

EXPLORING THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SOCIAL RELATIONSHIPS: A DESCRIPTIVE SURVEY STUDY

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ABSTRACT

Emotional Intelligence and Social Relationships are crucial for tertiary level students. Emotional intelligence results from a blend of hereditary and interactive influences, similar to general intelligence, and its development is shaped by future life experiences. This study aims to evaluate the levels of Emotional Intelligence and Social Relationships among tertiary-level students in the Purba Bardhaman District of West Bengal, considering various personal and social variables. The researchers employed a descriptive survey method, with a sample of 112 tertiary level students from different colleges, selected using a stratified random sampling technique. Data analysis was conducted using mean, standard deviation, t-test, ANOVA, correlation, and graphical methods. The findings indicate that Emotional Intelligence and Social Relationships among tertiary-level students in Purba Bardhaman are moderate. The study also reveals no significant differences in Emotional Intelligence and Social Relationships based on gender, area, streams, and category. Additionally, there is a negligible negative correlation between Emotional Intelligence and Social Relationships, suggesting that an increase in Emotional Intelligence may slightly decrease or negatively impact Social Relationships, and vice versa.

Keywords: Emotional Intelligence, Social Relationship, Tertiary level Students

INTRODUCTION

When it comes to Emotional Intelligence in one's personal life, opinions on what is appropriate will vary widely. The reality is that social interaction significantly impacts and often determines the success or failure of most, if not all, relationships. While some relationships can be maintained without expectations from one party, such cases are rare. Sustaining meaningful relationships with family members, coworkers, friends, and romantic partners necessitates a set of Emotional Intelligence skills[1].

Emotional intelligence is an ability that helps individuals interpret their own emotions. It is a non-competitive skill, capability, and competency influenced by one's personal abilities and exposure to various aspects of the environment (Sivakalai and Nalinilatha, 2017). Salovey and Mayer (1997) define Emotional Intelligence as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate

emotion.” This involves knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships. The purpose of emotional intelligence is not only to influence the mind but also to guide the use of emotions (Ungur and Karagozoglu, 2013)[2].

Emotional intelligence significantly influences individuals' acquisition of social skills, enabling them to navigate social situations and make necessary adjustments (Al-Tamimi and Al-Khawaldeh, 2016). It involves regulating others' emotions, raising important values and ethical considerations. Social relations, or human relations, are defined as the ability to interact effectively with others (Metaj-Macula, Albulena, 2017). High emotional intelligence can positively impact social relationships and academic performance[3].

In personal relationships, actions often feel natural, but the effective use of emotional intelligence skills allows one to understand and influence others' attitudes, establishing strong connections. Emotional intelligence comprises four core skills: self-awareness, self-management, social awareness, and relationship management. Personal competency (self-awareness and self-management) focuses on individual development and interaction with others, while social competency (social awareness and relationship management) extends these abilities into social interactions[4].

The capacity to observe others' moods, attitudes, behaviors, and emotions enhances the quality of our interactions and relationships. Emotional intelligence skills can be learned, and with time and effort, weaknesses can be transformed into strengths.

Needs and Significance of the Problem:

In today's world, education presents significant challenges. A key aspect of this competitive environment is educational assessment, which serves as a basis for evaluating students. Various factors contribute to differences in educational abilities, with emotional intelligence being a notable one. Emotional intelligence enables individuals to regulate their own emotions and understand those of others[5]. This research aims to explore whether emotional intelligence influences academic ability and how it can be managed. Additionally, it will examine how emotionally intelligent individuals interact with others in society, and how social relationships among students impact their educational performance. Therefore, this study focuses on the emotional intelligence, social relationships, and academic performance of high school students.

Review of the Related Literature:

Molla (2018) conducted a study on "Emotional Intelligence and Academic Achievement Motivation Among College Students," revealing no significant relationship between emotional intelligence and academic achievement [6]. However, the study did find no significant difference in emotional intelligence between male and female students.

