

TRAINING EFFECTIVENESS OF EMOTIONAL INTELLIGENCE ON ACADEMIC ADJUSTMENT AMONG POST GRADUATE STUDENTS

Johanna Jasmine

Assistant Professor, Department of Commerce (SFS), Madras Christian College, Chennai, Tamil Nadu, India

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ABSTRACT

The purpose of the study was to investigate the effectiveness of the Emotional Intelligence Training Programme offered to the post graduate students in commerce by a certified trainer from "Indian academy of Training and development" (IATD). The students were examined based on their participation in the Training Programme. They were categorized as one group who attended the training (32 students) they were the experimental group and other the control group who did not participate the training (10 students). For the purpose of investigation Wong and Law Emotional Intelligence scale (2002)¹ was used to examine Emotional Intelligence and Student Adjustment to College questionnaire (SACQ, Baker & Syrik 1999)² was used to examine Academic adjustment among students. The obtained data were analyzed through 'T' test to know the mean difference between post graduates in relation to gender and age, a simple correlation analysis was applied to examine the training effectiveness of emotional Intelligence on Academic adjustment. The result shows that there is significant difference in Emotional Intelligence with respect to their age, there is no significant difference in Emotional Intelligence with respect to gender and there is an influence of Emotional Intelligence on Academic adjustment of post graduate students.

KEYWORDS: *Emotional Intelligence, Male, Female, SACQ*

INTRODUCTION

Emotional Intelligence is a competence that enhances one to analyse his/her own and other's emotion, administer his/her feelings and also use their emotions to self motivate themselves. This emotional intelligence competence is most significant for the students, as the present generation youngsters are more prone to emotional instability because of various factors such as anxiety, frustration, stress, family issues and social status. Many researches indicate Emotional Intelligence as a skill that encompasses success in various areas such as leadership, student learning, client relationships, quality relationships, decision making, social adjustment and academic performance. The present study focuses on the training effectiveness of emotional intelligence on academic adjustment among post graduates. The sample consists of 42 post graduate students in commerce from an arts college in kancheepuram district. The students were provided a one day training programme on Emotional intelligence skills by a certified trainer. According to (Chickering and Reisser 1993³) students face hurdles in managing emotions, developing autonomy and interpersonal relationship. Baker and syrik (1999⁴) categorized different types of adjustments such as academic, social, personal, institutional adjustment. Researches provide evidence that the emotional and

social competencies are improved through systematic training programme (Pasha& Golsheko(2008⁵).

The present study focuses on the influence of emotional intelligence training on academic adjustment and also the significance of age and gender with emotional intelligence of post graduate students.

REVIEW OF LITERATURE

Malek.T.Jdaitawi,NoorAznizaIshak,Muntasir,A.TaamnehMohammed,N.Gharaibeh,Luqman,M.Rababah(2011⁶) in their research paper titled Effectiveness of Emotional Intelligence Training Programme on Social and Academic adjustment among first year University students have emphasized that The experimental group had higher emotional intelligence, social and academic adjustment than control groups among first year university students in Jordan.

Ciarrochi, Chan, & Caputi, 2002; Goleman, 1998⁷ have researched that emotional intelligence encompasses emotional awareness in relation to self and others, that emotional intelligence is important in predicting successful life outcomes, and that it has the potential to be learned and developed with proper training .

Eichmann, 2009; Weis & Arnesen, 2007⁸ have studied that there is a lack of empirically tested effective learning designs for the improvement of emotional intelligence throughout the training.

(Cherniss & Caplan, 2001⁹) have insisted that The American express program is one of the pioneering intelligence training programs aimed at increasing the trainees' understanding of their own emotions and to find ways to manage their emotional reactions. Findings revealed that approximately 90% of the training participants claimed positive job-related benefits from the program. Moreover, the company's growth sales revenue increased by 11% when compared to other units whose management did not take part in the training programme.

TRAINING PROGRAMME PROCEDURE

The primary purpose of the training programme was to examine the influence of emotional intelligence on social adjustment. It was a one day training for six hours comprising of lectures, discussion, activities and role play.

Session 1: Introduction about Emotional Intelligence skills, on how to develop self confidence, self esteem.

Session 2: Excercises on self analysis, meditation, invoking of positive thoughts and its impact on day to day life, how to enjoy every aspect of life.

Session 3: The significance of Emotional Intelligence Skills for academic adjustment.

Objectives of the Study

- To identify the difference in the Emotional Intelligence among Male and Female Post Graduate students.
- To identify the difference in the Emotional Intelligence with respect to the age of post graduate students.
- To examine the impact of Emotional intelligence on Academic Adjustment of students.

