emotional intelligence. The study of [16]with proof suggests the correlation significance area of yielding performance which is related to the emotional intelligence outlining of a general manager. The upshots of the study by [17] afford-evidences to support the relationships between EI and leadership perspective, proclaimed from both hypothetical standpoint and from the studies of leadership performance. [18]established a theoretical outlook on how emotional parameters and self-leadership can support the inherited experience of individual failure toward rescue. [9]Discussed emotional, social, cognitive intelligence and aptitudes that envisage the effective management and leadership, whichcan be included in the curriculum of Management programs. The authors sensed that the disruptive environment of a parent institution could erode the degree of value added.

Despite averseness on the part of organizational researchers to emphasize the importance of subjects like emotions/spirituality at the workplace, lately researchers have begun to claim the importance of exploring their relationship at office with respect to their productivity at workplace. Recent research, for example, has shown a positive relationship between emotional intelligence and workplace success. Likewise, it seems that holiness is associated with workplace efficiency and effectiveness. [19]Discovers the influences of EI and spirituality on work performance, presents numerous theoretical models investigating possible relations among these variables, and lastly it presents a number of notions for future research arising from the models.

### Procedure

The study undertaken is demonstrated using primary data collected from 150 respondents with the help of an assessment test prepared by [20]. This test has four-point scale ranging from strongly disagree - strongly agree. Further, the test contains 32 items covering four dimensions viz., self-awareness, social-awareness, self-management, and social-skills. The first dimension of self-awareness comprises 12 elements pertaining to emotions and their effect on others, assessing the strengths and limitations and self-worth and capabilities. The second dimension measures 6 items relating to things like knowing others, captivating interest in their apprehensions, empathizing and identifying the requirements of others at work. The third dimension self-management has 8 items pertaining to keeping upsetting emotions and instincts under regulator, maintaining canons of uprightness and righteousness, and adapting behaviour to changing situations. The last dimension measured is social skills has 6 items relating to others' development aspirations, encouraging and leading assemblies, conveying clear and substantial information. The mean scores of each dimension where taken and each aspect score has been segregated into two parts low and high based on their average. Further, the, data was subjected to a chi-square test to scrutinize the association between the profile of the respondents and their EI.

**Table 1: Age and EI**

	Self-Awareness		Social-Awareness		Self-Management		Social-Skill		
Age (Years)	Low	High	Low	High	Low	High	Low	High	Total
18 to 25	20	126	65	81	31	115	53	93	146
	13.7 %	86.3 %	44.5 %	55.5 %	21.2 %	78.8 %	36.3 %	63.7 %	100
Above 25 to 35	0	3	2	1	2	1	3	0	3
	0%	100.0 %	66.7 %	33.3 %	66.7 %	33.3 %	100.0 %	0%	100
Above 35 to 45	0	1	0	1	0	1	0	1	1

Total	0%	100.0 %	.0%	100.0 %	.0%	100.0 %	.0%	100.0 %	100
	20	130	67	83	33	117	56	94	150
	13.3 %	86.7 %	44.7 %	55.3 %	22.0 %	78.0 %	37.3 %	62.7 %	100
Chi-square		0.632		1.396		3.820		5.698	
P		.729		0.498		0.148		.058	
D		2		2		2		2	

Source: Primary Data

Since, the age of respondents ranges from 18-25 the focus is laid on this group and it is observed that among this group Self-awareness (86.3 per cent) and Self-management (78.8 per cent) is very high. Social Skill (63.7 percent) and Social awareness (55.5 per cent) follow this. Overall, it is seen that, the majority of the respondents' are high in all the dimensions of emotional intelligence. Further, among the three respondents those who belong to the age group of 35 to 45 years, it is perceived that they are high in Self-awareness, whereas a majority of them are low in Social Awareness, Self-management and Social Skills. Surprisingly, the calculated chi-square values show that except in the case of social skills, found no significant association within age and the EI dimensions. In other words, EI need not depend on the age of the respondents.

Subsequently administering EQ assessment to 4,500 males and 3,200 women, Stein found that females have score higher than male on measures of empathy and social responsibility, but males outperform females on stress-tolerance and self-confidence measures. In other arguments, observes Stein, female and male are likewise as EI, but have solid differences among areas (Murray: 1998). Therefore, attempted to see whether Emotional Intelligence varies based on gender.

