



## A Study on Emotional Intelligence among Job Seekers with Special Reference to Engineering Final Year Students of MAM- CT College of Engineering and Technology in Tiruchirappalli District, Tamilnadu

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### Abstract

*In the domain of human power India is standing first but when we consider the quality of the work force still we do not reach the height. A disturbing paradox is mounting and there is a need for a tripartite collaboration between policymakers, universities and employers. The main aim of the study is to study the level of emotional intelligence among MAM- CT college students in Tiruchirappalli District, Tamilnadu. The objectives are: To study the socio – economic background of the respondents, to study the level emotional intelligence. This study was conducted in MAM-CT College of Engineering and Technology, Tiruchirappalli District, Tamil Nadu. The information related to the present study was collected through structured interview schedule and the emotional intelligence scale developed by Nicola Schutte (1998) was used and it has 33 questions. Results indicated that half of the respondents were having moderate level of Emotional intelligence. The two-independent samples t-test showed that there was statistically significant mean difference in between nuclear family and joint family. Analysis of Variance showed that the age was significant,  $F(2,251) = 9.279, p = .000$  with regards to emotional intelligence.*

**Keywords:** Emotional Intelligence, Job Seekers, Engineering, Technology.

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### Introduction

A person with a high IQ score is normally considered 'intelligent' with superlatives like bright, superior and very superior added on, depending on the score. We often have a mindset determined on holding 'rational thinking' supreme and frown on emotions as these were considered irrational (Walsh-Portillo & Joyce G.(2011). The reason or thought precede reaction or feeling- we come across a stimulus; we think about it and then eventually react rationally. In our day to day affairs there are times when we make our decisions instantaneously with little or no thinking in life threatening circumstances, in labeling people as smart. Emotions must be accounted for to arrive at a holistic understanding of intelligence and the need for this was further reinforced when cracks on the once infallible IQ appeared. For many years, it has been considered inappropriate to show or to have emotions in a work situation. An overwhelming amount of research shows that not only are emotions very much a part of the work experience, but to a large degree they set the course that a company follows (Abraham, 2006). Most people have trouble managing situations that are emotionally charged,

especially when the emotions aroused are anger and anxiety. Those individuals who are able to handle their emotions, not just the expression or regulation of them, but who are also able to generate the kinds of emotions that are productive and efficient, are indeed emotionally intelligent. The emotional intelligence according to the model of skills of Salovey and Mayer (1997) is based on the emotional balance of the individual so that you can solve problems and adapt to the surrounding environment. We describe what is known about how emotionally intelligent people function both intra- and interpersonally and in both academic and workplace settings. Scientific findings on emotional intelligence support the notion that emotions are functional when the information they provide is attended to, interpreted accurately, integrated into thinking and behavior, and managed effectively. According to emotional intelligence theory, the cognitive, physiological, and behavioral changes that accompany emotional responses are adaptive – these changes prepare us to respond to the event that caused the emotion to occur. Indeed, the ability to integrate emotional information into cognitive activities is essential to effective functioning across the life course (Nahid Naderi Anari, 2012).

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### Review of Literature

Daniel López, M Luisa Casado, et al., (2012) made a study on "Emotional Intelligence & Coaching for

the Competence Development”. The competence development has been one of the main Educative challenges of the Universities. Some of the competences are related to the emotional, social and systemic abilities, which can be successfully trained by using Emotional Intelligence (EI) & Coaching Techniques. More than 300 students have participated in courses for the EI development, workshops focused on Interpersonal & Systemic abilities, and Coaching processes; and close to 100 professors have participated in EI & Coaching seminars. The results show the significant improvement of the EI development of the enrolled students, who increase their self-esteem, self-motivation, proactivity, flexibility, empathy and social skills. The results are also positive with the enrolled professors as they consider that the EI & Coaching techniques are suitable to help them with the implementation of the new Educative paradigms according to the Bologna Process.

Maria de los Dolores Valadez Sierra, et al. (2013) made a study on “Emotional Intelligence and Academic Achievement of University Students with Intellectual Capacity High”. In the field of high intellectual abilities, the literature shows controversy without a unanimous result on the relationship between emotional intelligence and academic achievement. The present study analyzed the effect modulator having academic performance in a sample of freshmen university students, a group with high capacity and other with average capacity. One hundred twenty-nine students who entered the University of Health sciences in the 2011-2012 year were evaluated, 64 with high capacity and 65 with average intellectual capacity. To measure emotional intelligence the Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT), and grade point average was used. The results indicated that academic performance plays a differential role in the MSCEIT variables. Similarly, significant differences between the groups in emotional Facilitation, Strategic Emotional Intelligence and Emotional Understanding, being in all cases higher score in students with high intellectual capacity. The results also show the relationship between emotional intelligence and performance academic also is found a relationship between emotional intelligence and intellectual capacity.

