AN EMPIRICAL STUDY ON THE EFFECT OF DIFFERENT SOCIO-DEMOGRAPHIC FACTORS AND ACADEMIC ACHIEVEMENT ON THE LEVEL OF EMOTIONAL INTELLIGENCE OF COLLEGE-GOERS OF WEST BENGAL AND MAHARASHTRA

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Abstract

The study has investigated the relationship between emotional intelligence and some socio-demographic variations including age, gender, location, family background, education of college-goers. Also, it covers whether or not academic achievement influences the level of emotional intelligence among college-goers. 580 students were included in the study from different private colleges of West Bengal and Maharashtra. To analyze independent sample t-test and ANOVA has conducted with the help of SPSS. The result shows that the level of emotional intelligence is not significantly influenced by gender, locality, family background, academic achievement, and level of education that is undergraduate or postgraduate but the level of emotional intelligence is only found significantly different in the different age group of the students as the P-value, in this case, is lower than .001. Similar results can be found in many other researchers but at the same time this study also opposing the result of other researchers where it is shown that the level of emotional intelligence is significantly dependent upon other socio-demographic variations.

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Introduction

The emotional intelligence gives the ability to assess own and others feeling and emotion. It guides the thinking process and the action of the individual (Salovey, 2000). An emotionally intelligent person have ability to perceive and express emotions; the ability to incorporate emotions into thought processes and the ability to regulate the emotions of self and others (Mayer and Salovey, 1997). The term emotional intelligence (EI) was first coined by Peter Salovey from the University of Yale and John Mayer from the University of New Hampshire in the year1990 (Salovey, 1990). The emotionally intelligent person is more successful in life as it ensures optimism (Michael, 2005), self-confidence (Upadhyaya, 2006) ability to have control over emotions, and the ability to cope with stress conditions (Mayer, 1997), ability to adjust with society (Samari, 2007), better academic performances (Farooq, 2003), self-efficacy (Samuel, 2007), self-esteem (Bibi, 2016) and others. Recently the universities and colleges are more focused on up-gradation of skill of logical and linguistic intelligence of students but not focusing enough on the process of up-gradation of the interpersonal or intrapersonal skills of the students, though industries are now looking for those skills among their new workforce (Cherniss 1999; Doria, Rozanski and Cohen, 2003; Myers and Tucker 2005). The utility of emotional intelligence is felt by them and studies on emotional intelligence among the students have done by many (Boyatzi et al. 2002; Tucker, 2000; Jaeger, 2003; Ashkanasy, 2003). The impact of emotional intelligence has a significant influence on professional success (Dearborn, K. 2002; Day 2004; Gardner, 2001). A person having higher emotional intelligence can achieve better as they are self-motivated and can build strong interpersonal relationships (Adams, 2011). Researchers were trying to find out the correlation between different socio-demographic, variables with emotional intelligence. Many have shown emotional intelligence is increasing as the age is advancing (Mayer et al., 2000; Tsaousis and Kazi, 2013), as the emotional intelligence is increasing by constantly gaining knowledge and experience (Kaufman, Johnson, and Liu, 2008) Older people have more understanding of emotions and can utilize more emotional strategies than the young population (Blanchard-Fields, 2007; Blanchard-Fields, Chen, and Norris, 1997). The emotional intelligence reaches the highest level in the forties and fifties (Bar-On and Parker, 2000), some other studies have made on children and adults, which shows similar results (Goleman, 1998) but some others argued that it is possible to

