

# An analysis of Emotional Intelligence amongst the Constituents of Higher Educational Institution

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**Abstract**—With the privatization of Higher Educational Institution (HEI) in India, this sector booms to get the benefit and the beneficiaries includes, the various constituents of HEI, students and teachers which forms the back-bone of HEIs, amongst others, and emotional intelligence for them is required to be essential for their professional success as technical ability. Emotional intelligence is the capability of individuals to recognize their own, and other's emotions, which helps to solve personal, professional and social problems. The individuals with high emotional intelligence are honest, aware about their strengths and weaknesses. They are cautious and do not allow themselves to become too angry or jealous, and they do not make impulsive, careless decisions. These qualities are very essential to be successful in today's highly competitive business and social life for the students and their teachers. This article helps to know the level of emotional intelligence or emotional quotient (EQ) of students and teachers working in HEIs. And will suggest sustainable ways to improve their EQ level. The current article is based on the emotional intelligence and analytical methodology used in this paper is by measuring the satisfaction level with respect to various factors in one of the private college of India. The questionnaire has been designed in ten segments consist of personal information, adaptability, assertiveness, emotion expression, emotion regulation, emotional management, self-esteem, relationship, stress management, and optimism. The number of respondents decided for the study is 400 from teaching staff, students and non-teaching staff. The study concluded that the improvement in emotional intelligence would increase the motivation and effectiveness of not only the teachers but also of their students, moreover their students are future professionals. This exemplary is multi-perspective in approach and can be leverage for other HEIs private or public if adopted with little customization as per their required situation.

**Keywords:** Emotional intelligence or Emotional Quotient (EQ), Higher Education Institution (HEI)

## 1. INTRODUCTION

Human emotions play an important role throughout the span of ones lives because they influence all the moments of life whether pleasant or an unpleasant, as Cacioppo and his colleagues wrote that “emotions guide, enrich an ennoble life; they provide meaning to everyday existence; they render the valuation placed on life and property” (Cacioppo et al. 2001 p.

173), which illustrates that also the relationship with our physical world is emotional. Daniel Goleman defined emotional intelligence as: “a different way of being smart. It includes knowing your feelings and using them to make good decisions; managing your feelings well; motivating yourself with zeal and persistence; maintaining hope in the face of frustration; exhibiting empathy and compassion; interacting smoothly; and managing your relationships effectively. Those emotional skills matter immensely – in marriage and families, in career and the workplace, for health and contentment”

Thus, being emotionally intelligence is very essential in one's life to have a successful life and career.

Emotional intelligence is the capability of individuals to recognize their own, and other's emotions, which helps to solve personal, professional and social problems. The individuals with high emotional intelligence are honest, aware about their strengths and weaknesses. They are cautious and do not allow themselves to become too angry or jealous, and they do not make impulsive, careless decisions. These qualities are very essential to be successful in today's highly competitive business and social life for the students and their teachers. As with the privatization of Higher Educational Institutions (HEIs) in India, this sector booms to get the benefit and the beneficiaries includes, the various constituents of HEI, among others, students and teachers forms the back-bone of HEIs and emotional intelligence for them is required to be essential for their professional success.

## 2. PROBLEM STATEMENT

Emotional intelligence is the ability to understand their own emotions and influence and inspire to understand the other emotions. Thus, it is important for the core constituents of HEIs like students, teachers and non-teaching staff to have high level of emotional intelligence. The more emotionally intelligent teachers are, the better equipped he will be as an instructor to encourage the students to use their own emotional intelligence in learning. If you are able to encourage your students to become more self-aware, they will be able to

manage their educational responsibilities better -- whether it is working in a group, overcoming exam anxiety, overcoming the stress of talking with an instructor or just the ability to make friends inside or outside the classroom. But, most importantly, increasing emotional intelligence can lead to a better learning environment for everyone, which will help all constituents for career growth and successful life.