**Table 2: Gender and Emotional Intelligence**

Gender	Self-Awareness		Social-Awareness		Self-Management		Social-Skill		Total
	Low	High	Low	High	Low	High	Low	High	
Male	13	60	37	36	18	55	31	42	73
	17.8%	82.2%	50.7%	49.3%	24.7%	75.3%	42.5%	57.5%	100.0%
Female	7	70	30	47	15	62	25	52	77
	9.1%	90.9%	39.0%	61.0%	19.5%	80.5%	32.5%	67.5%	100.0%
Total	20	130	67	83	33	117	56	94	150
	13.3%	86.7%	44.7%	55.3%	22.0%	78.0%	37.3%	62.7%	100.0%
Chi-square		2.464		2.084		0.585		1.601	

P		.116		0.149		0.444		0.206	
D		1		1		1		1	

Source: Primary Data

From the Table 2. We can see that the female respondents have high emotional intelligence compared to their male counterparts and in all dimensions of EI. Further, both male and female respondents rated themselves high in Self-Awareness and Self-Management, compared to Social Awareness and Social Skills. A close observation reveals that both male and female respondents have rated low in Social Awareness. This indicates the need to develop Social Awareness among the respondents. The calculated chi-square values showed no significant association among gender and the EI dimensions. In other words, EI need not depend on the gender of respondents. This finding corroborates with the earlier research findings.

An examination of emotional intelligence in relation to the type of family indicates that there is not much difference between the respondents having joint family and nuclear family system. A vast majority of the respondents rated them high in all the four dimensions. The highest number reported in the dimension of Self Awareness whereas the lowest dimension of Self Awareness. The calculated chi-square values show that there is no significant association between Type of Family & the EI dimensions. In other words, EI need not depend on the family type of the respondents illustrated in Table-3.

**Table 3: Type of Family and Emotional Intelligence**

Gender	Self-Awareness		Social Awareness		Self-Management		Social-Skill		Total
	Low	High	Low	High	Low	High	Low	High	
Joint	6	36	20	22	9	33	16	26	42
	14.3%	85.7%	47.6%	52.4%	21.4%	78.6%	38.1%	61.9%	100.0%
Nuclear	14	94	47	61	24	84	40	68	108
	13.0%	87.0%	43.5%	56.5%	22.2%	77.8%	37.0%	63.0%	100.0%
Total	20	130	67	83	33	117	56	94	150
Chi-square		0.046		0.206		0.011		0.014	
P		0.831		0.650		0.916		0.904	
D		1		1		1		1	

Source: Primary Data

An examination of emotional intelligence in relation to the geographical background shows that the respondents hailing from rural areas have high Self-Awareness and Self-Management, which reported by more than 85 percent of the respondents. Social Skills follow this and Majority of the respondents (55 per cent) from the rural area are low in Social Awareness.

Among the respondents from other than rural backgrounds, seen that they are high in Self-Awareness like the respondents from rural areas. This stated by more than 80 percent of the respondents. Less number of respondents from the urban areas were-found to be in the Social Awareness (54.5 percent) dimension, whereas from the City it is the Social Skills (57.7 per cent) compared to other respondents. A large majority of the respondents from the urban area are good in all the dimensions of Emotional Intelligence. The analysis indicates the need to impart Social Awareness and Social Skills. The calculated chi-square values showed no significant



association in-between geographical background and the EI dimensions. In other words, EI need not depend on the geographical background of the respondents illustrated in Table 4.

**Table 4: Geographical Background and Emotional Intelligence**

Geographical background		Self-Awareness		Social-Awareness		Self-Management		Social-Skill		
		Low	High	Low	High	Low	High	Low	High	
Rural	5	35	22	4	18	5	35	14	26	40
Urban	12.5%	87.5%	55.0%		5.0%	12.5%	87.5%	35.0%	65.0%	100.0%
City	5	28	15	5	18	10	23	11	22	33
	15.2%	84.8%	45.5%		4.5%	30.3%	69.7%	33.3%	66.7%	100.0%
Metro	9	62	28	6	43	16	55	30	41	71
	12.7%	87.3%	39.4%		0.6%	22.5%	77.5%	42.3%	57.7%	100.0%
Total	1	5	2	6	4	2	4	1	5	6
	16.7%	83.3%	33.3%		6.7%	33.3%	66.7%	16.7%	83.3%	100.0%
	20	130	67	5	83	33	117	56	94	150
	13.3%	86.7%	44.7%		5.3%	22.0%	78.0%	37.3%	62.7%	100.0%
Chi-square		0.203			2.834		3.890		2.149	
P		0.977			0.418		0.274		0.542	
D		3			3		3		3	