increase the emotional intelligence by doing continuous practice (Hausknecht, 2007). Besides all the finding supporting that emotional intelligence is increasing as age is increasing, some group of researchers has found no significant correlation (IoannisandIoannis, 2005; Goldenberg et al. (2006), Adeyemo (2007); Reddy, 2012). In another study where undergraduate and postgraduate students were included and it is shown that the post-graduate students are more emotionally intelligent than undergraduate students but the difference is not statistically significant (Ravi, 2019). Some opposite result has also been found by researchers, one of them has shown that middle-aged people are more emotionally intelligent than old age people (Goldona, 2011). Many researchers have found a significant gap existing between the two genders in terms of emotional intelligence (Kafetsios, 2004; Kong et al., 2012; Mikolajczak, Luminet, Leroy, and Roy, 2007; Shi and Wang, 2007; Van Rooy, Alonso, and Viswesvaran, 2005). Researchers have also mentioned that the female population has a better score in emotional intelligence than the male population (Day, 2004). Some others have found no significant gap existing between the two genders in terms of emotional intelligence (Abdullah, 2006; Aquino and Alberto, 2003; CavalloandBrienza, 2002; Hopkins andBilimoria, 2008; Khalili, 2011; Whitman, Van Rooy, Viswesvaran, and Kraus, 2009). Most of them have found no significant gap existing between the rural and urban population in terms of emotional intelligence (Pushpa. 2014),another researcher has found that rural students are numerically more emotionally intelligent than urban students but the difference is not significant. Some others have shown that students from nuclear familiesare less emotionally intelligent than joint students (Ravi, 2019). Researchers have found that academic work is requiring self-management and self-direction, which is why emotionally intelligent students can achieve more in academics (Rode, 2007). Some others have also suggested that academic performance is associated with ambiguity (Astin, 1993), stress (Jex, 1998), and students are required to manage themselves in a different challenging situation. Also, some others have found no correlation (O'Connor and Little 2003) Many researchers were trying to define emotional intelligence in many ways. According to Goleman, emotional intelligence has five dimensions as Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills (Goleman, 1998). The first three are Self-Awareness, Self-Regulation, and Motivation, are covering personal competencies, and the last two that are empathy and social skills are covering social competencies. Then in the year 2000 Goleman and others proposed a slight change in the model as the result shows four dimensions are created instead of five.

Hypothesis

The hypotheses of the research are

H_1: The score of emotional intelligence is not significantly different among students of different age groups.

H_2: The difference in emotional intelligence among undergraduate students and post-graduate students is not significant.

H_3: The score of emotional intelligence is not significantly different among students of different Gender.

H_4: The score of emotional intelligence of students from different types of locality such as the village, town, city, and the metro cityis not significantly different among students.

H_5: The score of emotional intelligence is not significantly different among students from nuclear families and joint families.

H_6: The score of emotional intelligence is not significantly depending upon the academic achievement of the students.

Methodology

This survey has conducted on 635 students of 5 different colleges situated in Maharastra and West Bengal. In this study, the students who are studying either postgraduate or undergraduates courses in private or Government colleges are included. The convenient sampling method is used in this study. Among 635 students, 55 students gave incomplete answers, for that reason ultimately a total of 580 of them are being selected. A questionnaire is formed in Google form and the faculties of the 5 colleges are contacted and the link of the Google form is shared to the students by the faculties. Only interested students have participated in this study and students were not forced to involve in the study. The questionnaire which is used in the study has two parts. The first part is containing the information of socio-demographic information of the respondents like – Age, Gender, Religion, Undergraduate or Postgraduate, type of family they are from, type of area they are from, and the academic performances of the students. In this study, only the average percentage of 10 and plus 2 was considered. The second part is containing the 40 items covering four dimensions of emotional intelligence. These questionnaires were developed by Paul Mohapel in the year 2015. It is following 5 pointsLikert scale. The questionnaire is divided into four dimensions - Self-Awareness, Self-Management, Social Awareness, and Relationship Management (Boyatzis, Goleman, and Rhee, 2000) and each dimension has got 10 items and that is how a total of 40 items are arraigned. This questionnaireisbased on Goleman. In that model, four dimensions are used as proposed by Goleman and Each item is following 5 points Likert scale (Mohapel, 2015). In this study each item of the questionnaire is following the Likert scale and has five options and each option has given a particular score – 5 is given to fully Agreed, 4 is given to Agreed,3 is given to

undecided,2 is given to disagreed and 1 is given to fully disagreed. The questionnaire is having 40 close-ended questionnaires. The questionnaire was developed in January 2021 and was sent in March 2021. After getting all the data from the respondents, descriptive study and analytical study including - t-test and ANOVA test. The entire data have coded and analyzed by SPSS 21 software. In this study correlation between emotional intelligence along with its four dimensions and different socio-demographic characteristics such as gender, age, religion, type of area they are from, type of family, Undergraduate or postgraduate are shown.