**3. RELEVANCE OF THE STUDY**

Emotional intelligence is the ability to recognize emotions, understand what the others feel, and to realise how emotions affect people. Emotional Intelligence allows managing relationships more effectively and involves perception of others. People with high emotional intelligence are usually successful in most things they do. They are highly productive, love a challenge, proactive and are very effective in whatever they do. Emotional Intelligence is the ability to identify with and understand the wants, needs, and viewpoints of those around. Since, academic ability is not the only predictor of educational achievement and that emotional intelligence has a very important effect on learning. (Catalano et al. 2004 & Bernard, 2006)

**4. RESEARCH METHODOLOGY**

The current article is based on the emotional intelligence and analytical methodology used in this paper is by measuring the satisfaction level with respect to various factors and as descriptive statistics like frequency, mean and Standard Deviation (SD) and data is analyzed by one sample t-test in one of the private college of India. The questionnaire has been designed in ten segments consist of personal information, adaptability, assertiveness, emotion expression, emotion regulation, emotional management, self-esteem, relationship, stress management, and optimism. The number of respondents decided for the study is 400 from teaching staff, students and non-teaching staff. Each segment covers the different aspect of emotional intelligence for this Likert scale is used in questionnaires to obtain participant's preferences with five options viz., strongly disagree, disagree, neutral, agree, or strongly agree. The number of respondents decided for the study is 400 students, teachers and non-teaching staff on the basis of gender, age, designation, department and age-group.

**5. PROFILE OF A PRIVATE COLLEGE UNDER STUDY**

The private college under study, is one of the prestigious private college situated on national highway (NH-24) established in 2010 approved by AICTE and running courses like Engineering, Business and Education with total student strength of about 950 and 200 teachers and non-teaching staff involved in spreading education. The placement record of the college is good, students are overall serious towards learning and teachers are committed towards their assigned duties.

**6. FREQUENCY DISTRIBUTION OF THE COLLEGE CHOSEN CONSTITUENTS (STUDENTS, TEACHERS & NON-TEACHERS) OF HEI**

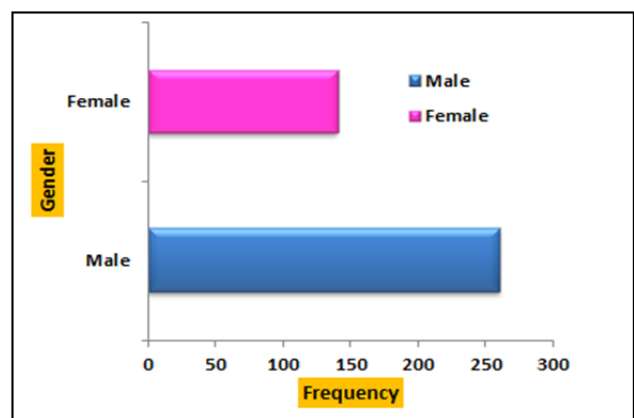
**6.1 Gender-based classification of the respondents**

**Table 1.1**

Department	Frequency	%
Male	260	65.0
Female	140	35.0
<b>Total</b>	<b>400</b>	<b>100.0</b>

Reference: Questionnaire

The distribution of sample respondents according to gender is shown in table 1.1, out of total 400 respondents, 141 are Females occupying 35% and 260 are Male occupying 65%. It is clearer from the bar graph too, that the majority of the respondents are males, as it has the longest blue color bar.



**6.2 Department-based classification**

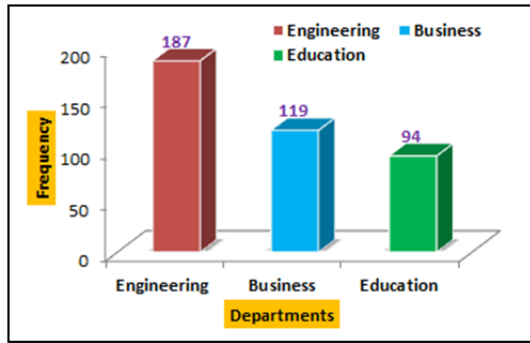
**Table 1.2**

#	Department	Frequency	%
1	Engineering Dept.	187	46.8
2	Business Dept.	119	29.8
3	Education Dept.	94	23.5
<b>Total</b>		<b>400</b>	<b>100.0</b>

Reference: Questionnaire

From the table 1.2, it is observed that out of total 400 respondents, 187 i.e. 46.8% are from Engineering Department, 119 respondents i.e. 29.8 % belongs to Business Department, 94 of them i.e. 23.5% are from Education Department. It can

also be understood from the graph below as tallest bar is of engineering department having largest respondents.