Source: Primary Data

An examination of emotional intelligence in relation to their Economic background it can be observed that from Table 5 that in all the categories the respondents have high Self-Awareness. Which indicated by more than 80 per cent of the respondents. Self-Management and Social Skills follow this, with a slight variation.

**Table 5: Income Level and Emotional Intelligence**

Income	Self-Awareness		Social-Awareness		Self-Management		Social-Skill		
	Low:	High:	Low:	High:	Low:	High:	Low:	High:	Total:
Below Rs. 75000 P A	10 18.2%	45 81.8%	22 40.0%	33 60.0%	12 21.8%	43 78.2%	20 36.4%	35 63.6%	55 100.0%
Above Rs. 75000 to 150000	5 10.4%	43 89.6%	21 43.8%	27 56.3%	8 16.7%	40 83.3%	18 37.5%	30 62.5%	48 100.0%
Above Rs. 150000 to 250000	2 10.0%	18 90.0%	12 60.0%	8 40.0%	5 25.0%	15 75.0%	9 45.0%	11 55.0%	20 100.0%
Above 250000 to 350000	2 12.5%	14 87.5%	6 37.5%	10 62.5%	6 37.5%	10 62.5%	5 31.3%	11 68.8%	16 100.0%
Above 350000 to 500000	1 16.7%	5 83.3%	4 66.7%	2 33.3%	2 33.3%	4 66.7%	3 50.0%	3 50.0%	6 100.0%
Above Rs. 500000	0 .0%	5 100.0%	2 40.0%	3 60.0%	0 .0%	5 100.0%	1 20.0%	4 80.0%	5 100.0%
Total	20 13.3%	130 86.7%	67 44.7%	83 55.3%	33 22.0%	117 78.0%	56 37.3%	94 62.7%	150 100.0%
Chi-square		2.501		3.955		5.001		1.832	
P		0.776		0.556		0.416		0.872	
D		5		5		5		5	

Source: Primary Data



**Table 6: Education and Emotional-Intelligence**

Education	Self-Awareness		Social-Awareness		Self-Management		Social-Skills		Total
	Low:	High:	Low:	High:	Low:	High:	Low:	High:	
Others	0	3	1	2	0	3	1	2	3
	0%	100.0%	33.3%	66.7%	.0%	100.0%	33.3%	66.7%	100.0%
M.Com	10	74	38	46	15	69	29	55	84
	11.9%	88.1%	45.2%	54.8%	17.9%	82.1%	34.5%	65.5%	100.0%
MBA	10	50	26	34	18	42	24	36	60
	16.7%	83.3%	43.3%	56.7%	30.0%	70.0%	40.0%	60.0%	100.0%
B.Com	0	1	1	0	0	1	0	1	1
	0%	100.0%	100.0%	0%	0%	100.0%	.0%	100.0%	100.0
Engineering	0	2	1	1	0	2	2	0	2
	0%	100.0%	50.0%	50.0%	0%	100.0%	100.0%	0%	100.0%
Total	20	130	67	83	33	117	56	94	150
	13.3%	86.7%	44.7%	55.3%	22.0%	78.0%	37.3%	62.7%	100.0%
Chi-square	1.648		1.472		4.770		4.439		
P	0.800		0.832		0.312		0.350		
D	4		4		4		4		

Source: Primary Data

Observation clears that all the categories less number of respondents indicated that they have high Social Awareness. The calculated chi-square values shown no significant association between income level and the EI dimensions. In other words, EI need not depend on the income level of the respondents.

