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Impact of Emotional Intelligence among Students of BS Program at University Level

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Abstract

The aim of this research is to determine the impact of emotional intelligence among university students. This descriptive study was carried out among undergraduate students at Pakistan's University of Agriculture Faisalabad. A total of 176 students from the university's Social Science Faculty were conveniently chosen as a sample. Data has been collected by using a well-structured questionnaire and percentage, frequency, mean,

standard deviation, weightage score, and rank order by the SPSS 17.0 package by following descriptive statistical analyses method. The study findings revealed that students' emotional intelligence scores varied and that it influenced their academic achievements differently. The reality of a few esteemed crescendos of emotional intelligence among students may be cooperative in terms of valuable life skills as well as satisfying academic depictions. Emotional intelligence management can help students perform better in school and have a positive impact on real-life activities. As a result, it is suggested that students with low academic performance be taught emotional intelligence through training and various programs. This research would help teachers, policymakers, curriculum planners, and institution heads deal with the disabilities of their students. It would also provide guidance and support for professional development, training, and retention plans for teachers.

Keywords: Emotional Intelligence, Impact, Academic achievements, University students, Pakistan.

1. Introduction

The perception of emotional intelligence is one of the most evolving and emphasized matters in research nowadays. As the youth of any state plays a significant role in its progress and as exposed by multiple pieces of literature and emotionally intelligent youngsters perform better in diverse fields of leadership and management (Bratton et al., 2011). Universities are the institutions that offer imminent professionals who participate in the mainstream development of a state. They are termed emotional intelligence as an art of inquiring and understanding feelings, managing, adapting, and regulating the emotions in oneself and other persons (Chew et al., 2013).

Intelligence Quotient (I.Q) can be explained as the capability to transform experience, learn from it and turn behavior into its own light. It encompasses perceiving, persuasive infer, and memorizing (Nasir and Masrur, 2010). The concept of mental age (MA) is the midpoint intellectual level of a particular age. The intelligence quotient (IQ) is the fraction of mental age over sequential age multiplied by 100. It is understandable fact that emotional power and social abilities often provide for social and professional success. Emotional strength is associated with emotional intelligence (Perera and DiGiacomo, 2013).

The ability to acknowledge emotions in others is related to measures of information, social abilities, positive thinking, and academic success. Numerous studies reveal the importance of EI, especially in the fields of business and management (Banat and Rimawi, 2014). The instructional view of education is no more fertile in society and it is increased by the significance of the emotional and social attributes of teaching. Comprehension of emotions is necessary in the mind in order to develop the skill in students. It helps greatly to know action and philosophy (Fallahzadeh, 2011).

We study assess ours and more people's emotions and respond by energy of emotion and return the information knowingly to attain their aim, be it private or educational life, and those who achieve these targets may be described as intelligence in concern to emotions. Considering the EQ and its major role in the character development of leading personalities, there was a need to examine the spirit of intelligence in students enrolled in different professional programs. Many studies show that people with high EI have greater mental health. They perform incredibly well in every field of life (Shiple *et al.*, 2010). They possess superior leadership skills and extraordinary abilities. Emotionally intelligent people not only perform well but also create a constructive atmosphere for work. They use their abilities of perception, assimilation, understanding, and management, leading to better teamwork (Malik and Shahid, 2016).



Figure 1.1 Idea of emotional intelligence (Hen and Goroshit, 2014)

Understanding and managing emotions is critical for success in a variety of interpersonal and professional settings. Educational institutes have always focused traditionally only on linguistic and rational intelligence, without giving much consideration to other kinds of intelligence (Skipper and Brandenburg, 2013). It has been fascinating to learn that a large amount of achievement or disappointment is not attributable to intellectual aptitudes measured by IQ tests, but rather to our ability to maintain community relations, represent ourselves confidently, and influence how others recognize us (Ferrando *et al.*, 2011).

Higher education institutions are responsible for fostering students' knowledge and abilities, but governments frequently censure the fact that the students be deficient in the maturity to grip their responsibilities on the job and the various roles they must perform in an organization (Tyagi and Gautam, 2017). The creation of the smartest experts alone is insufficient in the harsh and overwhelming rivalry of today. Universities must also focus on

helping students develop their entire character, which includes their intellectual, social, and emotional abilities. These abilities will be useful to graduates in their future endeavors. According to research, emotional intelligence is more crucial than general intelligence for a person to achieve their life goals (Song et al., 2010).

Mayer and Salovey's (1990) definition of "emotional intelligence" as "the ability to monitor one's own feelings and emotions, to distinguish among them, and to use this information to guide one's thinking and action" is a clear and concise one. The phrase "ability to identify our own feelings and those of others, to motivate ourselves, and to handle emotions properly in ourselves and in our relationships" has also been used to define this skill. The perception of emotional intelligence is novel and distinctive. In addition to being nice, it avoids giving difficult situations the straightforward reaction they deserve (Adeoye and Emeke, 2010).