Agrawal and SK (2017) examined "Predictors of Academic Performance: Emotional Intelligence and Stream among Graduate Students." Their findings indicated that girls exhibit

higher emotional intelligence than boys [7]. Additionally, while no significant difference in emotional intelligence was found between Arts and Social Science students, there was a significant difference between Arts and Science students, and between Social Science and Science students.

Bibi et al. (2016) studied the "Relationship between Emotional Intelligence and Self-esteem among Pakistani University Students," discovering a significant positive correlation between emotional intelligence and self-esteem in this group[8].

Reda et al. (2016) explored "Emotional Intelligence and Its Relation with the Social Skills and Religious Behaviour of Female Students at Dammam University in the Light of Some Variables." They found that both the level of emotional intelligence and religious behavior among female students at the Faculty of Arts in Hafar Al-Batin, University of Dammam, were average.

Pattanshetti and Huddar (2015) investigated the "Relationship between Emotional Intelligence in Relation to Leadership Characteristics and Academic Performance of College Students." Their study revealed a significant positive correlation between emotional intelligence, leadership characteristics, and academic performance among both male and female students [9].

Praditsang et al. (2015) studied "The Relationship among Emotional Intelligence, Social Intelligence, and Learning Behaviour," contributing further to the understanding of these interrelated aspects.

Review of the Related Literature:

This study observed that while learning behavior was at a medium level, both emotional intelligence and social intelligence were high. It also revealed that emotional intelligence did not have a significant relationship with learning behavior. However, social intelligence did show a significant relationship with learning behavior, particularly in areas beyond social cognition and self-presentation [10].

Sadri and Janani (2015) conducted a study on the "Relationship of Emotional Intelligence and Self-regulation of Male Elite Swimmers," finding a significant positive correlation between overall emotional intelligence scores and self-regulation.

Ahmadi et al. (2014) explored the "Relationship between Emotional Intelligence and Psychological Well-Being," demonstrating that emotional intelligence has a significant positive effect on the psychological well-being of employees.

Roy, Babli (2013) studied "Emotional Intelligence and Academic Achievement Motivation among Adolescents," finding a positive relationship between emotional intelligence and academic achievement motivation.

Fatum, Barbara A. (2008) investigated "The Relationship between Emotional Intelligence and Academic Achievement in Elementary School Children," revealing that most students scored at the Advanced level in English-Language Arts and Mathematics, and at the Proficient level in Science on the California Standardized Achievement Report (STAR) achievement tests, with minimal differences in academic achievement between the two schools.

RESULTS AND DISCUSSION

H01: There would not have high favorable level of Emotional Intelligence among Tertiary level Students of Purba Bardhaman District in West Bengal.

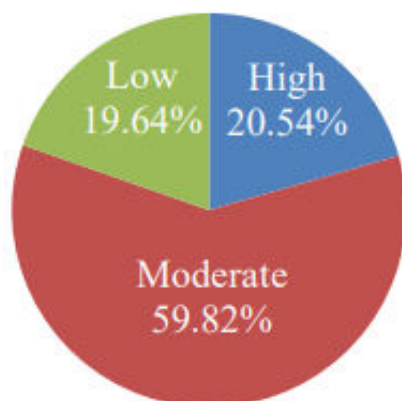


Figure 1. Graphical Representation of Emotional Intelligence Levels of Tertiary-Level Students Based on Cut-off Points

H02: There will not be a high level of favorable Social Relationships among tertiary-level students in the Purba Bardhaman District of West Bengal.

