"Emotional Social Intelligence, Health and Students Performance in Higher Education"

A Thesis submitted to the

University of Petroleum and Energy Studies

For the Award of

Doctor of Philosophy

In

Management

By

Ms. Juhi Rai

Dec. 2022

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DECLARATION

I declare that the thesis entitled *"Emotional Social Intelligence, Health and Students Performance in Higher Education"* has been prepared by me under the guidance of Dr. Anurag Singh, Assistant Professor, University of Petroleum & Energy Studies (UPES). No part of this thesis has formed the basis for the award of any degree or fellowship previously.

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CERTIFICATE

I certify that Ms. Juhi Rai has prepared his thesis entitled ***"Emotional Social Intelligence, Health and Students Performance in Higher Education"*** for the award of PhD degree of the University of Petroleum & Energy Studies, under my guidance. she has carried out the work at the School of Business, University of Petroleum & Energy Studies.

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Date: 19th Dec, 2022

CERTIFICATE

I certify that Ms. Juhi Rai has prepared her thesis entitled "***Emotional, Social Intelligence, Health and Students Performance in Higher Education***" for the award of Ph.D. degree of the University of Petroleum and Energy Studies, under my guidance. She has carried out the work at the School of Business, University of Petroleum and Energy Studies, Dehradun.

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Acknowledgement

I would like to acknowledge the small village boy, who conquered himself and every challenge life threw his way. The boy who became a man, a beacon of inspiration to thousands of people in this world who have gained from his knowledge. I would like to acknowledge the Naval officer, who taught me to fight, lead, learn and show courage in everything I did. I want to acknowledge the man who did several jobs to ensure I get the best schooling and get opportunities that he never got as a child. I want to acknowledge the family man, who kept studying and winning accolades and degrees while managing the responsibility of the family and children, showing me that one can be a student for life. I want to thank the management guru, who disrupted systems in the Indian Navy, and the education world with innovations and solutions that would change the game.

I would like to acknowledge the Vice Chancellor who is leading the way for our country India to put its mark, whose legacy is his students who impact the world as business heads and executives of large companies that impact humanity socially and economically, who carry his message and mantras to different parts of the globe.

I want to acknowledge the chancellor who is only beginning his dream to impact India and its children. I want to acknowledge all these facets of the one man who is my first teacher, and forever guide, my father, Dr. Sunil Rai, whose name, blood, and magic I will carry within me always.

I want to acknowledge Dr. Geeta Hegde for sitting with me through late nights and helping me practice presentations, my Guide, the silent force, Dr. Anurag Singh for taking so much time out for my work, my Co-guide, Dr. Deepak Bangwal who helped me structure my work like an architect. I would like to acknowledge my former teacher and someone who always believed in me, Dr. Asawari Bhawe, who helped me get started on this journey.

Finally, I would like to acknowledge my emotional-social-intelligence, my support systems in life, my mom, my elder brother, and my best friend who supported me emotionally so I can persist in this journey.

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Abstract

In this thesis, the link between ESI and performance is studied, with mental and physical health as moderating variables. This effort should begin at the state level before being expanded to include specific schools, universities, and institutions. The second half of this dissertation focuses mostly on the evolution of emotional social intelligence and field-specific contributions. The move from IQ to ESI is denoted by their work, which is crucial because it lays the foundation for ongoing research on emotional intelligence and signifies the beginning of the change. The results of the chapter two literature review show that not much research has been done to figure out the link between ESI and performance, especially when mental and physical health are taken into account as moderating variables.

In the third chapter, there is a summary of how the research was done to find out if there is a connection between emotional intelligence and things like gender, race, and age. This chapter explains what the main parts are and how the sample design, research design, data collection methods, and analysis methods will be used to find and analyse the results of the proposed study. These definitions will be utilised to identify and analyse the proposed study's outcomes. In addition, this chapter breaks down and discusses both the study methodology and the example technique. In chapter 3, we talk about the people who took part in the research study, how the sample was chosen, how the technology was used to get the data, and the statistical analysis that was used in this study.