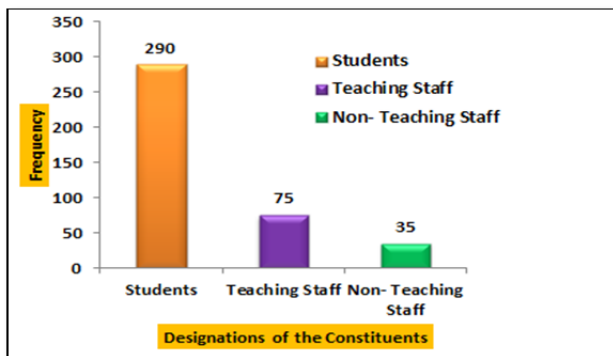
6.3 Designation-based classification

Table 1.3

Department	Frequency	%
Students	290	72.5
Teaching Staff	75	18.8
Non- Teaching Staff	35	8.8
<b>Total</b>	<b>400</b>	<b>100.0</b>

Reference: Questionnaire

The table 1.3, explain the distribution of respondents based on designation. 290 respondents (72.5%) belong to students while teaching staff has 75 respondents (18.8%) and 35 respondent which is (8.8%) belong to Non-teaching staff.



6.4 Age-based classification of the respondents

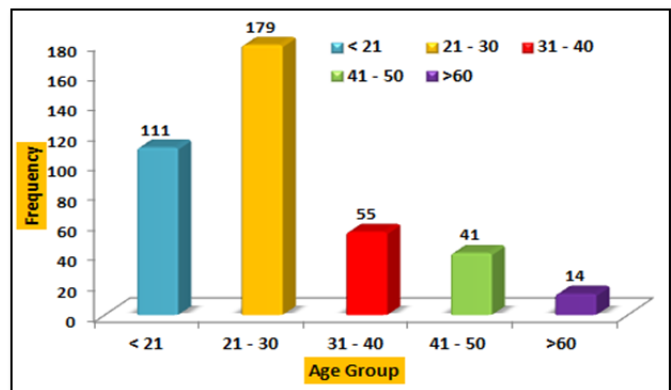
Table 1.4

Department	Frequency	%
<21 yrs.	111	27.8
21-30 yrs.	179	44.8

31-40 yrs.	55	13.8
41-50 yrs.	41	10.3
> 60 yrs.	14	3.5
<b>Total</b>	<b>400</b>	<b>100.0</b>

Reference: Questionnaire

Table 1.4, depicts the age group distribution. Where 111 respondents belonging to the age group of below 21 years (27.8%), the 21-30 years range has 179 respondents i.e. 44.8%, while 31-40 years have 55 respondents occupying 13.8%, followed by the age group of 41-50 constitutes 41 respondents i.e. 10.3% and 14 respondents constituting 3.5% in the age above 60 years. As in the graph yellow bar is the longest shows highest no. of respondents from 21-30 age-groups.



6.5 T-Test Analysis

We have used One-Sample Test and the Test Value decided is 3 for all the variables, there are about 27 variables or questions asked in the survey, to judge the emotional intelligence level of the constituents of the HEI, the constituents involves students, teachers & non-teaching staff.

Adaptability: is that emotional factor of individual which explain his flexibility and willingness to adapt to the new conditions.

Table 2

Variables	Mean	SD	t-value	p-value
I am adaptable to new environments	3.36	1.14	6.3	<0.05
I am a good negotiator	3.41	1.09	7.574	<0.05
Overall, I am capable in dealing with stress	3.29	1.15	5.031	<0.05

Reference: Questionnaire

From table 2, it is inferred that the mean value of 3 statement as 3.41, 3.29 & 3.36, significantly different from t-value 3. The standard deviation (SD) also range from 1.09 to 1.15

Assertiveness: is that emotional factor of individual which explain his behavior related to forthright, frank, and willingness to stand up for their rights.

**Table 3**

Variables	Mean	SD	t-value	p-value
I find difficult to stand up for my rights	3.24	1.13	4.288	<0.05
I am able to influence the way other people feel	3.29	1.13	5.104	<0.05
Overall, I am highly motivated person	3.38	1.13	6.672	<0.05

Reference: Questionnaire

From table 3, it is inferred that the mean value of 3 statement as 3.24, 3.29 & 3.38, significantly different from t-value 3. The standard deviation (SD) is 1.13 for all statements.

