Section A-Research paper
ISSN 2063-5346

"An Analysis on the Emotional Intelligence of Students pursuing Engineering degree from Chandrapur District."

Prof. Megha Shukla
Assistant Professor, MBA, Ballarpur Institute of Technology, Affiliated to Gondwana University, meghakshukla@gmail.com

Dr. Kavita Hingane

Assistant Professor, MBA, Sau. Leena Kishor Mamidwar Institute of Management Studies & Research, Affiliated to Gondwana University, kavitahingane18@gmail.com

Prof. Tushar Dongre
Assistant Professor, MBA, Ballarpur Institute of Technology, Affiliated to Gondwana University, tushar.dongre.org@gmail.com

Abstarct
We are living in a world that is evolving quicker than ever before and is confronted with unprecedented problems. In existent competitive environment, when students are under pressure of doing multiple tasks with efficiency, it is precarious for students to understand their correct place not only in academics but also in terms of emotional intelligence towards the unpredicted complexities of life. The New Education Policy is designed towards enhancing the quality of education and simultaneously make the learners better deal with their Emotions. Students can develop abilities for their personal and professional life with the help of emotional awareness. Examining Chandrapur District engineering students' emotional intelligence is the goal of the current study. The sampling method employed was random. 468 engineering students made up the sample. For data collection, the Schutte et al, 1998 emotional intelligence standardised tool was used. The data was analysed using statistical approaches such as mean, percentiles, standard deviation, and t-value. The results of the study indicate that emotional intelligence was unaffected by the study's subject, the school's location, the kind of family, the father's occupation, or the family's income. The students' sense of emotion was shown to be ordinary.

Keywords: Emotional Intelligence, Emotions, development, Engineering students, Chandrapur district

Introduction

Emotional intelligence has been recognized as a crucial aspect of effective leadership and management. "It refers to the ability to recognize, appreciate, manage, and control one's own emotions, as well as the emotions of others". Emotional intelligence is seen as a crucial quality for managers to flourish in the current corporate climate. Therefore, Understanding the emotional intelligence of engineering students is crucial since they will be the future executives and managers of organisations. The current analysis tries to examine the emotional intelligence of Students pursuing Engineering degree from Chandrapur District. The study will focus on four dimensions of emotional intelligence: perception, understanding, engineering, and regulation. Perception refers to the capability to diagnose emotions in oneself and others. Understanding refers to the ability to comprehend the meaning of emotions. Management of emotions means the ability to use emotions for critical thinking and problem-solving. Regulation refers to the ability to control one's own emotions and respond appropriately to others' emotions. The study will adopt a quantitative research design, and data will be collected from 300 engineering students using a standardized questionnaire developed by Mayer and Salovey (1997). The questionnaire has been widely used in previous studies to measure emotional intelligence. The questionnaire will be administered online, and participants will be asked to respond honestly and accurately. The study aims to provide insights into the emotional intelligence levels of engineering students. It will help identify areas where engineering students excel in emotional intelligence and areas where they need improvement. This information can be used by engineering programs to develop training programs that focus on improving emotional intelligence among engineering students. The findings of this study will have significant implications for engineering education. It will highlight the importance of emotional intelligence training in engineering programs. By incorporating emotional intelligence training, engineering programs can help students develop the skills necessary to become effective leaders and managers in their future careers.

Statement of the Problem

Emotional intelligence is vital both for personal and professional success, as it can help students to understand and manage their own emotions and those of others. By augmenting the emotional intelligence of Engineering students, they may be better prepared to traverse the challenges they may face in their academic and personal lives.

To conduct such a study, it may be useful to first define and operationalize emotional intelligence, as there are various models and measures of this construct. In order to that, appropriate measures and sampling methods to analyses the emotional intelligence of engineering students. Analyzing the data collected could then help identify any gaps or areas for improvement in emotional competency among this students, which could inform targeted interventions and programs to enhance their emotional intelligence.

The statement of the problem is to identify the present level of Emotional Intelligence of students by implementing proper tools.

Objectives of the study

1. To ascertain the Emotional Intelligence level of Chandrapur District engineering students.
2. To determine the impact of students' family background on their emotional intelligence in terms of coming from nuclear and joint family.
3. To determine how the emotional intelligence of the students has changed based on the work their father does.
4. To calculate the gap between pupils' emotional intelligence and their family's monthly income.

Hypotheses of the study

1. The emotional intelligence of engineering students studying in Chandrapur district is low.

2. There is no discernible difference between pupils from nuclear and combined families in terms of their emotional intelligence.

3. There is no significant difference of father's profession on the emotional intelligence of the student.

4. *There is no significant difference of different family monthly earnings on student's emotional intelligence*

Methodology of the Study.

The normative technique is employed for research in this analysis. The normative approach is helpful for outlining, comprehending, and interpreting the present situation. It is concerned with the state of existing relationships, prevalent practices, established beliefs, points of view, or attitudes, continuing processes, and perceived impacts .

The Study's Instruments.

The exam known as the Schutte Self Report Inventory (SSRI) is utilised to gather samples for this study. A self-reporting questionnaire with 33 items in a reasonably concise format is available for measuring emotional intelligence (Schutte et al., 1998). Sample & Sampling Technique The Schutte Self Report Inventory (SSRI) test was sent online to 500 engineering students from Chandrapur District. The responses were received from 480 students out of which 468 were valid. Hence the sample size was of 468 Engineering students.

Statistical Technique of Data Analysis.

Mean, mode, and median are all measures of central tendency in statistics. They help us understand the typical or average value of a set of data. Outliers, which are unusual numbers that can affect the average, can cause the mean to fluctuate. When a data set is organized from lowest to highest, the median is the midpoint of the range of values. The value that appears in the data

ISSN 2063-5346

set the most frequently is called the mode. All three measures of central tendency have their own advantage and disadvantages and it is important to use them together to get a complete picture of the data. They can help us make informed decisions and draw meaningful conclusions from our data.

