

# Understanding The Factors Of Emotional Intelligence And The Means Score Among Students Pursuing NEET Entrance Exam

Dr. S. Poongavanam<sup>1</sup>, Dr.N.Senthil Kumar<sup>2</sup>, Dr. A. K. Sheik Manzoor<sup>3</sup>, Dr. J.Rengamani<sup>4</sup>, Dr. R.Srinivasan<sup>5</sup>, Dr. R. Vetri Selvan<sup>6</sup>

<sup>1,5</sup>Associate Professor, AMET Business School, Academy of Maritime Education and Training, Deemed to be University, Chennai, India

<sup>2</sup>Professor, Department of Management Studies, Anna University, Chennai, India

<sup>3</sup> Associate Professor, Department of Management Studies, Anna University, Chennai, India

<sup>4</sup> Professor, AMET Business School, Academy of Maritime Education and Training, Deemed to be University, Chennai, India

<sup>6</sup>Assistant Professor, AMET Business School, Academy of Maritime Education and Training, Deemed to be University, Chennai, India

---

## Abstract

Factors of the Emotional intelligence (EI) discusses on the ability to perceive, control, and assess the emotions. Most of the researcher study shows that EI can be learned and strengthened, some of them claim it's an inherent characteristic. Students must have the ability to express and to control the emotions. Controlling the emotion is highly essential and also the ability to recognize, interpret, and response to the emotions of other students. Psychologists calls this ability as Emotional Intelligence. This article studies the, factors of Emotional Intelligence among the students pursuing NEET entrance exam.

**Keywords:** Self-awareness, Managing emotions, Motivation, Empathy & Social skills

---

## Introduction

Emotional intelligence is defined, as the ability to monitor one's own and other people's emotions, to sort out the different emotions and label them appropriately, and to use emotional information to help in the thinking process and behaviour. It can also be expresses as perceiving, understanding, and managing emotions. EI also reflects ability of the students to join the intelligence process, and increases the sentiments to improve the thought and interpersonal dynamics. There were lot of difference exists in the definition of EI, regarding terminology and operationalization's. Currently, there are three main models of EI: This article focus on the EI of students undergoing NEET entrance exams. It is evident that some of the students commits suicide for not clearing the entrance exam, thinking that medicine is the only profession in life. In this context is proposed to conduct a research on the EI of the students preparing the entrance exam.

## Measurement of EI

The following are the measurement of Emotional Intelligence

Self-awareness: To recognize the feeling of the people and to understand the customary emotions and the responses of an events and to know how the emotions of ones affects his own behaviour and the performance. When ones is self-aware, he/she can know himself and how others see them and it is also has a good sense of his own ability. .

Managing emotions, Person ability to be focused and clearly even while experiencing the emotions. One must able to manage his emotional state and he has to shoulder the responsibility for his own actions, and has to be saved from hasty decisions.

Motivating the people to focus on their ability, to recognize the emotions and to move and help ones towards the goals. This ability allows ones to take the initiation and to continue with difficulties and hindrances.

Empathy the ability to sense, recognize and reply to what other persons are feeling. Self-awareness is vital to have empathy with other persons. If one not aware of his own emotions, not able to deliver the emotions of other persons.

Social Skill The ability to manage oneself, influence and inspire emotions in others. Able to handle the emotions and relationship, wills affect and inspire other people. It is needed for successful teamwork and leadership.

### Review of literature

Çetinkaya and Alparslan (2011) analysed the relation between the emotional intelligence of Technology and Management students. The study shows that the relationship between them is weak. The emphatic sensitivity, has an impact on communication skills and statistically significant. Kuzu and Eker (2010) studied the EI and communication skills of students at Health College, School of Nursing, College of Forestry and Technical Training. The study shows that Nursing students have high degree of emotional intelligence and there are highly different among departments. Vural (2010) find that relation between emotional intelligence of students in the Department of Early Childhood Education and predicted that there is a positive, significant relationship exist. Sanchez-Ruiz, Perez-Gonzalez et.al (2008) find that relations between academic achievements and their own emotions. Gürşimşek, Vuralve Demirsöz (2008) in his study on students of Education find that there is a significant relationship between emotional intelligences and communication skills. Yılmaz (2007) analysed the relationship between emotional intelligences of Candidate Social Sciences Teachers and their academic achievements. Harrod and Scheer (2005) measured the emotional intelligence of 200 youngsters between the ages of 16 to 19. The emotional intelligence scores are also studies with the age, sex, household income, education level of parents, and place of residence of the individuals'. O'Connor Jr. and Little (2003) studied the relationship between emotional intelligence and academic achievements of university students by using an emotional intelligence scale based on both self-report and skill. He concluded scale used to measure the emotional intelligence, is not a powerful indicator of academic achievement.