A perusal of the educational background of the respondents indicates that respondents with a Postgraduate degree in Commerce (M.Com) and Business management (MBA) constitute a major chunk of the sample. Therefore, focus laid upon these groups in Table 6 that there is much difference among these groups. In both the groups, the majority have rated themselves high in all the dimensions of emotional intelligence. A feature that may be noted is that the number of students from M.Com is more in all the dimensions compared to MBA students. The calculated chi-square values showed no significant association between the education and EI dimensions. In other words, EI need not depend on the education of the respondents.

An examination of religion carried on emotional intelligence. Irrespective of religion, more than 86 per cent of the respondents have indicated high on Self Awareness. The results are varying in other aspects. Respondents

from Hindu Religion followed the order of Self-Management, Social Skills and Social Awareness. Among the respondents who belong to Islam the results shown that Social-Awareness was comparatively high to the remaining two. Whereas the results indicate that Christians have low Social Awareness. One of the limitations of this analysis is that the sample comprises limited representatives from the Minority communities. The calculated chi-square values showed no significant association between the religion and EI dimensions. In other words, EI need not depend on the religion of the respondents. Which can be seen Table 7.

**Table 7: Religion and Emotional Intelligence**

Religion	Self-Awareness		Social-Awareness		Self-Management		Social-Skills		Total
	Low	High	Low	High	Low	High	Low	High	
Hindus	20 14.3%	120 85.7%	62 44.3%	78 55.7%	31 22.1%	109 77.9%	50 35.7%	90 64.3%	140 100.0%
Muslim	0 0%	4 100.0%	1 25.0%	3 75.0%	2 50.0%	2 50.0%	2 50.0%	2 50.0%	4 100.0%
Christian	0 0%	4 100.0%	3 75.0%	1 25.0%	0 0%	4 100.0%	2 50.0%	2 50.0%	4 100.0%
Others	0 0%	2 100.0%	1 50.0%	1 50.0%	0 0%	2 100.0%	2 100.0%	0 0%	2 100.0%
Total	20 13.3%	130 86.7%	67 44.7%	83 55.3%	33 22.0%	117 78.0%	56 37.3%	94 62.7%	150 100.0%
Chi-square	1.648		2.146		3.521		4.063		
P	0.648		0.543		0.318		0.255		
D	3		3		3		3		

Source: Primary Data

Further, conducted an examination to see the religious beliefs and its influence on emotional intelligence. For this purpose, the respondents were categorized into orthodox, moderate, liberal and non-believers. In all the groups more, than 80 per cent indicated that they have high Self-Awareness. Among the respondents who have rated themselves as orthodox Social Awareness and Self- management are high as indicated by more than 60 per cent. Social Skills are in the least category as reported by just 50 per cent of the respondents. A large majority of Moderates reported high in Self-Management (80 percent), Social Skills (69 per cent) and Social Awareness (56 per cent). Though the majority of liberals have rated high in Self-Management (75 per cent) and Social Skills (56 per cent), in the case of Social Awareness the majority (52 per cent) of them rated themselves low. Majority of the respondents with no belief in religion indicated that they are high in Self-Management (82 per cent), Social Awareness (64 per cent) and Social Skills (58 per cent). Thus, the results do not indicate a standard

pattern. The calculated chi-square values showed no significant association between religious belief and the EI dimensions. In other words, EI need not depend on religious belief of the respondents. The results in Table 8.

**Table 8: Religious Belief and Emotional-Intelligence**

	Self-Awareness		Social-Awareness		Self-Management		Social-Skills		Total
	Low	High	Low	High	Low	High	Low	High	
Religious Benefits									
Orthodox	1	7	2	6	3	5	4	4	8
	12.5%	87.5%	25.0%	75.0%	37.5%	62.5%	50.0%	50.0%	100.0%
	7	65	31	41	14	58	22	50	72
Total	9.7%	90.3%	43.1%	56.9%	19.4%	80.6%	30.6%	69.4%	100.0%
	10	43	28	25	13	40	23	30	53
	18.9%	81.1%	52.8%	47.2%	24.5%	75.5%	43.4%	56.6%	100.0%
Total	2	15	6	11	3	14	7	10	17
	11.8%	88.2%	35.3%	64.7%	17.6%	82.4%	41.2%	58.8%	100.0%
	20	130	67	83	33	117	56	94	150
Chi-square									
		2.258		3.361		1.779		2.902	
		0.521		0.339		0.619		0.407	
P									
D									