In Chapter 4, the planned investigation's results and discussion are presented and debated. In this chapter, the outcomes of the research investigation are discussed. These results are based on an empirical study of the participant data obtained. The next part of the presentation looks at the descriptive statistics for the variables being looked at. So that the empirical studies are easier to understand, the descriptive data come first, then the inferential statistical analysis. Statistical Package for the Social Sciences, version 7.0, was utilised throughout the duration of this inquiry for data analysis and presentation. In this part of the book, descriptive statistics are used to show, through frequency tables and pictures, how important demographic traits are. In this study, demographic variables like gender, age, and course are taken into account. Even though the moderating effects of mental and physical health are taken into account in the descriptive statistics for the sample, it is clear that ESI and performance are linked in a good way.

CHAPTER - I

INTRODUCTION

CHAPTER -1

INTRODUCTION

The rapid pace of progress during the twentieth century led to the integration of various disciplines. This resulted in the development of a simulation and study of human intelligence systems. Scientists hoped that these systems would be able to benefit from their capabilities in various fields of life. In addition to being able to perform various tasks, such as educational applications, human intelligence systems also need to have a degree of intelligence to be useful in computer programming[1]. The development of artificial intelligence has led to the study of the mental capabilities of humans in order to understand their complex relationships better. This is a step toward developing systems that can perform various tasks and functions. Unlike other disciplines, such as psychology and philosophy, the study of human intelligence focuses on the human mind's unique characteristics. The results of the computer's use in identifying various symbols and models are proof of the existence of artificial intelligence. In addition to being able to identify these types of models and symbols, the technology has also been able to transfer a portion of human intelligence to a computer program. This technology has then been used to develop systems of expertise that can include some of the experiences of the human mind[1].

People's happiness and success depend on their skills and social intelligence. These include their interactions with other people and their degree of education. Individuals do not live in isolation but rather in communities where they can interact with members of the society around them. He or she must also understand the personalities and psychology of the individuals around him or her. This is because, in order to perform well in their relationships, individuals need to have the necessary social intelligence. Social intelligence allows them to control and manage people at various levels[2] . Society has become more focused on developing itself in various fields, such as education. This has led to the evolution of education from a process that involves stuffing students' minds with information to a process that involves providing them with the necessary knowledge to make informed decisions in their future lives. The education of people is the main factor that contributes to the development of civilizations. It is also one of the most crucial features that plays an important role in the upbringing of a new generation[2].

Modern education methods are very important for the development of nations as they involve planning and evaluating a process designed to provide the best possible education. This is because they are able to implement a comprehensive system. They're crucial because they encourage pupils to use all their senses throughout class. Who will be successful in education? There are people who are capable of achieving great academic success but are still experiencing continuous failures. In the field of education, academic performance is a concept that has been studied extensively. Various factors such as training, learning, and assessment have been studied to determine the possible factors that can influence a student's academic success[3] .

Researchers have looked into the link between ESI (Social and Emotional Intelligence) and better health outcomes. It has been regarded as a fundamental element that can influence various adaptive processes [4]. Several studies also indicated that the use of electronic health records could have a positive effect on various aspects of health. These include improving well-being, even performance [5][6].

According to the World Economic Forum, ESI is a growing skill that can help students improve their physical and mental health. Studies have shown that people with mental illness tend to have critical episodes and signs when they get older. According to[7], many people, including parents, students, and educationalists, believe that schools should teach more than just reading, writing, and counting. According to a 2017 report published by the Directorate-General of Health, we can't avoid mental illnesses. However, we can decrease its impact and improve the quality of life by reducing its incidence [8][9].

Due to the increasing number of mental health disorders and behavioral problems in today's society, it has been estimated that the academic performance of students has significantly decreased [10][7][11]. This is why the education system should take the necessary steps to provide proper care for students[12]. They also believe that education institutions should develop a student's social-emotional competence.

In this research, we hope to learn more about how EQ and SN play a role in students' success in the classroom. It also aims to develop a framework for assessing the effects of this movement on a student's academic performance. This study could provide valuable insight into the sustainable development of educational programs. Intelligence is a type of mental capability that people can use to solve the problems and learn new things efficiently. This includes identification of differences in the expertise of different sensory, social, and intellectual fields.

Having social intelligence and being able to keep up with and talk to people helps people improve their social skills. This is also beneficial for them as it allows them to improve their ability to interact with others. [13]. The author states that this capability can be used by people involved in various activities, such as teachers, doctors, and publicists.