Emotion Expression: is that emotional factor of individual which demonstrate his capability of communicating his/her feelings to others.

**Table 4**

Variables	Mean	SD	t-value	p-value
Getting angry/frustration on my subordinate/s is casual for me	3.26	1.13	4.615	<0.05
I normally regretted, what I said earlier	3.29	1.09	5.224	<0.05
I expressed gratitude toward someone at work	3.38	1.13	6.681	<0.05

Reference: Questionnaire

From table 4, it is inferred that the mean value of 3 statement as 3.38, 3.29 & 3.26, significantly different from t-value 3. The standard deviation (SD) range from 1.09 to 1.13

Self-Esteem: is that emotional factor of individual which demonstrate his/her success and self-confident.

**Table 5**

Variables	Mean	SD	t-value	p-value
I find life enjoyable	3.28	1.11	5.067	<0.05
I believe that I am full of personal strengths	3.25	1.09	4.674	<0.05
Overall, I am satisfied with my life	3.26	1.13	4.694	<0.05

Reference: Questionnaire

From table 5, it is inferred that the mean value of 3 statement as 3.28, 3.25 & 3.26, significantly different from t-value 3. The standard deviation (SD) also range from 1.09 to 1.13

Emotion Regulation: is that emotional factor of individual which reveals the capability of controlling his/her emotions.

**Table 6**

Variables	Mean	SD	t-value	p-value
I control my emotions by not expressing them	3.32	1.13	5.682	<0.05
When I am feeling negative emotions, I make sure not to express them	3.28	1.15	4.855	<0.05
When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.	3.27	1.09	4.917	<0.05

Reference: Questionnaire

From table 6, it is concluded that the mean value of 3 statement as 3.32, 3.28 & 3.27, significantly different from t-value 3. The standard deviation (SD) also range from 1.09 to 1.15

Relationship: is that emotional factor of individual which reveals the capability of having fulfilling personal relationships.

**Table 7**

Variables	Mean	SD	t-value	p-value
I can deal effectively with people	3.34	1.12	6.111	<0.05
Others complain that my treat to them isn't right	3.23	1.17	3.971	<0.05
I feel difficult to show my affections to those who are close to me	3.39	1.13	6.905	<0.05

Reference: Questionnaire

From table 7, it is apparent that the mean value of 3 statement as 3.34, 3.39 & 3.23, significantly different from t-value 3. The standard deviation (SD) also range from 1.12 to 1.17

Emotional Management: is that emotional factor of individual which reveals the capability of influencing other people's feelings.

**Table 8**

Variables	Mean	SD	t-value	p-value
I feel no problem when expressing my emotions	3.30	1.16	5.228	<0.05
Figuring out what emotions I am feeling is difficult	3.23	1.19	3.892	<0.05
I am able to control my emotions whenever I want to do so	3.30	1.16	5.163	<0.05

Reference: Questionnaire

From table 8, it is inferred that the mean value of 3 statement as 3.30, 3.23 & 3.30, significantly different from t-value 3. The standard deviation (SD) also range from 1.16 to 1.19

Stress Management: is that emotional factor of individual which reveals the capability of withstanding pressure and regulating stress.

**Table 9**

Variables	Mean	SD	t-value	p-value
I am always stress at work	3.32	1.16	5.458	<0.05
I express interest in working under stressful circumstances	3.25	1.18	4.233	<0.05
In case of rejection, I take it as a privilege for improvement	3.22	1.20	3.716	<0.05

*Reference: Questionnaire*

From table 9, it is inferred that the mean value of 3 statement as 3.32, 3.25 & 3.22, significantly different from t-value 3. The standard deviation (SD) also range from 1.16 to 1.20

Optimism: is that emotional factor of individual which reveals his/her confident and likely to "look on the bright side" of life.

