

A STUDY ON INFLUENCE OF PERSONAL PROFILE VARIABLES ON EMOTIONAL INTELLIGENCE OF ARTS AND SCIENCE COLLEGE STUDENTS

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ARTICLE INFO	ABSTRACT
Article history: Received 30 Dezember 2021 Accepted 07 February 2022	<p>Purpose: To assess the level of emotional intelligence among Arts and Science College students as well as the influence of personal profile traits on emotional intelligence in those students.</p> <p>Theoretical framework: Variables like Education, Area of residence, Gender, Age, Family monthly income, Father Educational Qualification influence the Emotional Intelligence of the Students</p> <p>Design/methodology/Approach: Purposive sampling, T- test, F- Test</p> <p>Findings: This research has added to the body of knowledge about emotion-related personality differences among arts and science college students studying in various streams, and how they differ in various ways</p> <p>Research, Practical & Social Implications: Emotional intelligence should be taught through various workshops, Community-wide awareness programmes should be organized</p> <p>Originality/Value: Establishing Emotional Intelligence-based results across several streams can aid in achieving a better balance between a student's personality and their academic stream of choice. Academic success and professional advancement are made easier with this balance. Emotional intelligence testing may also aid in the development of self-reflection and increased understanding of one's own personality.</p>
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UM ESTUDO SOBRE A INFLUÊNCIA DAS VARIÁVEIS DE PERFIL PESSOAL NA INTELIGÊNCIA EMOCIONAL DOS ESTUDANTES UNIVERSITÁRIOS DE ARTES E CIÊNCIAS

RESUMO

Objetivo: Avaliar o nível de inteligência emocional entre os estudantes da Faculdade de Artes e Ciências, bem como a influência de traços de perfil pessoal na inteligência emocional desses estudantes.

Estrutura teórica: Variáveis como Educação, Área de residência, Gênero, Idade, Renda mensal familiar, Qualificação Educacional do Pai influenciam a Inteligência Emocional dos Estudantes

Design/metodologia/Proximidade: Amostragem proposital, T- teste, F- teste

Conclusões: Esta pesquisa acrescentou ao corpo de conhecimento sobre as diferenças de personalidade relacionadas com as emoções entre os estudantes universitários de artes e ciências que estudam em várias correntes, e como elas diferem de várias maneiras

Pesquisa, Implicações Práticas e Sociais: A inteligência emocional deve ser ensinada através de várias oficinas, programas de conscientização em toda a comunidade devem ser organizados

Originalidade/Valor: O estabelecimento de resultados baseados em Inteligência Emocional em várias correntes pode ajudar a alcançar um melhor equilíbrio entre a personalidade de um estudante e sua corrente acadêmica de escolha. O sucesso acadêmico e o avanço profissional são facilitados com este equilíbrio. Os testes de inteligência emocional também podem ajudar no desenvolvimento da auto-reflexão e no aumento da compreensão da própria personalidade.

Palavras-chave: Traços do Perfil Pessoal, Inteligência Emocional, Desempenho Educacional, Avaliação Estudantil, Aconselhamento de Carreira, Traços de Personalidade.

ESTUDIO SOBRE LA INFLUENCIA DE LAS VARIABLES DEL PERFIL PERSONAL EN LA INTELIGENCIA EMOCIONAL DE LOS ESTUDIANTES UNIVERSITARIOS DE ARTES Y CIENCIAS

RESUMEN

Propósitos: El propósito de la investigación es comprobar la relación entre la reputación del despacho de auditores y la exactitud de su opinión sobre la continuidad y el impacto de esa relación en el fracaso financiero de la empresa cliente.

Marco teórico: Estudiar el impacto del fracaso financiero de la empresa cliente como variable intermedia. Donde se incluyen algunas variables de control, las cuales fueron abordadas a través de estudios previos a través de una muestra de empresas que cotizan en la bolsa de valores de Irak (2017-2020) en base al modelo de regresión logística binaria para probar las hipótesis de la investigación.

Metodología/ Enfoque de diseño: Basándose en el modelo de regresión logística binaria para probar y realizar análisis adicionales para probar las hipótesis de investigación.

Resultados: Los resultados de la investigación indicaron que existe un impacto positivo y significativo de la reputación de las firmas de auditoría en la exactitud de su opinión sobre la hipótesis de continuidad, así como el impacto positivo de la exactitud de la opinión de la Oficina Suprema de Auditoría en la supervisión de los auditores de la Oficina, y existe un impacto positivo e importante de la variable de incumplimiento financiero como variable intermediaria entre la reputación la oficina del auditor y la exactitud de su opinión sobre la continuidad. Por último, los resultados del análisis apoyan la correlación positiva del efecto del incumplimiento financiero como variable de control sobre la exactitud de su opinión sobre la empresa en funcionamiento.