Distribution of the sample

Sl No	Particulars		Number of Respondents	Percentage
1	Gender	Boy	256	44.13793
		Girl	324	55.86207
2	Area	Village	157	27.06897
		Town	89	15.34483
		City	266	45.86207
		Metro City	68	11.72414
3	Undergraduate or Postgraduate	Under Graduate	451	77.75862
		Post Graduate	129	22.24138
4	Family	Nuclear Family	336	57.93103
		Joint Family	244	42.06897
5	Academic Performances	More than 80%	65	11.20
		Between 60 to 79	342	58.96
		Between 40 to 59	160	27.58
		Less than 40	13	2.24

The above table is showing that total 580 numbers of students are included in the study. Among 580 students 256 i.e. 44.13% is male and 324 i.e. 55.86% of them are female; 157 number of students i.e. 27.06% of them are from the village, 89 number of students i.e. 15.34% of them are from town, 266 number students i.e. 45.86% of them are from the city and 68 number of students i.e. 11.72% of them are from metro cities. The chart is also showing that 451 students i.e. 77.75% of the students are studying undergraduate courses and 129 number of students i.e. 22.24%; 336 number of students i.e. 57.93% of the students are from nuclear family and 244 number of students i.e. 42.06% of the students are from joint family. The above

chart is also showing that the 65 number of students i.e. 11.20% of student's average score of 10 and plus 2 is 80%, 342 number of students i.e. 58.96% of student's average score of 10 and plus 2 is between 60 to 79, 160 number of students i.e. 27.58% of student's average score of 10 and plus 2 is between 40 to 59 and 13 number of students i.e. 2.24% of student's average score of 10 and plus 2 is less than 40%.

Analysis

Firstly reliability is to be calculated. The Cronbach's Alpha has used with the help of SPSS. The Cronbach's Alpha measures the internal consistency which is ranging from 0 to 1. The closest Cronbach's alpha coefficient is 1, the internal consistency of the items in the scale is considered greater. According to Gliem and Gliem in the year 2003, when the alpha is 0.8, then it will be considered as a reasonable goal. The Cronbach's Alpha of expectation, perception has calculated the results are given below

Number of Items	Cronbach's Alpha
40	**.897**

The value of Cronbach's Alpha in the case of expectation is .897 so it proves that the data is reliable. So the instruments met the acceptable level of reliability and it is suitable for the study.

1. The relationship between emotional intelligence and age group.

	N	Mean	Std. Deviation
Less Than 18 Years	8	3.3875	.59940
18 to 22 Years	473	3.7752	.50825
22 to 24 years	67	3.8377	.64684
More than 24 Years	32	4.1422	.44479

The descriptive statistics associated with the score of emotional intelligence across all four age groups are reported in the table above. It can be seen that the mean of emotional intelligence of students aged more than 24 years (4.1422) is highest followed by the students aged between 22 to 24 years (3.8377), students aged between 18 to 22 years (3.7752), and students aged below 18 years (3.3875). The standard deviation of less than 18 years, between 18 to 22 years, between 22 to 24 years, and more than 24 years are .59940, .50825, .64684, and .44479respectively. In order to test the hypothesis that the level of emotional intelligence is significantly different in different student age groups, one-way ANOVA was performed. Before

conducting the ANOVA, the assumption of homogeneity of variance was tested and satisfied based on Levene's F test, F(3,576) = 1.665, p=.173.