According to [14], social intelligence is a capability that involves the cognitive processes related to other people's knowledge and attitudes. This is very important for people involved in various activities, such as teachers, doctors, and publicists.

Social intelligence is a set of skills that enables individuals to understand the thoughts and feelings of others and to deal with situations efficiently. According to[15], it can also be used to respond appropriately to situations. The definition of social intelligence in the Encyclopedia of Psychology states that it is a type of intelligence that people can use in their social practices and in their treatment of others. Rizk, a psychologist, says that higher social intelligence is linked to skill, decency, and the ability to change. Authors in [1] defined the concept of social intelligence of two aspects:

1. The cognitive aspect of social intelligence is a skill that enables individuals to understand and interpret the non-verbal and verbal actions of others. This is represented by the ability to perceive and communicate social knowledge.
2. The other component of social intelligence that is related to the ability to interact with others is the behavioral aspect.

According to the researchers, social intelligence is a vital factor that influences a person's personality. It relates to their ability to deal with others and develop successful social relationships. Having this type of intelligence allows individuals to interact with others. Social intelligence is a combination of the various interests and explicit needs of others and the skills that are required to successfully interact with them. This type of intelligence can be acquired through the use of artificial intelligence.

1.1 Difference between Social and Emotional Intelligence

The terms "social intelligence" and "emotional intelligence" are often used interchangeably. The former refers to a person's ability to make informed decisions based on what they gather about others, while the latter allows individuals to manage their emotions.

Students can develop emotional and social intelligence through emotional and social learning programs. They can then see the world through a new perspective. This thesis does not discuss the concepts of emotional and social intelligence as opposing ideas. Instead, social and emotional intelligence concepts are taught together in a SEL program. This means that the discussion of these concepts doesn't imply that they are two completely separate ideas. In the overall study Academic performance refers to the extent to which a student, professor, or institution has achieved their short-range and long-range educational aims. Several individual factors well forecast academic performance. Emotional and social intelligence has been a recognized area in the context of higher education system. It acts as a catalyst in the holistic improvement of students' academic performance. It is essential to explain that if students in higher education increase their ESI and successively improve their performance, In this research work, a descriptive method based on a questionnaire survey investigated the relationship between ESI and student performance in online education traditional programs. By using structural equation modeling (SEM), the formed hypothesis was tested in the real world to find out what ESI could do.

1.2. Background of the Research

After years of study, the three most influential ESI theories have been narrowed down to those proposed by Bar-On (2006), Mayer and Salovey (1997), and Daniel Goleman (2001). (1995). Every one of these ESI methods may be classified as either ability-based, trait-based, or mixed (Cherry et al., 2014). Trait-based models view EI as more similar to conventional intelligence, whereas ability-based models view it as more similar to personality (Van Zyl & de Bruin, 2012). According to Megreay (2013), all three approaches have been used in studies of the dissemination of ESI, student health, and student performance. I will go more deeply into each of these areas of study and the methodologies developed by Bar-On, Mayer & Salovey, and Daniel Goleman in the sections that follow this literature review. In addition, I will address some of these discoveries' ramifications. In contrast to the numerous theorists who have made contributions to the field of emotional intelligence, the transformational learning Mezirow's (1977) idea is commonly cited as the inspiration for this line of thinking. Through the use of a perplexing issue and the ensuing re-framing of conscious and unconscious cognitive processes, this idea is a technique of adult education that combines critical self-reflection with critical reflection on other people's assumptions. The idea uses a difficulty in particular to accomplish this fusion. This theory is based on the notion that a critical examination of the assumptions

held by others might lead to a critical examination of one's own preconceptions (Mezirow, 1997, 2003). This strategy, which takes ESI and health and performance factors into account, may be used to teach adults. Since the publication of the first book on the subject by Daniel Goleman in 1995, there has been a surge in both public interest and academic study of emotional intelligence (EI). The source of this is the book. Since then, researchers have connected its effect to other domains, including the business world, the healthcare industry, the education sector, and others. No prior research has investigated the connection between emotional and social intelligence, students' health, students' performance, and the mechanisms that explain these impacts, according to the most credible databases I was able to analyse before starting this work. For this reason, studies on the topic were initiated. Over the course of my research, I worked hard to give each of these factors the attention they deserved. The advantages and future potential of holistic healthcare have been the subject of increasing study in recent years (Litchy, 2011; Jafari et al., 2014; Pérard et al., 2015, p. 1; Woodward et al., 2012). Reasons for this include the growing interest in alternative medicine and the recognition that pharmaceuticals are best reserved for treating symptoms rather than preventing illness. These methods are becoming increasingly common. This means it's critical to zero in on the best method for training professionals already in the field. The research team behind this study set out to answer the question, "Is there a connection between ESI and student health and performance?" They hoped their findings would lend credence to the idea that students' productivity and efficiency needed to be increased to keep up with the growing demand. The results of this study are intended to provide credence to calls for improved academic output and performance amongst students.