Investigación y efectos prácticos y sociales Los efectos sociales de la investigación aparecen al estudiar la reputación del auditor y su impacto en la continuidad o el fracaso de las empresas que cotizan en la Bolsa iraquí.

El valor de la originalidad: La investigación representa una adición cualitativa a la investigación que examinó las variables de la reputación del auditor y su impacto en la continuidad de las empresas.

Palabras clave: Rasgos del Perfil Personal, Inteligencia Emocional, Logro Educativo, Evaluación del Estudiante, Orientación Profesional, Rasgos de Personalidad

INTRODUCTION

In today's workplace, emotional intelligence is regarded as being of utmost importance. Its ideas support evaluations of managerial approaches, employee attitudes, interpersonal abilities, and potential. Additionally, it is thought to be beneficial in areas like planning, recruitment, and selection as well as job profiling. The ability to better understand and control one's emotions is another important advantage of emotional intelligence. Additionally, it helps one better understand their own behaviour and interpersonal connections.

STATEMENT OF THE PROBLEM

One of the key facets of a student's personality that is viewed as being extremely important is emotional intelligence. The researcher therefore made an effort to evaluate the emotional intelligence of the students. The research challenge was based on the following research question.

- 1) Do personal profile factors have an impact on college students' emotional intelligence in the arts and sciences?

OBJECTIVES OF THE STUDY

- 1) To ascertain the impact of personal profile factors on the emotional intelligence of students attending arts and science colleges in the Thoothukudi district.
- 2) To assess the emotional intelligence of students in Thoothukudi district's arts and science colleges.

HYPOTHESES

- There is no discernible relationship between an individual's education and emotional intelligence
- There is no discernible relationship between an individual's place of residence and emotional intelligence.
- There is no discernible difference between college students majoring in the arts and sciences in terms of emotional intelligence.
- The emotional intelligence of college students in the arts and sciences does not differ much by age group.
- The relationship between the monthly family income of arts and science college students and their emotional intelligence is not statistically significant.

- There is no discernible relationship between a college student's emotional intelligence and their father's educational background.

METHODOLOGY

The study concentrated on current undergraduate and graduate students in the Thoothukudi area who are enrolled in academic programmes. 50 undergraduate students and 25 postgraduate students from a range of educational backgrounds make up the sample for the current study's 75 male and female participants (Commerce and Arts). Data collection employed purposeful sampling.

ANALYSIS AND INTERPRETATION

Emotional Intelligence among different education of arts and science college students

The association between college students' education in the arts and sciences and their emotional intelligence is depicted in the following table.

Table 1- Education of the Respondents and Emotional intelligence – “t” Test

Sl. No	Education	N	Emotional Intelligence (EI)	
			Mean %	S.D
1.	UG	50	119.48	11.23
2.	PG	25	116.90	11.64
Total		75	118.33	11.44
Statistical Result 't' Values			2.244	
Level of Significance			p<0.005	

Source: Primary data

The mean and standard deviation of emotional intelligence are based on the education of college students in the arts and sciences. The table clearly demonstrates that UG students in the arts and sciences have higher emotional intelligence (119.48) than PG students in the same fields. This educational disparity is statistically significant, and the t value for emotional intelligence among college students in the arts and sciences with various levels of education is statistically significant at the 0.05 level.

Emotional Intelligence among different area of residence of arts and science college students

The association between an arts and science college student's housing area and emotional intelligence is depicted in the following table.

Table 2- Area of residence of the Respondents and Emotional intelligence – “t” Test

Sl. No	Area of residence	N	Emotional Intelligence (EI)	
			Mean %	S.D
1.	Urban	45	118.52	9.10
2.	Rural	30	118.06	14.28
Total		75	118.33	11.44
Statistical Result ‘t’ Values			0.218	
Level of Significance			p>0.005 Not Sig.	

Source: Primary data

The average and range of emotional intelligence for college students majoring in arts and sciences according to their place of residence. The data amply demonstrates that students majoring in urban arts and sciences have better EQs (118.52). Emotional intelligence is statistically inconsequential, with the t value of emotional intelligence being non-significant at the (0.05) level. This had no impact on the area of residence of arts and science college students.

Emotional Intelligence among different gender of arts and science college students

The following table displays the association between college students' emotional intelligence and their gender.

Table 3-Gender of the Respondents and Emotional intelligence – “t” Test

Sl. No	Gender	N	Emotional Intelligence (EI)	
			Mean %	S.D
1.	Female	57	117.93	11.66
2.	Male	18	119.51	10.86
Total		75	118.33	11.44
Statistical Result ‘t’ Values			0.664	
Level of Significance			p>0.005	

Source: Primary data

According to the supporting information, there are no appreciable differences in emotional intelligence between men and women. The t-value, 0.664, is less than the table value at a 5% level of significance. The null hypothesis has therefore been accepted. As a result, emotional intelligence between men and women does not significantly differ from one another.