Source: Primary Source

The meaning of success depends on the perspective of an individual. It may be, financial incentive a measure of success. In spite of this, individuals have defined success in many ways. One has to define success and be able to reach it and respondents were asked to rate themselves regarding success in terms of very high level of success, high level of success, moderately successful, somewhat successful and unsuccessful. The responses received were examined in relation to the dimensions of emotional intelligence and observed that among the first three categories of respondents there is a particular pattern. The respondents indicated that they are high in Self-Awareness, Self-Management, Social Skills and Social-Awareness. The respondents who have

rated themselves Somewhat Successful are high in Self-Awareness & Self-Management and rated themselves low in Social Awareness and Social Skills. Surprisingly, it is observed that the majority of the respondents who have rated themselves as not all successful are high in all the dimensions of emotional intelligence. Since the size of the sample found may be inadequate, further research is required in this regard. The research team of Business Faculty members, concluded that the students' EI was not directly interconnected to academic achievements, although students possessing higher levels of EI developed more self-efficacy (self-confidence & knowledge, one's ability to manage any hitches or tasks effectively), and possessing self-efficacy becomes the added ingredient for improved academics. The calculated chi-square values showed no significant association among success and the EI dimensions, except in the case of self-management dimension. In other words, EI need not depend on the success of the respondents. The success and emotional intelligence in Table 9.

**Table 9: Success and Emotional Intelligence**

	Self-Awareness		Social-Awareness		Self-Management		Social-Skill		
Success	Low	High	Low	High	Low	High	Low	High	Total
Very high-level of success	3 18.8%	13 81.3%	7 43.8%	9 56.3%	3 18.8%	13 81.3%	6 37.5%	10 62.5%	16 100.0%
Fairly high level of success									
Moderately successful	3 6.8%	41 93.2%	16 36.4%	28 63.6%	4 9.1%	40 90.9%	14 31.8%	30 68.2%	44 100.0%
Somewhat successful	9 13.6%	57 86.4%	33 50.0%	33 50.0%	16 24.2%	50 75.8%	24 36.4%	42 63.6%	66 100.0%
Not at all successful									
Total	3 17.6%	14 82.4%	9 52.9%	8 47.1%	7 41.2%	10 58.8%	10 58.8%	7 41.2%	17 100.0%
	2 26.6%	5 71.4%	2 28.6%	5 71.4%	3 42.9%	4 57.1%	2 28.6%	5 71.4%	7 100.0%
	20 13.3%	130 86.7%	67 44.7%	83 55.3%	33 22.0%	117 78.0%	56 37.3%	94 62.7%	150 100.0%

Chi-square	3.708	3.197	0.982	4.184	
P	0.447	0.525	0.041	0.382	
D	4	4	4	4	

Source: Primary Data

## DISCUSSION

Though the study indicates that there is no association between the antecedents of the respondents and Emotional Intelligence, the analysis shows that most of the respondents have rated themselves low in Social Awareness and Social Skills compared to Self-Awareness and Self-Management. This indicates the need to impart Social Awareness and Social Skills. Social Awareness and Social Skills are the necessary elements in a contemporary work environment. Call of the hour is to develop interpersonal skills to manage diversity and a multinational environment. This completes the personality of an individual, instead of making them self-centred.

## CONCLUSION

The present study attempted to address emotional intelligence, which is one of the important issues of an individual personality, was done in terms of four important dimensions of emotional intelligence viz., Self-Awareness, Social Awareness, Self-Management and Social Skills. Found that there is no association between the antecedents of the respondents and EI. The investigation could not find any relationship between success and EI. One of the limitations of this study is the size of the sample. This requires further study to confirm the results. Irrespective of the association between the antecedents and emotional intelligence, the analysis indicates the need to develop Social Awareness and Social-Skills that the present generation is falling short-of. This needs to arouse the focus of parents, educators, and policy makers who are at the helm of the institutions. Developing Social Awareness and Social Skills contributes not only the personal accomplishment of an individual but also the wellbeing of organizations and society. Any institution or organization in future would be, identified as successful, only when they allow their people to grow along with outstanding EQ. The next generation would belong to the individuals with excellent-relationship skills. Corporate performances can ideally leverage through its people, pride and profit which eventually will be results of human capital possessing EQ. [21].

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