1.3. Problem Statement

A rising corpus of research in the field of education examines the relationship between emotional-social intelligence (ESI), health, and academic accomplishment in students. Several studies have linked ESI to health (Cherry, Fletcher, O'Sullivan, & Dornan, 2014; Collins, 2013). Further, some academic institutions have investigated the viability of ESI integration into healthcare education curricula (Cherry et al., 2014; Larin, Benson, Wessel, Martin, & Ploeg, 2014). Additionally, it is obvious that children form emotional and social connections at school (Meyer & Jones, 2012) and that the students' degree of ESI influences their participation in class (Han & Johnson, 2012). In addition, studies have shown that students' emotional and social intelligence have an impact on how well they perform in school (Behnke

& Greenan, 2011; Berenson, Boyles, & Weaver, 2008). The connection between student health, student performance, and ESI has not been clearly proved to now. The subject of whether the ESI affects the emotional and physical health of students as well as their performance in the education sector is still debatable.

1.4. Purpose of the Study

This quantitative study sought to determine the extent to which ESI has both good and negative effects on the academic performance and overall well-being of pupils. I conducted a critical analysis with students to achieve the aim of making this evaluation for the research. First, I determined whether or whether the ESI levels of each individual student varied by having them participate in workshops and listen to general conversations. The second thing I did was determine if there was a statistically significant relationship between ESI and student achievement. Last but not least, I examined the extent to which ESI influences student performance, taking the mental and physical health of the students into consideration as potential mediators. I intended to study the relationship between environmental stresses (ESI), the emotional and physical health of students, and the academic achievement of those students using these various research approaches.

1.5 Theoretical Foundation

We utilised both the Theory of Emotional Intelligence and the Theory of Transformative Learning to provide empirical evidence in support of the theoretical assumption. In 1990, Mayer and her colleagues performed the first-ever scientific research utilising the phrase "emotional intelligence" to examine emotional intelligence. The journal Personality and Individual Differences featured this research. In addition, Bar-On (2006) developed the Bar-On Model of Emotional Social Intelligence (ESI), a model used to evaluate an individual's ESI by measuring their Emotion Quotient. The Journal of Personality Research has featured this concept. Emotional intelligence, as described by Bar-On (2006), is "the ability to properly recognise oneself and others, to sustain positive connections with others, and to successfully adapt to and manage the present circumstances." In addition to difficulties in dealing with one's emotions, he thinks that a failure to develop one's emotional intelligence can be a significant barrier to success. This is one of his points in the text. He lays a great deal of emphasis on this one subject. According to Bar-On, persons who have deficiencies in areas such as reality

checking, problem solving, stress tolerance, and impulse control are more likely to have difficulty adjusting to their surroundings. It is commonly believed that this model accounts for a considerable percentage of a person's general intelligence, which may be viewed as a predictor of a person's potential for life success. The evaluation is conducted using a tool known as the "Emotional Quotient Inventory (EQ-i)," which was developed by Bar-On and was also developed by them. This test may be used to determine a person's level of social intelligence by observing their emotional and social competence. Specifically, the exam evaluates their behaviour. The goal of the EQ.i is not to analyse a person's personality qualities or cognitive ability; rather, it is to measure a person's mental capability to effectively deal with the demands and pressures of their current circumstances. Emotional Quotient International created the EQ.i (EQi). Mezirow (1997, 2003) states that the theory of transformative learning is an approach to adult learning that is reflective of ESI and health and performance because it encourages both critical reflection of others' assumptions and critical self-reflection of one's own assumptions through the use of a disorienting dilemma, followed by the reframing of conscious and unconscious mental patterns. Simply said, transformational learning is a method of teaching adults that emphasises analytical reasoning. Simply said, transformational learning is an approach to teaching adults that brings together several facets of critical thinking, collaborative problem solving, and reflective writing.