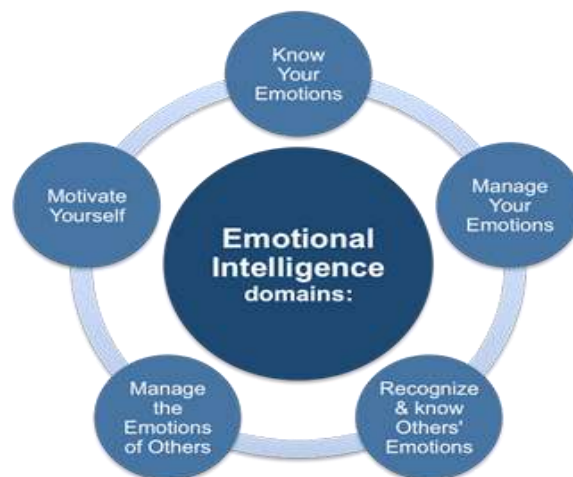


Figure 1.2 Emotional intelligence domains (Thomas et al., 2017)

The smart feeling is the recent scientific conception of emotional intelligence. In the context of emotional intelligence, this concept is more classified into potential emotional intelligence as a trait or as an ability. While a lot of difficulties have been recognized with the meaning and dimension of emotional intelligence capabilities, there are multiple studies displaying the prognostic, incremental and discriminating strength of emotional intelligence traits (Mohzan et al., 2013). Thus, such studies present the emotional intelligence traits as the markers of emotional intelligence within the students, which have been characterized as a pooling of tough-affecting personality attributes. (Cicei et al., 2012) These traits include behaviors, moods, and points of view that have to do with understanding, controlling, expressing, and perceiving emotions, as well as self-control and self-will.

The human brain comprises two diverse types of intelligence: emotional and rational. Academic intelligence, or rational intelligence, is the worldwide capability of individuals to perform decisively, to consider sensibly, and to contract efficiently with situations. Emotional intelligence is the aptitude to put emotions under the control of rationality and reason. Though these are semi-independent abilities of the mind, when functioning together in coordination, both intellectual abilities and emotional intelligence are improved (Mishra, 2012).

Emotional intelligence (EI) is a significant constituent of human personality; it can't be attained as a separate paradigm. It is closely related to broad-spectrum intelligence, but it is not a true measure of cognitive capacity. Emotional intelligence is also a kind of social intelligence that encompasses the aptitude to recognize and control the emotions of oneself, groups, and other people. Furthermore, it is the vocal and non-vocal expression and appraisal of emotions, regulating emotions in oneself and other people, and the use of emotional components to solve problems (Shah *et al.*, 2014).

2. Objectives

The main purpose of this study is to identify the impact of emotional intelligence among university students by focusing on interpersonal skills, students' emotional and individual skills, and students' ability to adjust to the changes in their environment. The following specific objectives will be pursued to achieve the overall study objective.

3. Methodology of the Study

The study design was a quantitative type of research. The data was collected by the survey method. It was descriptive research in nature. The target population was undergraduate students at the University of Agricultural Faisalabad (UAF) in Pakistan. A total of 176 students from the Social Science Faculty have been taken as a sample. The students of the 6th semester from the department of Agri. Extension and Agri. Economics were selected. 121 students were selected by using the software surveysystem.com with a 95% confidence level and a 5% interval. A simple random sampling method and a well-structured questionnaire were used for data collection.

The data was analyzed using the statistical package for social science (SPSS). The primary instrument has been revised after a pilot test. The panel of experts reviewed the accuracy and importance of every item in the survey to ensure strong validity. As a result, the overall sample size, the response rate for each item on the questionnaire, and the overall percent has all been

provided. Descriptive data including percent, frequency, mean, standard deviation, weightage rating, and rank order were examined in order to draw a conclusion.

4. Findings

4.1. Demographic Attributes of the Respondents

The demographic characteristic of responding students cover a range of factors, including age, sex, family status, level of education, household income, occupation, and race. These attributes were examined using the frequency, percentage, and graphs.

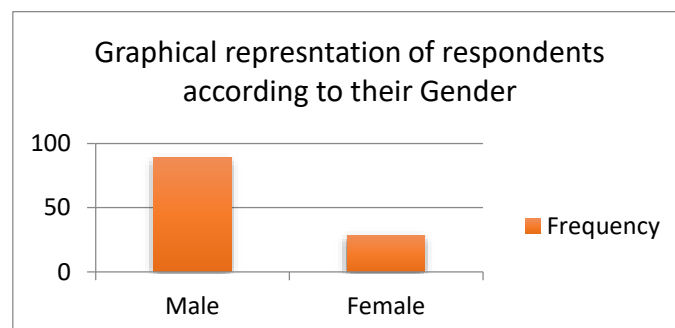
Gender

According to the World Health Organization, gender is the product of socially constructed perceptions of the behaviors, acts, and roles that each sex plays in society (Sawyer et al., 2018). Table 4.1 provides information about respondents' ages.