Levene Statistic	df 1	df 2	Sig
1.665	3	576	.173

The above table is showing that the P-value or the sig value of Levene Statistics is .173 which is higher than .05. That means the groups are homogenous, also we can say homogeneity of the variance is not violated. So now we can plot the existing level of emotional intelligence as a whole of the students of all age groups in the SPSS and we can perform one-way ANOVA. The result is given below.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.491	3	1.830	6.665	<.001
Within Groups	158.189	576	.275		
Total	163.680	579			

From the ANOVA table, it can be concluded that there are significant differences among allfour age groups i.e. Less Than 18 Years, 18 to 22 Years, 22 to 24 years, and More than 24 yearson the existing to the level of emotional intelligence F (3, 576) = 6.665, and the significant value is less than .001.So from the above result, it can be concluded that the level of emotional intelligence is numerically different among different age groups i.e. less than 18 years; 18 to 22 years; 22 to 24 years and more than 24 years also the difference is significantly and statistically different. Hence we reject the second null hypothesis which states that the score of emotional intelligence is not significantly different among students of different age groups and by that we can accept the alternative hypothesis which states that emotional intelligence is significantly different among students of different age groups.

2. The difference inemotional intelligence betweenundergraduate students and post-graduate students is not significant.

		N	Mean (M)	Standard deviation (SD)	Standard Mean Error
Emotional Intelligence	Under Graduate	451	3.7874	.48525	.02285
	Post Graduate	129	3.8318	.67037	.05902

The Post Graduate group (N=129) was associated with a score of emotional intelligence M 3.8318 (SD = .67037), By comparison, the Under Graduate group (N=451) was associated with a numerically lower score on emotional intelligence M= 3.7874 (SD = .48525), to see whether they are statistically and significantly different from each other or not, independent sample t-test has performed.

	t-test for Equality of Means		
	T	df	Sig
Score of Emotional Intelligence	-.701	168.168	.484

The independent-sample t-test is showing that the difference in score of emotional intelligence is not significant among undergraduate and postgraduate students of the different family as the P-value is .484. So from the above result, it can be concluded that the level of emotional intelligence is numerically different among students from joint family and students from nuclear family but the difference is not statistically significant. Hence we accept the fourth null hypothesis which states that the score of emotional intelligence is not significantly different among students from nuclear families and joint family.

3. The score of emotional intelligence is not significantly different among students of different Gender.

		N	Mean (M)	Standard deviation(SD)	Standard Mean Error
Emotional Intelligence	Boy	256	3.7971	.58184	.03637
	Girl	324	3.7975	.48937	.02719

The Girl group (N=324) was associated with a score of emotional intelligence M 3.7975 (SD = .48937), By comparison,the Boy group (N=256) was associated with a numerically lower score on emotional intelligence M= 3.7971 (SD = .58184), to see whether they are statistically and significantly different from each other or not, independent sample t-test has performed.

	t-test for Equality of Means		
	t	df	sig
Score of Emotional Intelligence	-.008	497.111	.993

The independent sample t-test is showing that the difference of score of emotional intelligence is not significant among students of a different gender as the P-value is .993. So from the above result, it can be concluded that the level of emotional intelligence is numerically different among the male population and female population but the difference is not significantly and statistically different. Hence we accept the first null hypothesis which states that the score of emotional intelligence is not significantly different among students of different Gender.

4. The relationship between emotional intelligence and students from different locality such as village, town, city, and metro city.

	N	Mean	Std. Deviation
Village	157	3.8129	.52015
Town	89	3.7694	.55126
City	266	3.7945	.55173
Metro City	68	3.8085	.45623

The descriptive statistics associated with the score of emotional intelligence across all four groups are reported in the table above. It can be seen that the mean of emotional intelligence of students from the village (3.8129) is highest followed by the students from metro city (3.8085), students from city (3.7945), and students from town (3.7694). The standard deviation of students from village, town, city, and metro cityis.52015, .55126, .55173, and .45623respectively. In order to test the hypothesis that the level of emotional intelligence is significantly different in students from village, town, city, and metro city, one-way ANOVA was performed. Before conducting the ANOVA, the assumption of homogeneity of variance was tested and satisfied based on Levene's F test, F(3,576) = .647, p=.585.