Proposed research model

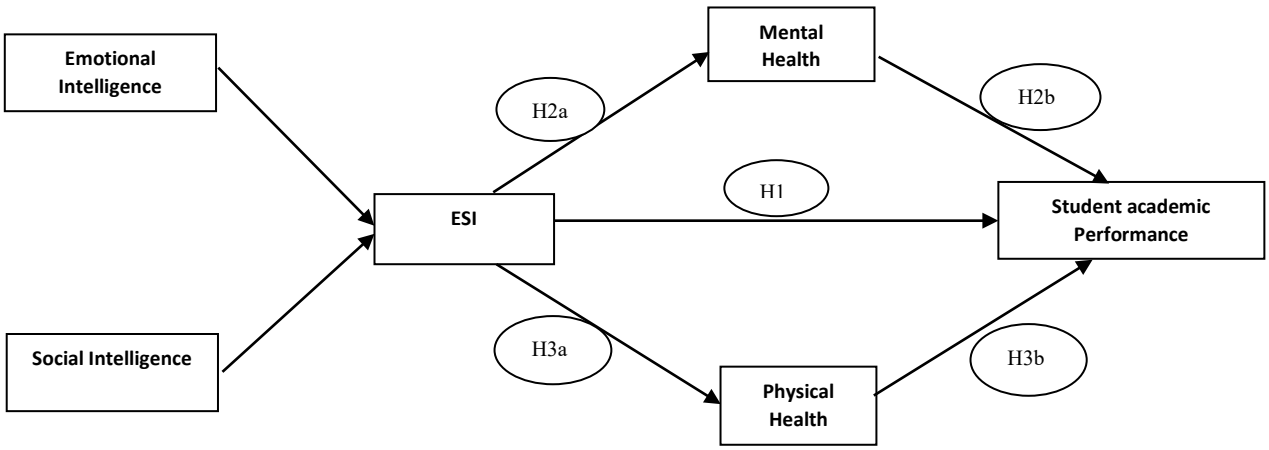

Figure 1. Proposed research model and Hypothesis

CHAPTER – II

LITERATURE REVIEW

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Finding out what factors influence students' decisions about whether or not to finish college is central to this study of instructors' emotional intelligence. By combining quantitative and qualitative approaches, this study will be able to determine the myriad elements that play into a student's final decision to earn a degree. Research on the many elements that might cause students to abandon their studies in the middle of them is presently at an all-time high. The relationship between EQ and success in school has been shown by several research, although there is insufficient data to identify causal factors. As part of a larger examination of the multiple dimensions of emotional intelligence, these research are being considered. Research like this is conducted to better understand the relationship between student success in the classroom and teacher-student dynamics. It's unfortunate that the results of studies might differ greatly depending on the size of the sample and the methodology used. Considerations like age range, sexual orientation, and study design are all good examples.

The fast invention and widespread use of several new technologies have made life more challenging for everyone. This calls for a level of emotional maturity in the general population and in the classroom. Having a high degree of emotional intelligence is a sort of intelligence that may help people better manage their emotions and increase their levels of self-assurance. They may also benefit academically with this intellect. The study's goal was to identify the many forms of emotional intelligence that have been shown to help pupils succeed in school. Intelligence, according to David Wechsler's 1940 proposal, is "the combination of cognitive and non-cognitive capacities." This analysis focused solely on the cognitive components of these tests. E. L. Thorndike, a psychologist, first proposed the concept of social intelligence in the year 1920. Individuals that are high in social intelligence are better able to collaborate with others and decipher what drives their companions. People with this level of intellect also tend to act in more socially acceptable ways.In the context of emotional intelligence, the term "social intelligence" refers to the various components that make up an individual's emotional

intelligence, including social interactions, empathy, and self-awareness. According to the findings of an investigation that psychologist Reuven Bar-On carried out in the year 1980, he sought to determine the qualities that are shared by those who are more successful. Bar-On came to this conclusion as a result of his research: individuals can improve their chances of success by several factors.