Table 1. Distribution of respondents according to their gender.

Gender	Frequency	Percentage
Male	89	76.4
Female	28	23.6
Total	117	100

As per Table 1, there were 117 responders, 89 of whom were males and 27 of whom were females, comprising up the majority of respondents. According to Martinez et al. (2019), "gender" refers to the characteristics that a community or culture views as "masculine" or "feminine."



According to the frequency graph, there were overall 89 male pupils and 27 female students. The term "gender" is used to define the characteristics that a society or culture considers to be "masculine" or "feminine" (Martnez et al., 2019).

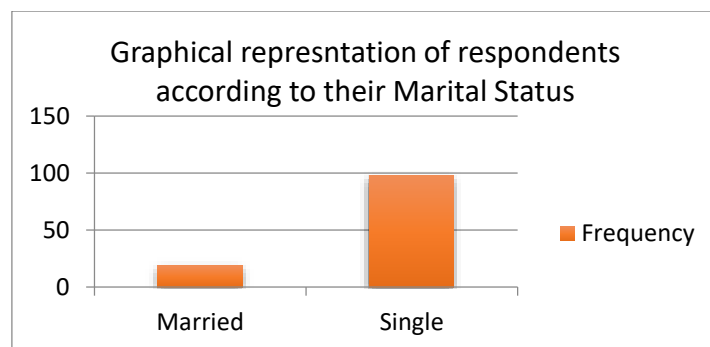
Marital Status

On official forms, the term "married" or "unmarried" is used to indicate if a person is married, single, divorced, or widowed (Cooney, Shapiro, and Tate, 2019). The student's marital status has a significant impact on their personal interests and ability to make decisions (Marchioni et al., 2017). Table 2 contains information about the respondents' marital status.

Table 2. Distribution of respondents according to their marital identity

Marital Status	Frequency	Percentage
Married	19	16.2
Single	98	83.8
Total	117	100

Table 2 presents that there were 117 respondents, out of which a vast majority 98 were single and only 19 married. Marital status is also one of the major demographic attributes which influence students' education and their choice of school; parents think that either they should get admission in public or private institutions.



The frequency graph represents that overall 98 students were single and 19 married. Marital Status is the important aspect which has influence on the student's personal life interest as well as decision-making power (Greenstein, 2016).

Age

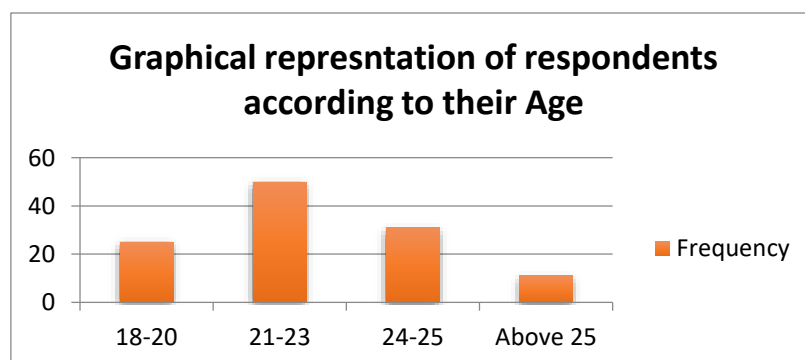
The span of time through which something has been around or has existed (Collisson et al., 2020). Students' education, language learning ability, and motivation are all impacted by

their age to a greater or lesser extent depending on the specifics of the situation (Bulloch et al., 2017).

Table 3. Distribution of respondents according to their age

Age	Frequency	Percentage
18-20	25	21.6
21-23	50	43.2
24-25	31	27
Above 25	11	8.2
Total	117	100

According to Table 3, out of a total of 117 responses, 25 were between the ages of 18 and 20, 50 were between the ages of 21 and 30, 31 were between the ages of 24 and 25, and only 11 were between the ages of 26 and 30 (more than 25 years). The timeframe of an individual's life, as measured in years from the time of their birth, is typically associated with a specific level of maturity in terms of both their mental and physical capacities, and hence their legal responsibilities and abilities.



The frequency graph also shows age distribution as described in the above mentioned table. Age is an important factor which influences decision-making power as well as other aspects of life.