Levene Statistic	df 1	df 2	Sig
.647	3	576	.585

The above table is showing that the P-value or the sig value of Levene Statistics is .585which is higher than .05. That means the groups are homogenous, also we can say homogeneity of the variance is not violated. So now we can plot the existing level of emotional intelligence as a whole of the students from different areas in the SPSS and we can perform one-way ANOVA. The result is given below.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.118	3	.039	.139	.937
Within Groups	163.562	576	.284		
Total	163.680	579			

From the ANOVA table, it can be concluded that there are significant differences among all four groups i.e. Village, city, town, and metro city on the existing the level of emotional intelligence F (3, 576) = .139, and the significant value is .937. So from the above result, it can be concluded

that the level of emotional intelligence is numerically different among students from different areas i.e. village, city, town, and the metro cityalso the difference is not significantly and statistically different. Hence we accept the fifth null hypothesis which states that the emotional intelligence of students from different types of locality such as village, town, city, and metro city has no significant difference.

5. The relationship between emotional intelligence and type of family.

		N	Mean (M)	Standard deviation(SD)	Standard Mean Error
Emotional Intelligence	Nuclear Family	343	3.7895	.49375	.02666
	Joint Family	237	3.8085	.58315	.03788

The Joint Family group (N=237) was associated with a score of emotional intelligence M 3.8085 (SD = .58315), By comparison,the Nuclear Family group (N=343) was associated with a numerically lower score on emotional intelligence M= 3.7895 (SD = .49375), to see whether they are statistically and significantly different from each other or not, independent sample t-test has performed.

	t-test for Equality of Means		
	T	df	Sig
Score of Emotional Intelligence	-.411	451.296	.681

The independent-sample t-test is showing that the difference in score of emotional intelligence is not significant among students of the different family as the P-value is .681. So from the above result, it can be concluded that the level of emotional intelligence is numerically different among students from joint family and students from nuclear family but the difference is not significantly and statistically different. Hence we accept the third null hypothesis which states that the score of emotional intelligence is not significantly different among students from nuclear families and joint family.

6. The relationship between emotional intelligence and the academic performances

	N	Mean	Std. Deviation
More 80%	65	3.9712	.44838
60 to 79%	342	3.8437	.44185
40 to 59%	160	3.8844	.41359
Less than 40 %	13	3.8154	.48989

The descriptive statistics associated with the score of emotional intelligence across all four groups are reported in the table above. It can be seen that the mean of emotional intelligence of students from scored more than 80% (3.9712) is highest followed by the students scored between 40% and 59% (3.8844), students scored between 60% and 79% (3.8437), and students

scored below 40 (3.8154). The standard deviation of the score more than 80%, between 60 and 79, between 40 to 59, and Less than 40 are .44838, .44185, .41359,and .48989respectively. In order to test the hypothesis that the level of emotional intelligence is significantly different among student scored more than 80% is highest followed by the students scored between 40% and 59%, students scored between 60% and 79%, and students scored below 40; one-way ANOVA was performed. Before conducting the ANOVA, the assumption of homogeneity of variance was tested and satisfied based on Levene's F test, F(3,576) = .647, p=.585.