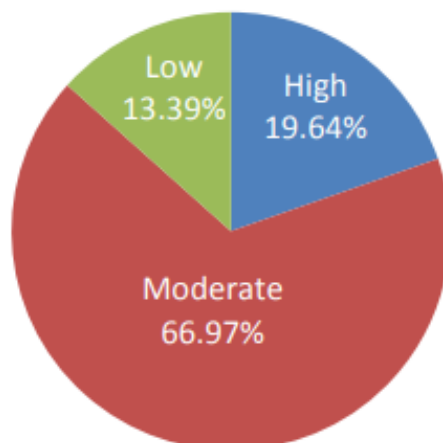


Figure 2. Graphical Representation of Social Relationship Levels of Tertiary-Level Students Based on Cut-off Points

H03: There is no significant relationship between Emotional Intelligence and Social Relationships among tertiary-level students in the Purba Bardhaman District of West Bengal.

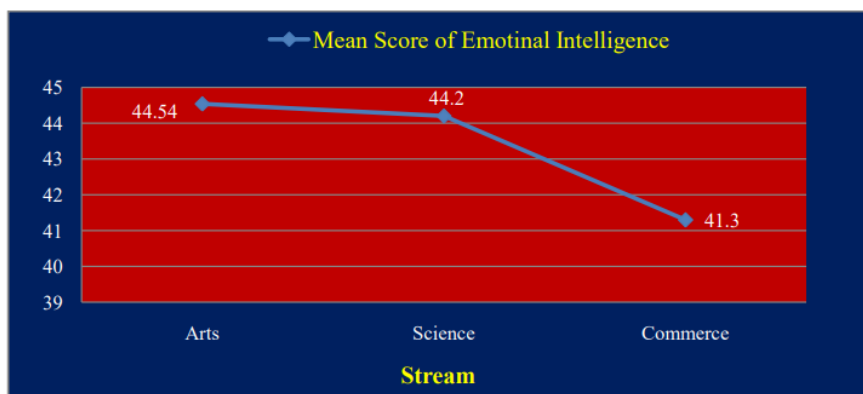


Figure 3: Graphical Representation of Emotional Intelligence Among Tertiary-Level Students Based on Stream.

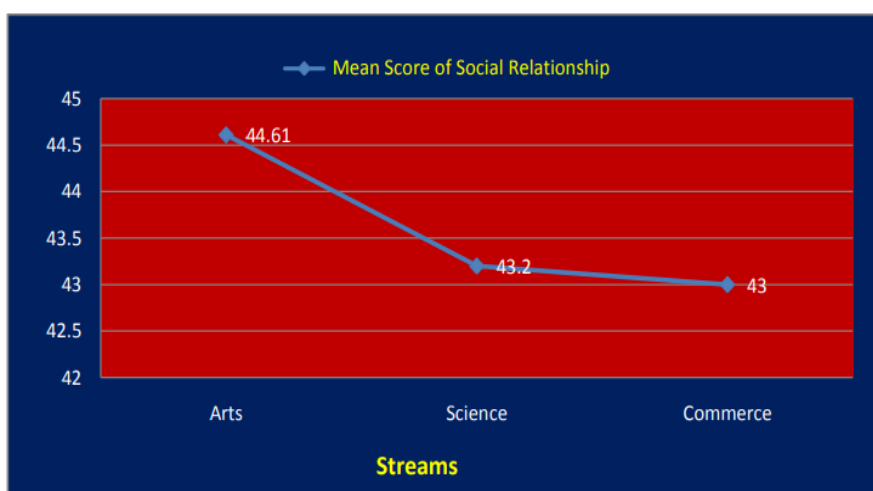


Figure 4: Graphical Representation of Social Relationships Among Tertiary-Level Students Based on Stream.

