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ROLE OF EMOTIONAL INTELLIGENCE ON ACADEMIC PERFORMANCE OF SCIENCE AND ENGINEERING RESEARCH SCHOLARS IN CHENNAI

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Abstract

The academic performance of the Ph.D. Research scholars are very important the development of countries economy to solve the basic problems prevailing in the society through different types of researches. The Government of India is spending the considerable amount of national income for the development of higher education in India. The research output of the country should be enrichment and must have quality for the contribution of betterment of the society. The positive emotional intelligence enables positive development in academic and quality of life of the students. Higher skills acquisition gives added advantage to the scholars in their research contribution. There has been substantial evidence proving that being emotionally intelligent can help individual excel through life transaction starting from college to University, after the research scholars are working in the different institutions. At the research level, emotional intelligence is seen as a valuable skill that helps researchers to management and copes with the demanding nature of the professions. A number of research scholar has studies already established the positive relationship between the researcher with their field towards the emotional intelligence and the researcher, citing reason is such as emotional intelligent science and engineering research scholar have better interpersonal and intrapersonal knowledge, it is more adaptable and more better managing stress. In other words, emotional intelligent scholars are more successful in living their filed in Universities. Thus, they are able to learn and perform in research. This study aims to investigate the role of emotional intelligence of science and engineering research scholars in Chennai.

Keywords: Emotional Intelligence, Academic Development, Interpersonal and Intrapersonal knowledge.

Introduction

Emotional Intelligence refers to a set of experiences, including self-awareness, mood management, self-motivation, empathy, and managing relationships. Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate

effectively, empathize with others, overcome challenges, and defuse conflict. Emotional Intelligence has gained popularity among the lay public, highlighting the importance of an individual's development in managing self relevant and others emotions. Researchers have conceptualized Emotion Intelligence both as the ability and as a trait. It includes the

ability to understand and regulate other as well as one's emotions. People who can have control over their life can manage their feeling and can read and deal effectively with other peoples' feelings while the people who cannot have control over their emotional life fight inner battles that sabotage their ability to focus work. Research is the profession in teaching that shapes educational institution. It is essential profession which makes all other profession possible. Well qualified researcher can improve curricula and research and development for their field, they will become a scientist and qualified professor in the world. It will ensure that scholars are prepared to face the challenges and utilize opportunities only when they have high Emotional Intelligence. There are a few professions which evaluate the totality of behavior and potentialities of the individuals.

Emotional Intelligence means making decisions or solving problems in every situation and to manage interpersonal relationships. It is an ability to perceive emotion and emotional knowledge and to reflectively regulate emotions as to promote emotional and intellectual growth. Emotional intelligence like general intelligence is the result of one's heredity and the interaction of environmental forces.

Importance of Emotional Intelligence Bar-on (1997) argued that various facts and components of emotional intelligence have claimed to contribute in the success and productivity in any work i.e. dealing, learning, etc. Emotional intelligence also has a significant effect on the social, as well as academic life of the students (Parker et al., 2004; Petrides, Frederickson, & Furnham, 2004; Rode et al., 2007; Narain, & Laxmi, 2010; Bhadouria, 2013). Researches as evidence revealed that emotional intelligence influences the life of researchers in the following ways:

- **Research Performance:** Because of Emotional intelligence scholars become more able to deal with and navigate the social complexities and it leads and motivates scholars towards excellence in their research work which is the outcome of reaction to professional goals.
- **Physical Health:** Emotional intelligence affects the physical health (blood pressure,

brain stroke etc.)

- **Mental health of the individual** and enables him to cope with stress and mood swings by controlling negative emotions.
- **Inter and Intra Personal Relationship:** By the understanding of one's' emotions, students can easily control and express emotions which will help students to communicate effectively and uphold both inter and intra personal relationships in life

Development of Emotional Intelligence Mayer and Salovey (1997) suggested that emotional intelligence seems to be largely learned and continues to develop through life experiences. They also alleged that emotional intelligence increases with age. Similarly, the researchers also argued that emotional intelligence can be developed and improved (Mayor & Salovey, 1997; Bajaj, 2005; AlElwan, 2011) by perceiving, and understanding the following measures:

- ✓ Emotional intelligence can be developed through social skills (Pant & Prakash, 2004; Sibia, Misra & Srivastava, 2005; Al-Tamimi, & Al-Khawaldeh, 2016) to help ones' ability to understand feelings in the right manner. Students can learn social skills from their peers and teachers in the classroom. Yoder, 2005; Maite, 2006).
- ✓ Family environment and relationship bonds with family members helps to improve emotional intelligence among students (Garner, Jones, & Miner; 1994; Griggs, 1994; Saarni, 2000; Al-Elwan, 2011) with the parental and family members' support without any bias.
- ✓ Awareness of self is the major factor to develop emotional intelligence by trying to teach children and generating self awareness. (Bar-on, 1997; Young & Dulewicz, 2007).