**Table 10**

Variables	Mean	SD	t-value	p-value
I'm always optimistic about my future	3.36	1.12	6.408	<0.05
I hardly ever expect things to go my way	3.24	1.17	4.183	<0.05
Overall, I expect more good things to happen to me than bad	3.31	1.15	5.404	<0.05

*Reference: Questionnaire*

From table 10, it is inferred that the mean value of 3 statement as 3.31, 3.36 & 3.24, significantly different from t-value 3. The standard deviation (SD) also range from 1.12 to 1.17

## 7. FINDINGS

### 7.1 Frequency distribution

It is found that the majority of the respondents occupying 65% are male comprises of students, teachers & non-teaching staff and rest 35% are female students. When we arrived to the designation based classification we found out that about 72.5% are students while teachers are 18.8% and 35 non-teaching staff comprises of 8.8%. As far as department-wise classification is concern, it is apparent from the data that most of the respondents are from the Engineering department i.e. 46.8%, while 29.8% are shared by Business department respondents and 23.5% are from Education department among the students, teachers & non-teaching staff. From age based classification the table 1.4 clearly shows that age range 21-30

year comprises of 44.8% that is due to 72.5% of student representation which are pursuing their degree courses while only 3.5% is in the age below 60 years, these are professors near to retirement.

### 7.2 T-Values

It is inferred from the chosen constituents of the HEI, that they are moderately agree about their adaptability to the new environment and agreed that they were able to deal with distress, that they are good negotiators.

It is also found they are highly motivated, while moderately agree that they are influenced the way other people feel but it is difficult for them to stand up for their rights.

It is derived that they were moderately agree that they normally regretted, what they said earlier, they strongly agree that they express gratitude towards someone at work, while we got neutral response about getting angry or frustration on their subordinate is casual for them

It is determined that the respondents strongly agree that they find life enjoyable. They moderately agree that they believe on their personal strengths and they are overall satisfied with their life.

It is understood that the respondents are able to control their emotions by not expressing them and they are moderately agree that when they feel negative they not express them, while they just agreed that during stressful situations they make themselves think what ways help them to stay calm.

On relationship front, respondent shows strong agreement about showing affections to those who are close to them, while moderately agree that they can deal effectively with people and agreed other complained that their treatment to them is not right.

It is clear that respondents are strongly agree about expressing & controlling their emotions, while they agreed that figuring out what emotions they are feeling is difficult.

It is found out that respondents are strongly agree that they are stress at work and moderately agree that they express interest in stressful circumstances, and agreed that they take rejection as privilege.

On optimism factor respondents were strongly agreed that they are optimistic about their future and moderately agree that they expect more good things to happen to them than bad, while they agreed that they hardly expect anything to go as their way.

## 8. SUGGESTIONS

Besides the regular curriculum, every college should provide emotional intelligence techniques to improve the performance level of their students and arrange training for their employees (teaching & non-teaching staff).

Social and emotional learning through relationships takes many forms in the educational environment. Thus, a challenge for the policy makers or administrators of the college is to define how the important constituents the students, teacher & non-teaching staff can have positive cycle of learning through relationship and ultimately gain different knowledge through integrity.

It is significant that everyone should avoid people who are negative in discussions. This would not help anyone to solve the problems and develop emotional intelligence. The people who are positive can give room to develop emotional intelligence.

It is advisable to attend emotional intelligence test to evaluate several self-aspects to improve. The answers should be honest and true to the knowledge and belief of everyone. Each individual is the judge to determine the emotional intelligence.

Emotional intelligence creates self-awareness which includes cognitive, affective and behavioral aspects. It helps to represent the aspects of intrapersonal intelligence which would create ability to recognize the feelings of others. Besides, being ethical like be honest and own up to your mistakes and create an environment of respect, will enhance emotional intelligence level as a whole.

## 9. CONCLUDING REMARKS

The study concluded that the improvement in emotional intelligence would increase the motivation and effectiveness of not only the teachers but also of their students, moreover their students are future professionals. Becoming emotionally literate is the initial step in attaining high level of emotional intelligence. In order to attain emotional intelligence, it is important to understand what other people are feeling and respect. Teachers should teach like a learner and learner should learn with concentration while non-teaching staff should feel like, when they were students how they faced administrative problems.

This study has shown that emotional intelligence does predict satisfaction towards life including job satisfaction for employees and overall performance improvement of other constituents

Although it is obvious that students, teachers and no-teaching staff have different levels of emotional intelligence, as well as students of different departments have different levels of EQ, even the male & female might have different level of EQ, but that is beyond the scope of this study. In the current study we try to explore the overall level of emotional intelligence of private HEI of India. This exemplary is multi-perspective in approach and can be leverage for other private or public HEIs if adopted with little customization as per their required situation.