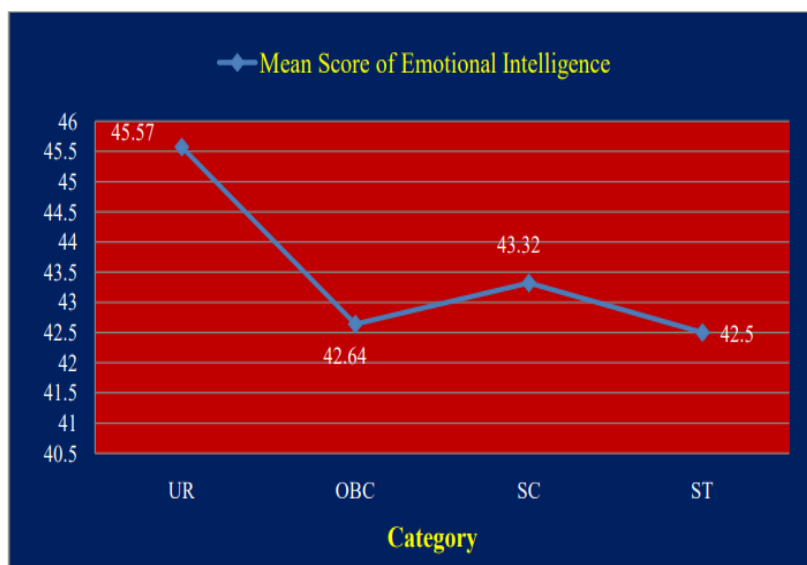


Figure 5: Graphical Representation of Emotional Intelligence Among Tertiary-Level Students Based on Category

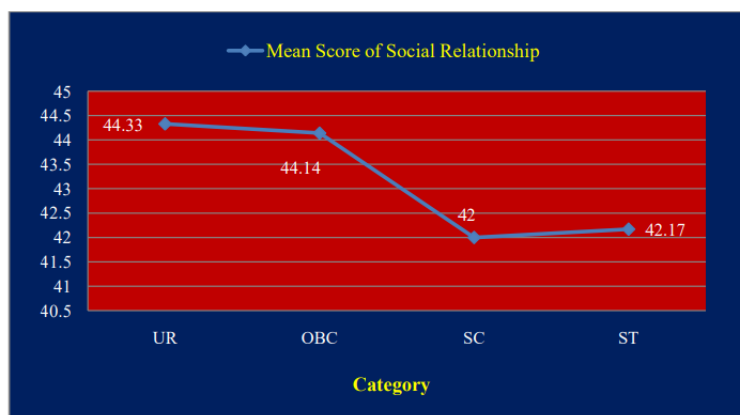


Figure 6: Graphical Representation of Social Relationships Among Tertiary-Level Students Based on Category

CONCLUSION

Based on the above discussion, it was found that there is a moderate level of Emotional Intelligence and Social Relationships among tertiary-level students in the Purba Bardhaman District. Female tertiary-level students exhibit higher Emotional Intelligence compared to male students, as females tend to be more sensitive and adept at managing their emotions. Conversely, male tertiary-level students demonstrate higher Social Relationships compared to females, possibly due to different socialization patterns where males are more inclined towards social interactions.

There is a negligible negative correlation between Emotional Intelligence and Social Relationships among tertiary-level students. Urban tertiary-level students show higher Emotional Intelligence compared to their rural counterparts, whereas rural students display stronger Social Relationships than urban students. Among different streams, students in the Arts stream exhibit higher Emotional Intelligence and Social Relationships compared to other streams.

Furthermore, tertiary-level students belonging to the UR (General) category demonstrate higher Emotional Intelligence and Social Relationships compared to students from other categories in Purba Bardhaman District. This difference may stem from socio-economic factors, where students from backward classes (OBC, SC, ST) tend to have more limited social interactions and narrower boundaries.

However, Emotional Intelligence represents a mental ability that enables individuals to manage their own emotions, understand the emotions of others, and regulate feelings effectively. Components of Emotional Intelligence include self-awareness, acceptance, attitude, and actions.

Social Relationships refer to interpersonal interactions among people. This study aims to provide insights that could be beneficial for parents, guardians, counselors, guiders, and administrators. It intends to offer guidance on managing emotions and feelings, as well as enhancing social relationships for individuals.

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