## Materials and Methods

The main aim of the study is to study the level of emotional intelligence among MAM- CT college students in Tiruchirappalli District, Tamilnadu. The objectives are: To study the socio – economic background of the respondents, to study the level of emotional intelligence. Research Hypothesis: (i) There is a significant difference between type of family of the respondents and their overall emotional intelligence. (ii). There is a significant variance between age of the respondents and their overall emotional intelligence. (iii). There is a significant variance between religion of the respondents and their overall emotional intelligence. (iv). There is a significant variance between father’s

occupation of the respondents and their overall emotional intelligence. The researcher The researchers used stratified proportionate random sampling method used Krejcie & Morgan 1970 Table method in selecting the sample for the present study and the present study and the study is descriptive in nature. This study was conducted in MAM-CT College, Tiruchirappalli District, Tamil Nadu. The information related to the present study was collected through structured interview schedule. The interview schedule consists of different parts namely, socio demographic profile, the personal information which includes age, gender, caste, educational qualification. The emotional intelligence scale developed by Nicola Schutte (1998) was used and it has 33 questions.

## Result and Discussion

### A. Socio-Demographic Findings

The age of the respondents ranges from 19 years to 24 years. The categorical analysis reveals that 196 (77.2%) respondents belong to the age group of 21 to 22, 43 (16.9%) respondents belong to the age group of 19 to 20 & 15(12.3%) belongs to the age group of 23 to 24 years (Table 1 and S. No 1). The mean age is 20.99. The birth order of the respondents indicated that 120 (47.2%) respondents were first ((Table 1 and S. No 2) and 147 (57.9%) were having only one sibling followed by 2 siblings 78 (30.7%) (Table 1 and S. No 3). Majority of the respondents were having pakka house 111 (43.7%) while 20 (7.9%) were having very small katcha house (Table 1 and S. No 4). With regards to the religion of the respondents, it was noted that vast majority were Hindus 202 (79.5%) while Christians were very meager 15 (5.9%) (Table 1 and S. No 5) and 198 (78%) were from nuclear family and remaining 56 (22%) were from joint family (Table 1 and S. No 6). Considering the locality of the respondents nearly half of them 102 (40.2%) were from semi urban and 97 (38.2%) were from rural (Table 1 and S. No 7). With respect to their plan of future after UG it was designated that majority 185 (72.8%) were planning to go for work immediately, 36 (14.2%) opted for marriage and only 14 (5.5%) were willing to go for higher studies (Table 1 and S. No 9).

The father’s education indicated that 82 (32.3%) were having only middle school education, 57 (22.4%) were high school education and only 20 (7.9%) were having post graduate and doctoral studies (Table 2 and S. No 1). With regard to the occupation of the father of the respondents it was demonstrated that 82 (32.3%) were mid-level business man, Merchant, mid-level doctor, Average Lawyer, College Lecturer, 74 (29.1%) were Semi-skilled worker, Agricultural job, Artesian, Class IV worker in government service and 53 (20.9%) were Unskilled Labour (Coolie) (Table 2 and S. No 2). One fourth (67 (26.4%) of the respondents family monthly income were between Rs. 5000 to 10,000/-, 26 (10.2%) were having less than Rs. 5000/- and only 25 (9.8%) were having more than Rs. 50,000/-(Table 2 and S. No 3). Majority of the respondents 205 (80.7%) spend less

than Rs. 50/- for the newspapers and magazines and only 49 (19.3%) spend more than Rs. 50/- (Table 2 and S. No 4). Nearly half of the respondents 113 (44.5%) were considering occupation as the determining factor of social status, 81 (31.9%) were on property and financial position while 60 (23.6%) were on their caste (Table 2 and S. No 5). The figure 1 indicated that nearly half of the respondents 125 (49.2%) were having moderate level of emotional intelligence, 65 (25.6%) of the respondents were having low level of emotional intelligence and remaining 64 (25.20%) were having high level of emotional intelligence.