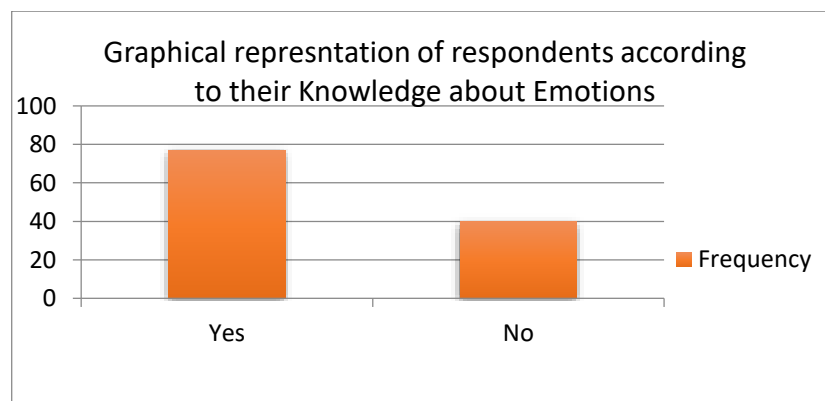
4.2. Knowledge about Emotions

Emotion is a subjective kingdom of thoughts. Feelings can be reactions to inner stimuli (including mind or reminiscences) or activities that arise in our surroundings (Khan, 2019).

Table 4. Distribution of respondents according to their knowledge of emotions

Do you know about emotions?	N	%
Yes	77	90.2
No	40	9.8
Total	100	100

Table 4 presented that there were 117 respondents; out of them, 77 acknowledged that they have knowledge of emotions, and the rest of the 39 students don't know enough about emotions. Feelings are not the same as moods.



The percentage distribution suggests that 77 pupils have knowledge of emotions while the remaining 39 are inadequately informed. A person's propensity to act in a particular way can be affected by their mood. In an effort to prove the connection between EQ and success in school, Kavcar (2011) compiled a number of anecdotal reports. In another study, Rokni and others (2014) clarified that there is a low-level positive relationship between the overall marks of emotional intelligence of students and their academic achievement while they are studying in the department of business administration.

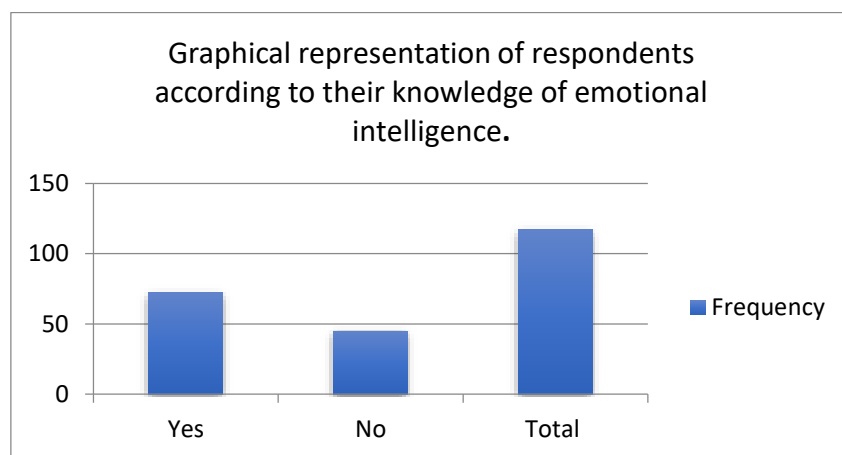
4.3. Knowledge about Emotional Intelligence

The ability to understand and manage one's own and other people's emotions is known variously as "emotional intelligence," "emotional leadership," "emotional quotient," and "emotional intelligence quotient" (EIQ) (Brackett et al., 2012).

Table 5. Distribution of respondents according to their knowledge of emotional intelligence

Do you have knowledge about emotional Intelligence?	N	%
Yes	72	84.7
No	45	15.3
Total	117	100

Table 5 presented that there were 117 respondents; 84.7% of students have enough knowledge about emotional intelligence and the rest of 15.3% have no knowledge of emotional intelligence.



The graph depicts a total of 72 students with knowledge of emotional intelligence and another 43 students who do not. Those who are emotionally intelligent are able to recognize and name their feelings, utilize that information to shape their thinking and actions, and control their emotions so that they can better fit their environment or accomplish their goals (Perera and DiGiacomo, 2013). According to research by Fayombo (2012), students with higher emotional intelligence are able to identify and comprehend their own feelings and passions, and as a result, they are better able to control their emotional behavior and do their best in the classroom.