Four Components of Emotional Intelligence

- ❖ **Self awareness** Self awareness is the ability to read one's emotions and recognize their impact while using gut feeling to guide decision.
- ❖ **Self management** Self management, it involves controlling one's emotions and impulses and adapting to changing

circumstances.

- ❖ Social awareness Social awareness is the ability to sense, understand and react to other's emotions while comprehending social networks.
- ❖ Relationship management Relationship management is the ability to inspire, influence and develop others while managing conflicts.

In the area of Emotional Intelligence, Goleman discusses the effect of Emotional competencies is an optimum performance. The Institution's goal is to provide an atmosphere where flow occurs easily and the scholars are totally engaged in learning. Hence research plays a vital role in developing Emotional Intelligence among scholars, research supervisor, principals and non teaching staff. The emotional competence of a person knows how much of his/her potential is tapped for the job capabilities in a teaching profession.

Review of Literature

Darwin.B.Nelson and Kaye.W.Nelson (2003) investigated the role of emotional skills in the academic achievement and retention of university freshmen. The researchers indicated that the emotional skills of time management, goal achievement and assertive communication were significant factors in freshmen achievement and retention.

James D.A. Parker et al (2004) examined the relationship between emotional intelligence and academic achievement in high school. It was found that academic success was strongly associated with several dimensions of emotional intelligence. The link between social and emotional competency and academic success was supported in this study.

James D. A. Parker et al (2006) examined the impact of emotional intelligence (EI) on the successful transition from high school to university. The students' cumulative GPA was used to identify two groups of students: academically successful and academically unsuccessful students. Results revealed that academically successful students had significantly higher levels of several different emotional and social competencies. These findings suggest that emotional intelligence plays an important role in the successful transition from high school to university.

Saras Ramesar et al (2009) was to determine whether there is a relationship between emotional intelligence and stress management in a group of managers. The correlation and regression results indicated that stress management (the ability to cope with stress) is a component of emotional intelligence, while stress can be either an input or an outflow of emotional intelligence or the lack there of.

Samuel O. Salami (2010) examined how emotional intelligence, self-efficacy, and psychological well-being contribute to students' behaviors and attitudes. Hierarchical regression analysis conducted for each dependent variable showed that emotional intelligence, self-efficacy, happiness and life satisfaction over and above depression predicted students' behaviors and attitudes. This research indicated the need to emphasis positive psychology in improving the positive elements in students proactively rather than retroactively trying to solve problems that emerge in order to improve the quality of higher education.

Saeed Behjat & Professor Dr. Mohammed S. Chowdhury (2012) studied the interrelationship of emotional intelligence and self-efficacy drives, and diversity receptiveness of overseas college students. The findings of descriptive statistics and bivariate correlation indicate that there was a significant relationship between emotional intelligence, the competencies of self-efficacy, and diversity receptiveness of college students. It indicates that individual self- efficacy and emotional intelligence have direct impact on the choice people make in regard to deal with diverse situations and resolve problems.

Chandana Jayawardena L. N. A. et al (2012) focused to assess the emotional intelligence level of high school students. Specific objectives included assessing of emotional intelligence sub constructs of students, and analyzing the emotional intelligence of respondents based on gender, and specific subject streams. Emotional intelligence level of respondents was further assessed based on gender and their subject streams. This emphasizes the necessity of providing counseling opportunities to high school students, and promoting improved relationships with parents, and teachers. Programmes to support the emotional stability of high school students could empower them.

Hen M, Goroshit M (2012) examined the relationships among academic procrastination, emotional intelligence, and academic performance as mediated by academic self-efficacy in learning disability and non-learning disability students. Results indicated that the indirect effect of emotional intelligence on academic procrastination was stronger in students with learning disability than in students without learning disability. In addition, results indicated that learning disability students scored lower than non-learning disability students on both emotional intelligence and academic self-efficacy and higher on academic procrastination.