### B. Analytical findings

Results of the two-independent samples t-test show that there was statistically significant mean difference in between nuclear family ( $M = 99.79$ ,  $SD = 19.51$ ,  $n = 198$ ) and joint family ( $M = 105.80$ ,  $SD = 23.04$ ,  $n = 56$ ) at the .05 level of significance ( $t = 1.962$ ,  $df. = 252$ ,  $p < .05$ , 95% means difference 6.01) (Table3). Results showed that type of family has influence over the emotional intelligence. One-Way Analysis of Variance showed that the age was significant,  $F(2,251) = 9.279$ ,  $p$

$= .000$  with regards to emotional intelligence. Further the mean score highlights that the respondents from the joint family were having higher level of emotional intelligence than the exponents from the nuclear family. Post hoc analyses using the Scheffé post hoc criterion for significance indicated that respondents who were having the age group of 23-24 were having higher level of emotional intelligence ( $M = 112.80$ ,  $SD = 28.28$ ) than other groups having lesser age such as 21-22 years ( $M = 102.55$ ,  $SD = 19.89$ ), 19 -20 years ( $M = 90.51$ ,  $SD = 15.59$ ),  $F(2,251) = 9.279$ ,  $p = 0.000$  (Table 4). The earlier study done by Daniel López, M Luisa Casado, et al., (2012) also coincided with the present study. Besides, it also pointed out the significant improvement of the EI development of the students, who increase their self-esteem, self-motivation, proactivity, flexibility, empathy and social skills. On the other hand, One-Way Analysis of Variance showed that the religion was not significant,  $F(2,251) = 1.359$ ,  $p = .259$  (Table 5) with regards to emotional intelligence and One-Way Analysis of Variance showed that the father's occupation was not significant,  $F(4,249) = 0.830$ ,  $p = .507$  (Table 6) with regards to emotional intelligence.

**Table I.** Personal characteristics of the respondents

S. No	Personal character	Variables	n :254	%
1	Age	19-20 years	43	16.9
		21-22 years	196	77.2
		23-24 years	15	5.9
2	Birth order	1st	120	47.2
		2nd	94	37.0
		3rd	38	15.0
		4th	2	.8
3	Siblings	1 Member	147	57.9
		2 Members	78	30.7
		3 Members	15	5.9
		4 Members	10	3.9
		5 and above Members	4	1.6
4	Type of house	A big bungalow	19	7.5
		A small bungalow	47	18.5
		A pakka house	111	43.7
		A katcha house	57	22.4
		A small katcha house	20	7.9
5	Religion	Hindu	202	79.5
		Muslim	37	14.6
		Christian	15	5.9
6	Type of family	Joint family	56	22.0
		Nuclear family	198	78.0
7	Nativity	Rural	97	38.2
		Semi-Urban	102	40.2
		Urban	55	21.7
8	Marks obtained	0-49%	28	11.0
		50-59%	38	15.0
		60-79%	171	67.3
		80 and above	17	6.7
9	Plan after UG	To work immediately	185	72.8

		Higher studies	14	5.5
		Marriage	36	14.2
		Not sure	16	6.3
		Others	3	1.2

**Table II.** Socio-economic characteristics of the respondents

S. No	Socio-Economic Character	Variables	n :254	%
1	Father’s education	Research or Doctoral degree	4	1.6
		Post graduate degree	16	6.3
		Graduate degree	41	16.1
		Intermediate (Pre University)	36	14.2
		High school	57	22.4
		Middle school	82	32.3
		Primary school	11	4.3
		Illiterate	7	2.8
2	Father’s occupation	Gazette officer, Manager in a large company, Owner of a large business, Senior doctor, Big lawyer, Professor.	20	7.9
		Officer but no gazette officer, mid-level business man, Merchant, mid-level doctor, Average Lawyer, College Lecture.	82	32.3
		Clerk, Trader, Technician, School Teacher	25	9.8
		Semi-skilled worker, Agricultural job, Artesian, Class IV worker in government service.	74	29.1
		Unskilled Labour (Coolie)	53	20.9
3	Father’s monthly income	More than Rs.50,000	25	9.8
		Between Rs.30,001 and Rs.50,000	41	16.1
		Between Rs.15,001 and Rs.30,000	43	16.9
		Between Rs.10,001 and Rs.15000	52	20.5
		Between Rs.5001 and Rs.10,000	67	26.4
		Rs.5000 or less	26	10.2
4	Money for magazine and papers	More than Rs.50	49	19.3
		Between Rs.31 and Rs.50	33	13.0
		Between Rs.15 and Rs. 30	60	23.6
		Below Rs. 14	62	24.4
		Not spending	50	19.7
5	Determination of person’s social prestige	His occupation	113	44.5
		His financial status / this property	81	31.9
		His caste	60	23.6

**Table III.** Results of t-test and Descriptive Statistics for family type and Emotional Intelligence

	<i>Type of family</i>						Mean difference	‘t’	df
	Joint Family			Nuclear Family					
	n	M	SD	n	M	SD			
Emotional intelligence	56	105.80	23.04	198	99.79	19.51	6.01	1.962	252

P< .05.