Table 6. Weighted Score, Means, Std. deviation and ranking of Interpersonal Skills

Interpersonal skills	Mean	Std. Deviation	WS	Ranking
Fulfill commitments	3.81	.658	442	1 st
Have helpful Feedbacks for others	3.80	.635	441	2 nd
Willingly apologize on mistakes	3.79	.775	440	3 rd

Show sympathy	3.78	.789	439	4 th
Praise others	3.78	.620	438	5 th

According to the data in Table 6, the highest rated interpersonal skill is the ability to follow through on fulfills commitments, which obtained a weighted score of 442. This was followed by the ability to give helpful feedbacks for others, which obtained a score of 441, the willingness to apologize on mistakes, which obtained a score of 440, the show of sympathy, which obtained a score of 439, and the practice of praise, which received a score of 438. The mean value of all characteristics was found to be greater than 3.0 and greater than 0.5 standard deviations, as depicted by the weighted score graph. It found that bachelor's degree students have high levels of emotional intelligence, which bodes well for their future success in social, moral, and ethical realms as well as in the classroom. The integrative model, the ability model, and the mixed-model approach to assessing emotional intelligence were all confirmed by Beauvais et al. (2014). Emotional intelligence, according to integrative models, is a multifaceted talent that combines at least two skills. Ability models center on specific cognitive or affective skills, such as perceiving emotions, controlling them, using them to reason, or using them to boost one's own reasoning.

Table 7. Weighted Score, Means, Std. deviation and ranking of Interpersonal Skills

Interpersonal skills	Mean	Std. Deviation	WS	Ranking
Forgive and forget	3.77	.842	430	1 st
Balanced view of yourself	3.66	.687	424	2 nd
Acknowledge others	3.55	.795	412	3 rd
Always think before speak	3.53	.839	409	4 th
Can focus on what you can control?	3.53	.849	409	5 th
Are you authentic?	3.41	.781	396	6 th

Table 7 presented that the middle level interpersonal skill found to be 6th ranked forgiving and forgetting with 430 weightage score where the following to the 7th ranked personal view balance with 424, 8th ranked acknowledging others with 412, 9th ranked focusing on the ongoing assignments with 409 and 10th ranked personal authenticity with 396 score. The weighted score graph shows the mean values of all qualities was found >3.5 and >0.5 standard deviations. It recognized the existence of most respected factors of emotional intelligence

among bachelor students which must be obliging them in terms of public, honorable, virtuous life aptitudes along with idyllic academic enactments. Keshavarzet *al.*, (2020) reported that humans are adoptable, responsive and flexible; adjust themselves to new environment and conditions. Nothing is persistent in the world excluding the modifications. It increases competition, performance, socio-economic productivity, develops creativity and critical problem-solving skills. In educational scenario, it brings consideration, increase academic performances and adjustments; encourage better dealing, behavior, and relationships.

Table 8. Weighted Score, Means, Std. deviation and ranking of Interpersonal Skills

Interpersonal skills	Mean	Std. Deviation	WS	Ranking
Handling of negative emotions	3.37	1.009	391	1 st
Learn from negative Feedback	3.34	.970	388	2 nd
Self-care	3.37	.947	381	3 rd
Can you tell when others are using your emotions to manipulate you?	3.13	1.026	363	4 th
Control my thoughts	3.04	.999	353	5 th

The low-level interpersonal skills are shown in Table 8. The ability to manage negative emotions, which was found to be the 11th-ranked quality, obtained a weightage score of 391; it was followed by the ability to learn from negative feedback, which was ranked 12th with a score of 388; the ability to care for oneself, which was ranked 13th with a score of 381; the ability to recognize when other people are trying to manipulate one; and the ability to control one's thoughts, which was ranked 14th with a score of 363. The weighted score graph reveals that all attributes had mean values of >3.0 and standard deviations of 0.5–1.5. It is expected that some acknowledged emotional intelligence dynamics among bachelor students will be advantageous in terms of respectable and honorable life skills as well as enjoyable academic representations. A study was undertaken by Costa and Faria (2015) on two institutes, one of which emphasizes practical accountability and the other of which contains impracticalities. The emotional intelligence of the principal seats ultimately had a profoundly positive impact on the effectiveness of the institutes, according to the data. It demonstrated clear correlations between kids' achievements and the emotional intelligence of principal personnel.

Table 9. Weighted Score, Means, Std. deviation and ranking of Individual Skills

Individual skills	Mean	Std. Deviation	WS	Ranking
Good listener	3.86	.684	448	1 st
Listen feedback about my work	3.78	.759	438	2 nd
Good responding	3.77	.715	437	3 rd
Enjoy my work	3.76	.641	436	4 th
Problem resolve capability	3.75	.633	431	5 th

The constructed individual skills have been categorized into three groups on the basis of weightage score and ranking in order to compensate for particular characteristics of responding students. According to Table 9, the top-ranked individual skill is good listening power, with a weightage score of 448; the next-ranked skill is feedback listening about assigned work (438); the third-ranked skill is a good responder (437); the fourth-ranked skill is an enjoyment of working (436); and the fifth-ranked skill is the ability to solve problems (431). Standard deviations of >3.5 and >0.5 were discovered for mean values of all attributes, as depicted by the weighted score graph. It highlighted the presence of the highest-value aspects of emotional intelligence among bachelor's degree students, which must be serving them in terms of public, honorable, and virtuous living aptitudes in addition to ideal academic performances. Interpersonal skills are the bedrock of human connections, as explained by Shah et al. (2014), who also outline the career journey involving a wide range of individuals and situations. There is an emphasis on developing a more global perspective and providing adequate accommodations for those who are the most difficult to serve.