Paramasivan. C (2015) Education becomes a powerful weapon to the socio-economic setup of the country which brings colorful changes in almost all the stakeholders. Providing quality and time bound education to the students is the vital role of the educational system of the country particularly in higher education which is highly knowledge based, innovation oriented and research centered. Education and educational system largely depends on the academicians particularly the teaching faculty.

Importance of the Study

In the present scenario of rapid self growth and development of a large number of occupations that have been emerging day by day all over the world, emotional intelligence is needed to live life smoothly through adjustments and understanding oneself and others. Being in suitable professions is related to the earning of bread and butter to manage a promising income to lead a comfortable life. The researcher was found that, there are only a few researchers who have studied emotional intelligence. Most of the researches revealed that emotional intelligence research studies on science and engineering scholars are very limited in India and outside the country. So there is a dire need to study both the variables i.e. emotional intelligence. The study will be helpful to future researcher to understand the needs of the scholars to opt for their streams of study which they will chose as their professional development.

Further, the investigation of emotional intelligence may provide the meaningful insights of science and engineering scholars to meet the expectation of vast opportunities of their fields.

Objectives of the Study

1. To find out the role of emotional intelligence for academic development of science and engineering research scholars
2. To study the level of emotional intelligence of science and engineering research scholars

Methodology

This study is both descriptive and empirical. The data used in this study is based on the primary data. A comprehensive and duly pre-tested questionnaire has been used to collect primary data. The sample selection is based on purposive sampling technique.

Hypothesis of the Study

1. There is no significant difference in the role of emotional intelligence on academic performance of science and engineering research scholars.
2. There is no significant effect of research scholar's emotional intelligence on academic development.

Data Analysis and Interpretation

Table 1

Factor analysis for role of emotional intelligence of academic development and research development of science and engineering research scholar

KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.889
Bartlett's Test of Sphericity	Approx. Chi-Square	1161.505
	Df	105
	Sig.	.000

Source: Computed from SPSS.23

The above table shows that KMO value is 0.889. It indicates high value, which means factor analysis is useful for the present data. The significant value of Bartlett's test of Sphericity is 0.000 which means it is less than 0.01 and indicates that there is a significant relationship among the variables exists. The result of KMO test and Bartlett's test indicate that the present data is useful for factor analysis.

Table 2

Factor analysis for level of emotional intelligence of science and engineering research scholar

KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.891
Bartlett's Test of Sphericity	Approx. Chi-Square	2320.897
	Df	210
	Sig.	.000

Source: Computed from SPSS.23

The above table shows that KMO value is 0.891. It indicates high value, which means factor analysis is useful for the present data. The significant value of Bartlett's test of Sphericity is 0.000 which means it is less than 0.01 and indicates that there is a significant relationship among the variables exists. The result of KMO test and Bartlett's test indicate that the present data is useful for factor analysis.

Findings

The researcher has found that KMO value is 0.889. It indicates high value, which means factor analysis is useful for the present data. The significant value of Bartlett's test of Sphericity is 0.000 which means it is less than 0.01 and indicates that there is a significant relationship among the variables exists. The result of KMO test and Bartlett's test indicate that the present data is useful for factor analysis. The variance of the fifteen variables ranging from 0.524 to 0.802. It also shows that the fifteen variables exhibit a considerable variance from 50 percent to 80 percent. Hence it is being concluded that all these variables are capable of segmenting themselves with respect to the role of emotional intelligence on academic development science and engineering research scholar. The rotation matrix is reveals that the loading factors such as Sufficient Stipend, Supervisor Support, Talent and Institution Environment.

Conclusion

Regardless of ethnicity, each student's primary objectives are to do excellently in the classroom. Research scholars should be able to recognise themselves, particularly of self-emotion, in order to avoid it becoming a barrier to achievement in order to get good outcomes, in addition to using effective learning approaches and a well-planned schedule. Due to the importance of emotional intelligence for future success in life and academic interest, individuals should identify themselves. Enhancing scholars' emotional

intelligence should be taken into account during guide and learning in the platform with the goal of creating a resilient and capable human face to globalisation and changing demands. Giving your whole attention and concentration during the teaching and learning process is essential for achieving success in learning. Students who pay attention and concentrate are better able to enhance their cognitive intelligence and retain knowledge that is delivered (Cross, 1974). Here, a high level of emotional intelligence can aid to calm the mind and so improve how well information is absorbed. Therefore, as a result, it will help them perform academically. According to Maria (2004), academic success and emotional intelligence have a favourable link.

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