Levene Statistic	df 1	df 2	Sig
1.147	3	576	.329

The above table is showing that the P-value or the sig value of Levene Statistics is .329which is higher than .05. That means the groups are homogenous, also we can say homogeneity of the variance is not violated. So now we can plot the existing level of emotional intelligence as a whole of the students from different areas in the SPSS and we can perform one-way ANOVA. The result is given below.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.974	3	.325	1.708	.164
Within Groups	109.520	576	.190		
Total	110.494	579			

From the ANOVA table, it can be concluded that no significant differences areexisting among all four groups i.e. student scored more than 80%,scored between 40% and 59%,scored between 60% and 79%, and students scored below 40 on the existing to the level of emotional intelligence F (3, 576) = 1.708, and the P-value is .164. So from the above result, it can be concluded that the level of emotional intelligence is numerically different among students of different academic resultsbut the difference is not significantly and statistically different. Hence we accept the sixth null hypothesis which states that the emotional intelligence of students is not significantly related to their academic achievement.

Discussion

The average score of emotional intelligence of all the 580 students is 3.797 where 5 means highest and 1 means lowest. The result shows that the levels of emotional intelligence of students are not depending upon theirgender; this result is opposing the findings of other researchers who have shown that emotional

intelligence is significantly higher in the female population (Afolabi, 2006; Pande, 2010). Though the result shows that the level of emotional intelligence is slightly higher than is numerically higher in the case of girls but the gap is not statistically significant as the P-value is .998.The same kinds of results were found by many other groups of researchers, they have not found any significant differences existing betweenthe two populations (Landau, 2011; Barr-on, 2000; Yong, 2003). The study has focused on the level of emotional intelligence of students from different areas. It has shown that there is no significant gap existing among students from different areas i.e. village, town, city, and metro cities. The same kind of finding can be found in other research paperstoo (Annaraja, 2005). The study has shown that the village students have numerically higher emotional intelligence levels but the gap is not significant, and the result is supported by other research too (Ravi, 2019). The study has focused on the level of emotional intelligence among students of different family backgrounds i.e. joint and nuclear family. It shows that the students from joint family have numerically higher emotional intelligence scores than students from nuclear family and this is supported by other researchers too (Ravi, 2019) but in this study, the gap is not significant as the p-value is higher than .05. Lastly, the study is trying to find out the level of emotional intelligence of the students and their ageand it is found that the score of emotional intelligence is significantly influenced by the age of the respondents. The P-value, in this case, is less than .001 which is certainly lower than .05. It is also showing that the score of emotional intelligence is increasing as age is advancing. Similar kinds of findings can be found in other research papers (Chapman, 2006; Gardner andQualter, 2011). Though, it is opposing some findings as they are claiming that the gap is not significant (Goleman, 1995; Martinez-Pons, 1997; Palmer et al, 2002). The study also suggested that emotional intelligence is higher in post-graduate students than undergraduate students but they are not statistically and significantly different from each other as the P-value is .484, which is higher than .05. The same findings can be found in other research (Ravi, 2019). The study has shown that the emotional intelligence of the students is not significantly related to academic achievement. The finding of the study is not supporting other studies which have shown that emotional intelligence is significantly related to academic achievement (Rode 2007)and it is also supporting some findings, where the researchers did not find any significant differences (Newsome, Day, and Catano, 2000)though in this study has shown that emotional intelligence is highest in those students who are academically best and lowest in those who are academically poor but the differences are not statistically significant. So the study has concluded that emotional intelligence is not depending upon gender, family background, locality, and academic achievement, but it is

significantly dependent upon the age of respondents but the study is also showing that the difference between undergraduate and postgraduate students is not significantly different.

Conclusion

The main purpose of the study is to find out the relationship between emotional intelligence and different socio-demographic characteristics as well as academic achievement. The study did not find any significant influence of socio-demography and academic achievement on emotional intelligence except age. Age is showing a significant influence on emotional intelligence. It is showing that the level of emotional intelligence is increasing as age is advancing. Age provides experience and experience can increase the skill of self-management, self-awareness, social awareness, and relationship management and that is how the level of emotional intelligence is increasing. Emotional intelligence is an essential quality of every human being and it is enough to increase the quality of life of self and others. Emotional intelligence can be enhanced by going through various training, so every school, college, and university should have enough opportunity for that.

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