Table 10. Weighted Score, Means, Std. deviation and ranking of Individual Skills

Individual skills	Mean	Std. Deviation	WS	Ranking
Avoid Conflicts/Negotiations	3.59	.865	417	1 st
Enjoy organizing groups	3.59	.952	416	2 nd
Idea about my social responsibilities	3.58	.856	415	3 rd
Know my Strengths/Weakness	3.55	.827	412	4 th
Review progress regularly of my goals	3.56	.829	409	5 th

As shown in Table 10, individual abilities at the medium level were determined to be the sixth-ranked quality in avoiding conflicts and negotiation, with a weightage score of 417. 7th for enjoying organizing groups with a score of 416; 8th for remembering social responsibilities with a score of 415; 9th for knowing personal strengths with a score of 415; and 10th for routinely reviewing personal goal progress with a score of 409. The weighted score graph illustrates that the mean values of all attributes exceeded 3.50 and 0.50 standard deviations. The certainty of the most valued dynamic forces of emotional intelligence among bachelor students is anticipated to be beneficial in terms of excellent and valuable life skills in addition to wonderful academic symbols. Shah (2014) described how it is common for all students, regardless of their academic performance, to experience pressure. If kids lack resilience, development, and management, they cannot respond as expected. If the value of stress is minimal, it increases productivity, organizes graduates, and prepares them for coping, but if it is high and complex, it produces a multitude of issues.

Table 11. Weighted Score, Means, Std. deviation and ranking of Individual Skills

Individual skills	Mean	Std. Deviation	WS	Ranking
Recognize my emotions	3.45	.858	400	1st
Can Calm myself when anxious/upset	3.46	.945	401	2nd
Loose temper when frustrated	3.07	1.036	356	3 rd
Can't read other people's emotions	2.83	.878	328	4 th

Table 11 represents the individual skill at the lowest level. It has been determined that the 11th ranked quality for recognizing personal emotions had a weightage score of 400, followed by the 12th ranked quality for calming yourself in stressful situations with a weightage score of 401, the 13th ranked quality for losing your temper in frustrating situations with a weightage score of 356, and the 14th ranked quality for being unable to read public emotions with a weightage score of 328. The weighted score graph reveals that the mean values of all attributes were greater than 3.0 and between 0.5 and 1.5 standard deviations. It demonstrates the existence of a few highly regarded peaks of emotional intelligence among bachelor students, who may be cooperative with regard to valuable life skills and gratifying academic portrayals. Ferrando et al. (2011) observed that although the direction of the relationships between emotional and behavioral participation is yet unknown, it is expected

that teenagers, as skilled pupils, like to feel hopeful feelings toward institutions that, at the very least, continue to make attempts.

Table 12. Weighted Score, Means, Std. deviation and ranking of Personal ability

Personal ability	Mean	Std. Deviation	WS	Ranking
Career management responsibility	3.78	.720	439	1 st
Idea what is important for me	3.78	.803	438	2 nd
Self-esteem sense	3.77	.727	437	3 rd
Future vision of life	3.68	.929	427	4 th
Lifelong learning	3.66	.757	425	5 th

Table 12 shows that among the various personal skills, the highest weightage score goes to career management (439), followed by quality acknowledgment of importance to personal matters (438), self-esteem sensation (437), a vision of one's future life (427), and a commitment to lifelong learning (425). The average values of all characteristics were determined to be greater than 3.5 and greater than 0.5 standard deviations (>3.5 and >0.5), as depicted by the weighted score graph. Bachelor's degree candidates are lauded for exhibiting high levels of emotional intelligence, since they are expected to demonstrate cooperation in areas such as social, moral, and honorable life capacities in addition to successful academic accomplishments. According to Khan (2019), mood is a common but sporadic phenomenon that repeatedly cycles on and off with the passage of time. A person's overall mood, on the other hand, is a steady, overarching, and less penetrating phenomenon in terms of emotional intelligence, with directing and guiding inputs aimed at goals.