Emotional Intelligence among different age group of arts and science college students

The association between an arts and science college student's age group and emotional intelligence is depicted in the following table.

Table 4-Age of the Respondents and Emotional Intelligence – ‘F’ Test

Group	Age (Years)	N	Emotional Intelligence (EI)	
			Mean %	S.D
Gp.1	Below 19 years	28	118.97	11.15
Gp.2	19-20 years	35	118.20	9.92
Gp.3	21-22 years	6	121.18	8.34
Gp.4	Above 22 years	6	113.20	21.01
Total		75	118.33	11.44
Statistical Result F-Ratios & Level of Significance			0.944 p>0.005	

Source: Primary data

The aforementioned table shows that there are no clear differences in emotional intelligence between college students majoring in the arts and sciences. The F-value 0.944 is less than the table value at a significance level of 5%. The null hypothesis has therefore been accepted. As a result, college students in the arts and sciences who are the same age do not significantly differ in their emotional intelligence.

Emotional Intelligence among different monthly family income of arts and science college students

The following table depicts the correlation between arts and science college students' emotional quotient and their family's monthly income.

Table 5-Monthly family income of the Respondents and Emotional intelligence – ‘F’ Test

Group	Monthly Family Income	N	Emotional Intelligence (EI)	
			Mean %	S.D
Gp.1	Below Rs.15,000	31	118.05	10.04
Gp.2	Rs.15,000-20,000	25	122.68	8.95
Gp.3	Rs.20,001-25,000	5	75.25	14.82
Gp.4	Above Rs.25,000	14	110.38	12.13
Total		75	118.33	11.44
Statistical Result F-Ratios & Level of Significance			8.241 p<0.005	

Source: Primary data

Based on their monthly family income, the above table shows that there is a significant difference in emotional intelligence between college students majoring in the arts and sciences. The F-value of 8.241 is greater than the table value at a significance level of 5%. The null hypothesis is thus disproved. As a result, there is a significant gap in emotional intelligence between college students majoring in the arts and sciences based on average monthly family income.

Emotional Intelligence among different educational qualification of father of arts and science college students

The following table illustrates the link between college students' emotional intelligence and their fathers' educational background.

Table 6-Educational qualification of father of the Respondents and Emotional intelligence – “F” Test

Group	Educational qualification of father	N	Emotional Intelligence (EI)	
			Mean %	S.D
Gp.1	Primary	44	111.66	9.62
Gp.2	Secondary	23	116.86	10.74
Gp.3	Diploma	2	124.00	5.77
Gp.4	Graduation	6	122.38	21.77
Total		75	118.33	11.44
Statistical Result F-Ratios & Level of Significance			3.455 p<0.005	

Source: Primary data

According to the accompanying chart, fathers of college students majoring in the arts and sciences have significantly different emotional intelligence levels depending on their level of education. The F-value, which is 3.455 at a 5% level of significance, is greater than the value in the table. The null hypothesis is thus disproved. As a result, based on their respective fields of study, dads of college students majoring in the arts and sciences have very different emotional intelligence levels.

LEVEL OF EMOTIONAL INTELLIGENCE OF ARTS AND SCIENCE COLLEGE STUDENTS

The emotional quotient of college students studying arts and sciences is displayed in the following table.

Table 7- Level of Emotional Intelligence of Arts and science college students

Sl. No	Levels	No. of Respondents	Percentage
1.	Low	10	13.3
2.	Medium	56	74.7
3.	High	9	12.0
	Total	75	100

Source: Primary data

Table 7 shows that 12 percent of respondents had a high degree of emotional intelligence, 74.7 percent of respondents had a medium level, and 13 percent of respondents had a low level. The majority of respondents had an average degree of emotional intelligence, it was discovered.

SUGGESTIONS

- Parents must be informed about the consequences of parenting style and expressed emotion on college student conduct.
- Parents should be encouraged to teach their children about social issues
- Life skills education should be included in the school curriculum.
- Parent-teacher meetings should be held on a regular basis to help pupils improve their grades.
- Emotional intelligence should be taught through various workshops
- Community-wide awareness programmes should be organised to raise knowledge about emotional intelligence.

CONCLUSION

This study has contributed to our understanding of the emotional personality variations among arts and science college students who are majoring in various fields and who vary greatly. Such information might enhance student evaluation and career counselling. A student's personality and their chosen academic stream can be better balanced by establishing Emotional Intelligence-based results across many streams. This balance facilitates both academic performance and career advancement. A greater awareness of one's own personality and the growth of self-reflection may result from taking an emotional intelligence exam.

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