Hypotheses of the Study

- There is no significant difference in the Emotional Intelligence among Male and Female post graduate students
- There is no significant difference in the Emotional Intelligence with respect to Age of the post graduate students
- To examine the relationship between Emotional Intelligence and Academic adjustment.

METHODOLOGY

The research study was quantitative in nature and google forms were used with 16 questions on Emotional Intelligence and 15 questions on Academic adjustment and Likert’s 5 Point scale was used for data collection. The population of the research study consisted of post graduate students in commerce from an arts college in Kancheepuram district. A total of 42 students were randomly selected and wong and law (2002) emotional intelligence appraisal was used to analyse the emotional intelligence and Student Adjustment to College questionnaire (SACQ, Baker & Syrik 1999) was used to examine Academic adjustment among students.

DATA ANALYSIS

The gathered data was analyzed using statistical package for the SPSS (Statistical Package for Social Sciences).

Sample Distribution

Table 1: Gender

	Frequency	Percent
Male	14	33.3
Valid-Female	28	66.7
Total	42	100.0

Table 2: Age

	Frequency	Percent
18-20	8	19.0
Vaild-21-23	34	81.0
Total	42	100.0

The descriptive statistics exhibits that 14 are male and 28 are female students, with regard to their age 8 students are between the category of age between 18-20 and 34 students are between the age group of 21-23, out of 42 post graduate students 32 have attended the training programme and 10 students have answered that they did not attended the training programme.

Table 3: Students Attended Training

	Frequency	Percent
Yes	10	23.8
Valid- No	32	76.2
Total	42	100.0

Hypothesis Testing

Null Hypothesis 1

H₀: There is no significant difference in the Emotional Intelligence among the gender of students

In order to find out whether is significant difference in the Emotional Intelligence among the gender of the students

T-Test was applied

Table 4

Gender	N	Mean
male	14	18.7857
EI-female	28	20.1071

Table 5

Emotional Intelligence	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	.008	.929	-1.241	40	.222
Equal variances not assumed			-1.205	24.137	.240

Inference

Since the significance level (Table3) is greater than 0.05 ie 0.222, the null hypothesis is accepted. Hence it is concluded that there is no significant difference in Emotional Intelligence among male and female post graduate students i.e both the genders have the same level of emotional intelligence.

Null Hypothesis 2

H₀: There is no significant difference in the emotional intelligence with respect to the age of the post graduate students

Table 6

		Levene's Test for Equality of Variances		t-Test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Eitot	Equal variances assumed	.024	.878	-2.315	40	.026
	Equal variances not assumed			-2.150	9.779	.058

Inference

Since the significance level (Table 5) is less than 0.05 ie 0.026, the null hypothesis is rejected. Hence it is concluded that there is significant difference in Emotional Intelligence with respect to age of the post graduate students which reveals that the students are competent in appraising their self/others emotions as age matures.

Null Hypothesis 3

H₀: There is relationship between emotional intelligence and academic adjustment of post graduate students.

Table 7

VARIABLES	N	'r' VALUE	P – VALUE	RELATIONSHIP	REMARKS SIGNIFICANT RESULT
Emotional Intelligence – Academic Adjustment	42	0.537	0.000	Positive	Significant Rejected

Inference

From the table 7 it is observed that the P value is less than (0.01) with respect to the relationship between Emotional Intelligence and academic adjustment, the Null Hypotheses are rejected at 1% level of significance. There is a large positive correlation between Emotional Intelligence and Academic adjustment exhibiting the r value as 0.537. Hence it can be concluded the Emotional Intelligence influences academic adjustment of post graduate students.

FINDINGS AND CONCLUSIONS

The Researcher concludes that the present study reveals that there is no statistically significant difference in emotional intelligence among male and female post graduate students exhibiting that both the gender have equal level of emotional stability. The findings also exhibit that there is significant difference with respect to the age of the students illustrating that students between the age group of 24-26 have high emotional intelligence than between the age group of 21-23, which reveals that as age increases students are capable of appraising their self and others emotions, are competent in managing their own emotions and use their emotions to achieve their objectives. The influence of emotional intelligence on academic adjustment exhibits there is a strong relationship emphasizing that emotional intelligence students enjoy their academic work, self motivate, competent in accomplishing their academic roles, contended with academic environment. There was a significant influence of emotional intelligence on academic adjustment among students who participated in the one day training programme on developing skills for Emotional Intelligence than others.

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