Table 13. Weighted Score, Means, Std. deviation and ranking of Personal ability

Personal ability	Mean	Std. Deviation	WS	Ranking
Knowledge about behaviors rewarded	3.59	.758	416	1 st
Idea of professional skills	3.58	.771	415	2 nd
Regain confidence when lose it	3.57	.805	414	3 rd
Up-to-date knowledge/skills	3.53	.796	410	4 th
Idea about career with life plans	3.52	.909	408	5 th

According to the data in table 13, the personal skills required at the middle level include: sixth-placed quality knowledge of awarding behavior (416), seventh-placed knowledge of personal skills (415), eighth-placed confidence regaining after an initial setback (414), ninth-placed up-to-date knowledge of personal skills (410), and tenth-placed quality acknowledgment of life plans (408). The average values of all characteristics were determined to be greater than 3.5 and greater than 0.5 standard deviations (>3.5 and >0.5), as depicted by the weighted score graph. It demonstrates the self-assurance of bachelor students in the most valued aptitudes of emotional intelligence, which would be useful in terms of worthy and well-intentioned life skills and humorous academic indications. Even more recently, Fayombo's (2012) longitudinal study reveals an essentially identical correlation. It looked into how middle schoolers in the United States felt about their schools, the activities they participated in, and their grades. The results of this study demonstrated a positive correlation between academic engagement (defined here as student identity, self-regulation strategies, and classroom participation) and GPA, indicating that students who are actively engaged in their studies tend to do well academically.

Table 14. Weighted Score, Means, Std. deviation and ranking of Personal ability

Personal ability	Mean	Std. Deviation	WS	Ranking
Knowledge about judgment about me	3.48	.860	404	1 st
Financial plans, regularly evaluate	3.38	.910	392	2 nd
Use strengths/weakness for my career	3.35	.953	389	3 rd
Market myself effectively	3.35	.887	389	4 th
Always have Plan-B	3.15	.971	365	5 th

In the table 14, low-level personal skills Knowledge of others' judgments ranked 11th with a weighted score of 404, followed by knowledge of financial plans in 12th with a score of 393; the ability to use one's strengths and weaknesses to choose the right career path and effectively market oneself ranked 13th with a score of 389; and the value of always having a backup plan ranked 14th with a weighted score of 365. The average values of all characteristics were found to be greater than 3.0 and greater than 0.5 standard deviations (>3.0 and >0.5), as depicted by the weighted score graph. It demonstrates the veracity of several lauded peaks of emotional intelligence among bachelor students, who may be collaborative with respect to useful living skills and satisfying academic portrayals. As a result, the study by Huerta et al. (2017) found that employees who are exposed to a positive work environment are more likely

to develop an understanding of emotional intelligence and its importance in the workplace. It is also noted that working in a single sort of atmosphere may limit the growth of emotional intelligence proficiencies, and that acquaintance with a diversity of professional settings can create the potential to raise levels of emotional intelligence.

5. Discussion & Conclusion

The educational process is the foundation of progress. Only expansion is conceivable in the absence of high-quality schooling. For this reason, education is included in the global agenda as a means to achieve universal goals, also known as sustainable development objectives. To achieve the sustainable development goals of ending hunger, poverty, and ill health, quality education must be made a priority. Every person should have access to a high-quality, reasonably priced education that encourages continued study throughout one's life. The way people feel greatly influences their behavior and decisions.

Intelligence, as measured by the IQ, is defined as the potential for processing information in such a way as to learn from experience and adapt one's actions accordingly. Seeing, guessing, and remembering are all parts of it (Nasir and Masrur, 2010). One's internalized sense of chronological age defines their primary cognitive phase. IQ is calculated by taking the ratio of a person's psychic age to their chronological age and multiplying that result by 100. It's obvious that being in charge of your feelings and having good social skills can help you succeed in your career and personal life. Strong emotions are correlated with a high EQ (Perera and DiGiacomo, 2013).

The ability to recognize one's own and other people's emotions, to motivate oneself, and to control one's emotions for the sake of one's physical well-being and interpersonal connections is a crucial skill. There has been a lot of focus on emotional intelligence lately because of its apparent use in determining and explaining a person's success in various spheres of life. The entire class receives instruction at a standard level. Even if they were all raised in the same way and in a comparable setting, the kids usually give contrasting performances. As a result of the wide variety of personal transformations taking place among pupils in the classroom, this is the case. They vary greatly in terms of intelligence, character, skill set, and inclination. A teacher must control these variables in order to ensure that students' overall performance is above par.

In spite of claims that emotional intelligence is a more significant predictor of career success than IQ, most standardized tests of student learning still focus on evaluating students'

IQs. Emotional intelligence is used as a performance measure across most industries, but especially in the financial sector, the tech industry, and the retail sector. Strong emotional intelligence is the ability to identify and manage one's own emotions as well as the emotions of those around you. Consequently, there is substantial evidence linking emotional intelligence to success in the workplace (Perera and DiGiacomo, 2013).