### Results and Discussions

Table – 1 Gender wise

Gender	Frequency	Percent
Male	73	73.0
Female	27	27.0

Total	100	100.0
-------	-----	-------

It is inferred from the above table that 73% of respondents are male and 27% respondents are female.

**Table – 2 Mother occupation**

Occupation	Frequency	Percent
Employed	11	11.0
House wife	89	89.0
Total	100	100.0

The above table shows that 89% of respondent’s mothers are house wife and the remaining 11% of respondent’s mothers are employed.

**Table – 3 Father Occupation**

Profession	Frequency	Percent
Private	76	76.0
Government	12	12.0
Business	12	12.0
Total	100	100.0

The above table shows that 76% of respondent’s fathers are working in private sectors jobs, 12 % of respondent’s father are in Government profession and same percentage of respondent’s father are doing business.

**Table – 4 Income**

Income	Frequency	Percent
less than Rs.10000	54	54.0
Ra.10000 – Rs.20000	13	13.0
Rs.20000 – Rs.30000	12	12.0
Rs.30000 – Rs.40000	12	12.0
Rs.40000 and above	9	9.0
Total	100	100.0

It is inferred from the above table 54% of respondent’s family incomes is less than Rs.10,000, 13% of respondents are in the income groups of Rs.10,000 to Rs.20,000. 12% of respondent’s family incomes are in Rs.20,000 to Rs.30,000. Only 9% of respondent’s family income is Rs.40,000 and above

**Table 5 School studied**

School studies	Frequency	Percent
Government.	69	69.0
Private	19	19.0
Aided	12	12.0
Total	100	100.0

It is inferred from the above table 69% of respondent's studies in government schools, 19% of respondents studied in government schools and 12% studies in aided schools

**Table 6 Education**

Father Education	Frequency	Percent
10 <sup>th</sup> Std.	54	54.0
12 <sup>th</sup> Std.	29	29.0
UG	8	8.0
PG	9	9.0
Total	100	100.0

The above table shows 54% of respondent's father studies up to 10<sup>th</sup> standard, 29% of respondent's father studies higher secondary, 8% studies UG and 9 % studies PG.

**Table 7 Place of residence**

Residence	Frequency	Percent
Rural	77	77.0
Urban	23	23.0
Total	100	100.0

The above table shows 77% of respondents are from rural background and 23% of respondent's from urban background.

**Table 8 Mean score for self-awareness**

Statements	Mean	S.D
I realised it immediately when I lose my temper	4.14	0.853
I know when I am happy	4.19	0.706
I usually recognise when I am stressed	4.31	0.896
When I am in emotional state I am fully aware of it	4.31	0.748
Problematic person do not annoy me	3.90	1.03

The above tables show the mean score for the factor self-awareness. Means score is higher (4.31) for I usually recognise when I am stressed and When I am being emotional I am aware of this. Mean score is 4.19 and 4.14 for I know when I am happy and I realise immediately when I lose my temper respectively Means core is lower for probamitic people do not annoy me (3.9).

**Table 9 Mean score on Managing emotion**

Statement	Mean	S.D.
I can 'reframe' bad situations quickly	4.26	0.917
I do not wear my 'heart on my sleeve	4.02	1.02
Other people can hardly tell what kind of mood I am having	4.30	0.927
I hardly 'fly off the handle' at other people	3.99	0.948
People also try to manage their emotions	3.88	0.956

The above table shows that Means score is higher for Others can hardly tell what kind of mood I am in (4.3), followed by I can 'reframe' bad situations quickly (4,26). Mean score is lower for difficult people also try to manage emotions is 3.88. Mean score is 4.26 for the statement I can 'reframe' bad situations quickly.