Hypothesis 1*: The emotional intelligence of engineering students studying in Chandrapur district is low. Table*

1: Mean and Standard Deviation Scores of Emotional Intelligence in Engineering Students.

Sample Size	tems	Mean (M)	Standard Deviation (SD)
Entity	68	121	12.023

The group as a whole has a mean and standard deviation of 121 and 12.023, respectively. Consequently, it is discovered that students' emotional intelligence is average, not low.
Consequently, the null hypothesis is disproved

Hypothesis 2: There is no significant difference of students' family background on their emotional intelligence in terms of coming from nuclear and joint family
Table 2,'t' value in the mean score for students from diverse family backgrounds, such as Nuclear and Joint Families, on their emotional intelligence level

Type of Family	tems	ean	.D	"t" Value	Level of Significance at 0.05
Nuclear	56	1.32	.095	-0.2863	1.96
Joint	12	3.15	.983		

The estimated't' value is -0.2863, which, at the 0.05 level, is less than the table value of 1.96. Therefore, there is no discernible difference in students' emotional intelligence based on whether they come from a nuclear family or a joint family.
Consequently, the null hypothesis is acknowledged.

ISSN 2063-5346

Hypothesis 3: There is no significant difference father's profession on their emotional intelligence of the student.

Table 3: The impact of the student's father's occupation on their emotional intelligence is represented by the "t" value in the mean score.

Parent's profession	Items	Mean	S.D	"t" Value	Level of Significance at 0.05
Agriculture	16	63.0068	.4482	-0.7728	1.96
Salaried	52	61.4145	.2947		

The 't' value is -0.7728, which at the 0.05 level is less than the 1.96 value in the table. Therefore, the father's occupation has no discernible effect on the student's emotional intelligence. Consequently, the null hypothesis is acknowledged

Hypothesis 4: There is no significant difference of different family monthly earnings on student's emotional intelligence.

Table 4:The student's emotional intelligence is influenced by the 't' value in the mean score on the amount of family monthly income.

Earnings	Items	Mean	S.D	"t" Value	Level of Significance at 0.05
below 10000	01	65.0068	7.0126	1.701	1.96
Above 10000	67	61.4145	8.50979		

The 't' value is 1.701, which, at the 0.05 level, is less than the 1.96 value in the table. As a result, there is no discernible impact of parental income on students' emotional intelligence.

Consequently, the null hypothesis is acknowledged.

Findings

It is found that the Emotional Intelligence of Engineering Students from Chandrapur district is average. Factors like student's family background in terms of coming from nuclear and joint

ISSN 2063-5346

family, father's profession. or family's monthly earnings has no impact on the Emotional Intelligence of students

Suggestions

It is suggested that colleges and institutes consider using emotional intelligence assessment tool at entry level to gauge the present level of Emotional Intelligence of students so as to make the necessary modifications in their extracurricular development. Also the assessment needs to be conducted after frequent interval to track their progress

Conclusion

An emotion response is a physiological reaction to a circumstance that is significant that it cannot be left solely to the intellect, such as personal loss, insecurities, danger, pain, bonding with partner or family. To ensure emotional development, the subject of emotional intelligence should be covered in the curriculum. In this competitive environment, an individual's degree of accomplishment is vital component in his or her personal as well as social life. By being aware both the emotional and rational parts of their brains, students can respond better to different experience and simultaneously use the emotional memory for decision-making.

This will prevent students in repeating previous errors. College Professors or mentors are regarded as second parents, play an important role in influencing the behaviour of future citizens. Employing mentors and instructors with a high degree of emotional intelligence as well as incorporating yoga and meditation into college curricula can assist build emotional intelligence and play a significant role in helping students develop their emotional abilities. The idea of emotional intelligence as it exists now is very new. It will take a lot of study to figure out what emotional intelligence is and how to use it most successfully.

References

1.M. Kumar "A Study on the Emotional Intelligence of Higher Secondary School Students." Shanlax International Journal of Education, vol. 8, no. 3, 2020, pp. 114–119.

2.Barbuto, J.E. & Burback, M.E. (2006) The emotional intelligence of transformational leaders: A field study of elected officials. Journal of Social Psychology, 146 (1), 51-64.

3.Bar-On, R. Emotional and social intelligence: Insights from the Emotional Quotient Inventory(EQ-i). In Reuven Bar-On and James D.A. Parker (Eds.), Handbook of Emotional

4.Avinash Kumar, SK Roy Chowdhury, M Panwar, and Manab Kosala. "Assessment of Association between Emotional Intelligence and Academic Achievement among Indian Nursing Students." Galore International Journal of Health Sciences and Research, vol. 1, no. 1, 2016, pp. 10-17.

5.Mayer, J.D., & Salovey, P. (1997)What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), Emotional Development and Emotional Intelligence: Implications for Educators (pp. 3-31).New York: Basic Books,

6.Reiff, H.B., Hatzes, N., Bramel, M.H. & Gibbon, T (2001). The relation of LD and gender with emotional intelligence in college students. Journal of Learning Disabilities, 34(1), 66-78,

7. Malik Sania Zahra and Shahid Sehrish (2016). "Effect of Emotional Intelligence on Academic Performance among Business Students in Pakistan." Bulletin of Education and Research, vol. 38, no. 1, , pp. 197-208.

8.Sivakalai, T and Nalinilatha. "Emotional Intelligence and it Impact on Academic Achievement in Zoology Among Higher Secondary Students." International Journal of Research Granthaalayah, vol. 5, no. 5, 2017, pp. 73-77.