Therefore, it is necessary to evaluate students' emotional skills in order to enhance their academic performance, just as this is done in all other fields. There are a lot of factors that go towards an individual's success. Emotional maturity, thus, has been viewed as a key factor in defining personal achievement and having an effect on personal growth. Emotional intelligence training and practice, on the other hand, may be significant contributors to students' overall development and success in later life and the workplace.

Studying at the graduate and postgraduate levels equips you with some useful mental tools for handling pressure. Though students are capable of finishing their graduation cognitively in colleges, they lack several non-cognitive qualities as time management, stress management, creating favorable rapport, and sensible decisions (Moreno, 2018). (Moreno, 2018). Otherwise, they may acquire dysfunctional coping styles and that can damage their academic attempts. This could be regarded as a lack of emotional intelligence.

The ability to interact with others is fundamental to building relationships and thriving in a multicultural workplace. Its goal is to make people more open-minded about other cultures while still satisfying their wants and needs. People are naturally sociable, empathic, relationship-oriented, and driven to succeed in a highly regarded, culturally-specific, emotionally charged setting (Shah et al., 2014).

Important social development occurs during adolescence, when adolescents form peer relationships with peers of the same and different genders through shared interests, openness, loyalty, and trust. The transition from youth to adulthood is marked by a shift in emphasis from play to preparation for the working and social worlds. Although early adulthood is pivotal in terms of interpersonal connections, it has more to do with the world outside. The study's findings on the differences between high school and college for developing people skills suggest that college may be where people learn to better comprehend and express their emotions (Bibi, Karim, and ud Din, 2013). Because of this, the study's findings could provide useful discussion for teachers, counselors, social activists, and parents by revealing more about the study's dynamic component and allowing them to more accurately foresee the significance of decisions and strategies. For this reason, students can benefit greatly from learning about the

nature and function of emotions, as well as how these feelings relate to their personal and professional lives.

This finding has aided our understanding of the fact that scholars' reading habits vary across exceptional streams, and that characters' emotional trajectories also vary across exceptional components. These insights delve into skills that might improve job guidance and student evaluations. More harmony between students' individual characteristics and their anticipated academic track can be attained through the concentrated and established EI-based results across streams. Success in the classroom and the growth of expertise are made possible by this pattern of consistency. Emotional quotient testing has the potential to enhance one's self-reflection and character appreciation. Students who take the time to learn about their individual EI profiles may be better able to make decisions in life that are in line with their natural inclinations. These decisions can be made in the context of theoretical examinations, extracurricular activities, or personal relationships and they may have a beneficial effect on one's life satisfaction in the long run.

6. Recommendations

- Teachers, policymakers, curriculum planners, and institution leaders would all benefit from having this research at their disposal when dealing with students who have special needs.
- In addition to bolstering and supplying standards for training and retention strategies, it also helps with teacher growth and development.
- Academic educational procedures are analyzed critically, and strategies for accommodating students' unique routines and skill sets are identified and implemented.
- The first step in developing emotional intelligence is learning to effectively manage stress. The study of love investigates the hypothesis that one's current emotional state is a reflection of one's formative experiences.
- The constancy and quality of emotional experiences throughout academic life typically determines the ability to manage with own basic sentiments, such as anger, fear, joy, and sadness. It must therefore be lived well and executed flawlessly.
- Students high in emotional intelligence are driven by their own ambition, and their audacity serves as an example to their peers. Therefore, we must have goals and be resilient when faced with adversity.

- Emotionally intelligent students in online discussions actively seek clarification by listening to others rather than waiting for their turn to speak. So, before I react, I need to make sure I fully get the point being made.
- Those that are emotionally sophisticated also pay attention to the subtleties of a conversation. It prevents misunderstandings, gives the auditor room to maneuver, and demonstrates respect for the persons with whom he or she is communicating.
- People with high emotional intelligence are perceptive and in touch with their own feelings. They are self-aware enough to know how their feelings affect those around them.
- Persons high in emotional intelligence are highly perceptive of the feelings and body language of others, which they use to their advantage while communicating.
- Being able to handle criticism well is a vital skill in developing emotional intelligence. Those with a high EQ are able to receive criticism without becoming defensive or offended, instead using that time to reflect on how it might be affecting them or others, and how they might use that insight to improve.
- Individuals high in emotional intelligence are adept at reading and responding to the emotions of those around them. They realize that the capacity for empathy is a sign of strength rather than fragility in one's emotional disposition. Being empathetic helps them connect with others more meaningfully. If people with different beliefs and circumstances can learn to respect one another, a new world of possibility opens up.
- When it comes to leadership, those who are emotionally intelligent stand out from the crowd. They set a good example by living up to their own rigorous standards.
- People who are emotionally sophisticated are more likely to take the initiative and make sound decisions. As a result, one is able to function at a higher, more imaginative, level in all aspects of life and work.

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