**Table 10 Mean score on Motivating oneself**

Statement	Mean	S. D
I will always motive myself to handle the difficult tasks	4.44	.935
I am usually able to find and prioritise the important activities at work and get on with them	4.33	.779
I always recognise when I was stressed	3.75	1.18
I never waste my time	4.45	.701
Difficult people do not annoy me	3.77	1.19

The above table shows that mean score is higher for I am able to always motive myself to do difficult tasks i.e. 4.44 followed by I am usually able to find and prioritise important activities at work with mean score of 4.33. Last comes I usually recognise when I was stressed with 3.75.

**Table – 11 Mean score on Empathy**

Statement	Mean	S.D
I always able to realize things from the other viewpoint	4.04	0.898
I am always excellent at empathising with someone else's problem	3.95	1.24
I can tell if some people is not happy with me	4.28	0.854
I can tell if a team of people are not getting along with each other	4.52	1.01
I can usually understand why people are being difficult towards me	4.16	0.813

The above table shows that means corer is higher for I can tell if a team of people are not getting along with each other (4.52, followed by I can tell if someone is not happy with me with mean score of 4.28. I am excellent at empathising with someone else's problem comes last with mean score of 3.95.

**Table 12 Means score on Social skills**

Statement	Mean	S. D
I am an excellent listener	4.28	1.113
I never interrupt other people's conversations	4.36	0.594
I am good at adapting and mixing with a variety of people	3.80	1.18
People are the most interesting thing in life for me	3.98	0.752
I love to meet new people and get to know what makes them 'tick	4.01	1.18

The above table shows means score is higher for I never interrupt other people's conversations 94.36, than comes I am an excellent listener with means core of 4.28. Last comes I am good at adapting and mixing with a variety of people with mean score of 3.8.

**Table 13 Mean score for all the factors of EI**

Statement	Mean	S.D
Self-awareness	20.85	2.84
Managing emotion	20.45	3.16
Motivating oneself	20.74	2.96
Empathy	20.95	3.76

Social skills	20.43	2.73
---------------	-------	------

With respect to over all means score for each parameters mean score is more than 20 for all the parameters. Empathy stood for first with 20.95, self-awareness comes second with mean score of 20.85. Last comes Social skills with 20.43.

## Conclusion

The emotional factors like empathy and self-awareness has to given more importance for successful achieving the aim of the e student's. Students with high level of emotional intelligence can motivate themselves towards achievement of their aims. EI helps the students to manage their own stress levels, which is an important part of their life. Finally, managing Emotional Intelligence is a much-for all the students to the face the pressure.

## REFERENCES

1. Mayo, E. (1933). *The human problems of an industrial civilization*. Cambridge, MA: Harvard.
2. Berne, Eric (1964). *Games People Play– The Basic Hand Book of Transactional Analysis*. New York: Ballantine Books.
3. Sinha, D. (2014). Study of Emotional Intelligence Amongst the employees of Organized Retail Sector. *International Journal of Commerce & Management*, 4(2).
4. Thorndike, E.L. (1920). Intelligence and its use. *Harper's Magazine*, 140, 227-235.
5. P. Salovey, & J. Mayer (1990). "Emotional intelligence," *Imagination, Cognition, and Personality*, vol.9, pp.185–211.
6. Ravi, D. (2001). Emotional Intelligence – A Sine Qua Non Of Leadership, 8M – *The Journal of Indian Management & Strategy*, 6(4). pp 39-43.
7. Rajgopal N. & Rekha K.N. (2009), A Study Among the Managerial Staff of Bilt Industrial Packaging Company (BIPCO), Coimbatore, Tamilnadu, *Management and Labour Studies*, 29 (3), pp. 188-204
8. Rajendran P. (2018). A study of age related work motivation, *Medico-Legal Update*, 18(1), pp.418-420.
9. Manoharan C., Arivazhagan D., Divyaranjani R., Vetri Selvan R. (2020). Cognition and emotions during teaching learning process, *International Journal of Scientific and Technology Research*, 9(2), pp267-269.
10. Manigandan K. (2018) A development of soft skill in tourism industries. *Indian Journal of Public Health Research and Development*, pp. 433-435.