**Table IV.** One-Way Analysis of Variance of among age with regard to the level of emotional intelligence

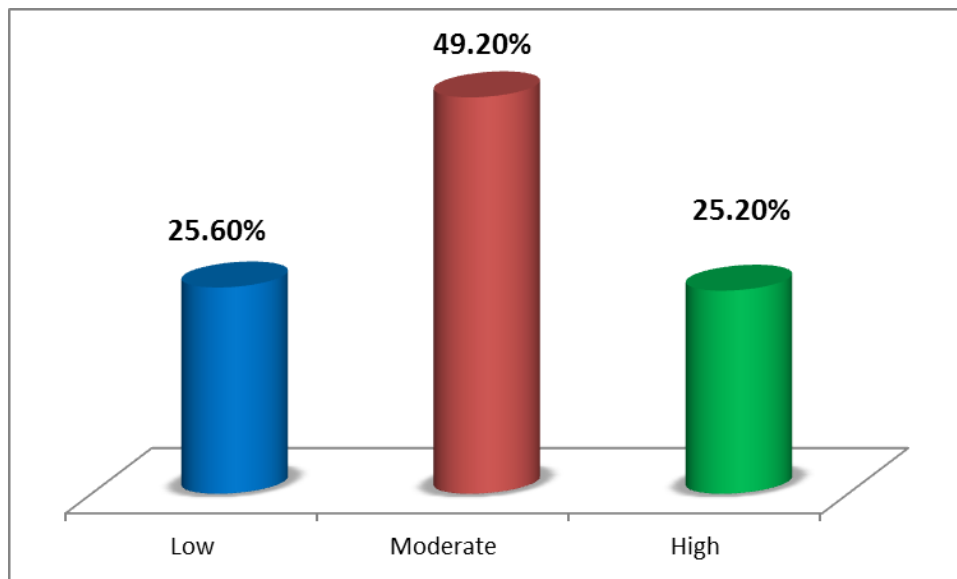
<i>Emotional intelligence</i>	df	SS	MS	F	P
Between Groups	2	7286.823	3643.411	9.279	0.000
Within Groups	251	98559.634	392.668		
Total	253	105846.457			

**Table V.** One-Way Analysis of Variance of among religion with regard to the level of emotional intelligence

<i>Emotional intelligence</i>	df	SS	MS	F	P
Between Groups	2	1133.644	566.822	1.359	0.259
Within Groups	251	104712.812	417.183		
Total	253	105846.457			

**Table VI.** One-Way Analysis of Variance of among father’s occupation with regard to the level of emotional intelligence

<i>Emotional intelligence</i>	df	SS	MS	F	P
Between Groups	4	1393.241	348.310	0.830	0.507
Within Groups	249	104453.216	419.491		
Total	253	105846.457			



**Figure I.** The level of emotional intelligence of the respondents

**Suggestions**

1. The research revealed that most of the respondents are only average in their emotional intelligence, therefore it is suggested that regular programmes at College should be held by the training and development team in order to improve the level of emotional intelligence thereby developing superior performance at College and work place in future.
2. Management should provide adequate recreational facilities to the students which helps the superior and sub-ordinate relationship and mainly reduces stress which are the main causes of many problems..
3. Open session within every department can be made as a regular practice every week to know and understand the views of the students. It can be used

to solve hurdles and it may also serve as a source to get new dynamic solution.

4. For better managerial climate and culture, the College must start hiring emotionally matured persons and must develop the level of emotional intelligence among the students, thereby enabling them to face and overcome tremendous challenges in life.
5. Emotional intelligence has gained good recognition among the individuals, but still the awareness level among all the students should be increased.
6. The management of the College must develop emotional stability to ensure the physical and mental health of the self.

### Implications and Conclusions

The present study has produced some important results that have implications for both research and practice. The study on emotional intelligence among job seekers with special reference to MAM- CT college students in Tiruchirappalli District, Tamilnadu is identified as they are not able to manage their emotional intelligence, which has a direct impact on their study and relationship. Further, the level of emotional intelligence and performance level of the students is moderate to low and these skills are to be developed for achieving higher efficiency and to enhance the future job opportunity. This has implications for management, suggesting that College could be productive by identifying the level of emotional intelligence of staffs and students and apply interventions that are focused on the developing emotional intelligence among them.

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