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## Appendix

**QUESTIONNAIRE**

This questionnaire is being circulated to gather information regarding the prevalent level of Emotional Intelligence in your college. Kindly co-operate and fill the following questionnaire (it would take few minutes only) as your survey responses and opinion is very valuable and will help in the current study. Your opinions will be strictly confidential and the data from this study will be reported only in the aggregate. The information will not be used for any other purpose other than for the research study. Thank you very much for your time and support.

*The form is divided into two sections:*

Section 1 & Section 2: Just you have to shade the relevant box

Abbreviations are:

SA-Strongly agree, A-Agree, N-Neither agree nor disagree, DA-Disagree & SDA Strongly disagree.

1.	Personal Information	Shade the relevant box				
	Name (Optional)					
1.1	Gender	Male	Female			
1.2	Department	Educational Department	Business Department	Engineering Department		
1.3	Designation	Student	Teaching staff	Non-teaching staff		
1.4	Age	<21 yrs.	21-30 yrs.	31-40 yrs.	41-51 yrs.	> 55 yrs.
2.	<b>QUESTIONS RELATING TO THE ADAPTABILITY</b>					
2.1	I am adaptable to new environments	SA	A	N	DA	SDA
2.2	I am a good negotiator	SA	A	N	DA	SDA
2.3	Overall, I am capable in dealing with stress	SA	A	N	DA	SDA
3.	<b>QUESTIONS RELATED TO THE ASSERTIVENESS</b>					
3.1	I find difficult to stand up for my rights	SA	A	N	DA	SDA
3.2	I am able to influence the way other people feel	SA	A	N	DA	SDA
3.3	Overall, I am highly motivated person	SA	A	N	DA	SDA
4.	<b>QUESTIONS RELATING TO EMOTION EXPRESSION</b>					
4.1	Getting angry/frustration on my subordinate/s is casual for me	SA	A	N	DA	SDA
4.2	I normally regretted, what I said earlier	SA	A	N	DA	SDA
4.3	I expressed gratitude toward someone at work	SA	A	N	DA	SDA
5.	<b>QUESTIONS RELATING TO SELF ESTEEM</b>					
5.1	I find life enjoyable	SA	A	N	DA	SDA
5.2	I believe that I am full of personal strengths	SA	A	N	DA	SDA
5.3	Overall, I am satisfied with my life	SA	A	N	DA	SDA

<b>6.</b>	<b>QUESTIONS RELATING TO EMOTION REGULATION</b>					
6.1	I control my emotions by not expressing them	SA	A	N	DA	SDA
6.2	When I am feeling negative emotions, I make sure not to express them	SA	A	N	DA	SDA
6.3	When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.	SA	A	N	DA	SDA
<b>7.</b>	<b>QUESTIONS RELATING TO THE RELATIONSHIP</b>					
7.1	I can deal effectively with people	SA	A	N	DA	SDA
7.2	Others complain that my treat to them isn't right	SA	A	N	DA	SDA
7.3	I feel difficult to show my affections to those who are close to me	SA	A	N	DA	SDA
<b>8.</b>	<b>QUESTIONS RELATED TO THE EMOTIONAL MANAGEMENT</b>					
8.1	I feel no problem when expressing my emotions	SA	A	N	DA	SDA
8.2	Figuring out what emotions I am feeling is difficult	SA	A	N	DA	SDA
8.3	I am able to control my emotions whenever I want to do so	SA	A	N	DA	SDA
<b>9.</b>	<b>QUESTIONS RELATED TO THE STRESS MANAGEMENT</b>					
9.1	I am always stress at work	SA	A	N	DA	SDA
9.2	I express interest in working under stressful circumstances	SA	A	N	DA	SDA
9.3	In case of rejection, I take it as a privilege for improvement	SA	A	N	DA	SDA
<b>10.</b>	<b>QUESTIONS RELATED TO THE OPTIMISM</b>					
10.1	I'm always optimistic about my future	SA	A	N	DA	SDA
10.2	I hardly ever expect things to go my way	SA	A	N	DA	SDA
10.3	Overall, I expect more good things to happen to me than bad	SA	A	N	DA	SDA