Bar-On first proposed the concept of emotional intelligence in 1985. This form of intelligence focuses on an individual's capacity to maintain control over their feelings and behaviours. According to Bar-On, this type of intelligence can assist individuals in increasing their self-confidence and better managing the environment they find themselves in daily. In addition to that, he asserts that it can assist individuals in gaining insight into the nature of their future careers.

According to Bar-On, emotional intelligence is a set of components that can be categorised into five main categories: interpersonal, general mood, adaptability, intrapersonal, and stress control. These categories can be broken down further into subcategories. One of the essential aspects of this intelligence is the capacity to exert control over one's emotions without allowing those emotions to influence one's behaviour.

The authors Hibbs and Dulewicz presented their definition of emotional intelligence as a collection of seven components in the year 1999. These components include self-awareness, motivation, persuasion, the preservation of emotions, and interpersonal sensitivity. According to the findings of a study that was carried out by Howard Gardner in the field of human intelligence, there are seven different types of intelligence. The first two are referred to as "intrapersonal" and "interpersonal" connections. These two factors, together with these two factors, are widely cited as the foundations of emotional intelligence.

Intrapersonal intelligence refers to a person's capacity to exert control over themselves due to various factors, including awareness and comprehension of their own wishes, requirements, and emotions. This type of intelligence can assist a person in warding off negative influences and giving themselves the drive to succeed. On the other hand, the degree to which individuals are sensitive to their own emotions is regarded as an interpersonal component. It is generally agreed that one of the most important components of intelligence is the capacity to select an appropriate response and communicate effectively with other people. It should be no surprise that a person who possesses this kind of intelligence will also develop their emotional intelligence. John D. Mayer and Peter S. Salovey are credited with being the ones who first conceptualised the terms

"academic writing" and "emotional intelligence" in the year 1993. In 1993, they presented their findings to the community concerned with emotional intelligence. To have this type of social intelligence, one must, in their view, be able to manage one's emotions and utilise knowledge to guide one's actions and decisions.

The two psychologists discovered five aspects of emotional intelligence that are associated with the growth of a person's self-awareness and linked to the process of learning about oneself. These skills include self-motivation, emotional control, empathy, and the ability to get along with others. According to them, emotional management is when a person feels it is necessary to handle a situation because it relates to their feelings. This is when a person feels it is required to handle a situation. The process of developing positive emotions and increasing one's level of self-control is meant by the term "self-motivation." Delaying gratification and keeping oneself from getting carried away are both possible uses for it. Recognizing and responding correctly to the feelings of another person is an example of empathy. Those who are emotionally stable and able to make reasoned judgements based on the facts have this type of social intelligence. In their 1997 paper, researchers Mayer and Salovey defined emotional intelligence as the capacity for "self-aware and social emotion regulation." In addition, they noted that this level of intellect is conducive to healthy maturation of the mind and heart.

According to them, in order to possess this type of social intelligence, a one must be able to exercise control over their sentiments and make use of knowledge in order to steer both their actions and their thoughts. According to the findings of Mayer and Salovey's research from 2008, individuals with this sort of intelligence have a stronger capacity to comprehend information connected to emotional experiences. People who are able to pay attention to, grasp, and exert control over the emotions that they are experiencing are said to have a high level of emotional intelligence. These qualities can be put to use in a variety of adaptive circumstances, such as assisting other people. It wasn't until the release of Daniel Goleman's book in 1995 that the term "emotional intelligence" was brought to the attention of the general public for the first time. Goleman (1995) found that an individual's IQ only accounts for roughly 20 percent of the success that they experience. In addition to this, he brought up the fact that a person's degree of success may be influenced by a variety of things, such as their luck and their social status. He is of the idea that a person's ability for intellectual progress may be helped by the development of their emotional intelligence. [Citation needed] According to Goleman (1995), emotional intelligence is a person's capacity to understand and regulate not just their own feelings but also the feelings of others. This includes the ability to empathise with the sentiments of others around

them. In addition to this, he brought up the fact that individuals can receive assistance in enhancing their general academic performance if they possess this sort of intelligence. The purpose of this model is to investigate whether or not there is a correlation between high levels of self-motivation and effective academic achievement. This suggests that individuals who possess this sort of intelligence may be able to raise their academic performance to a higher degree with the assistance of others.

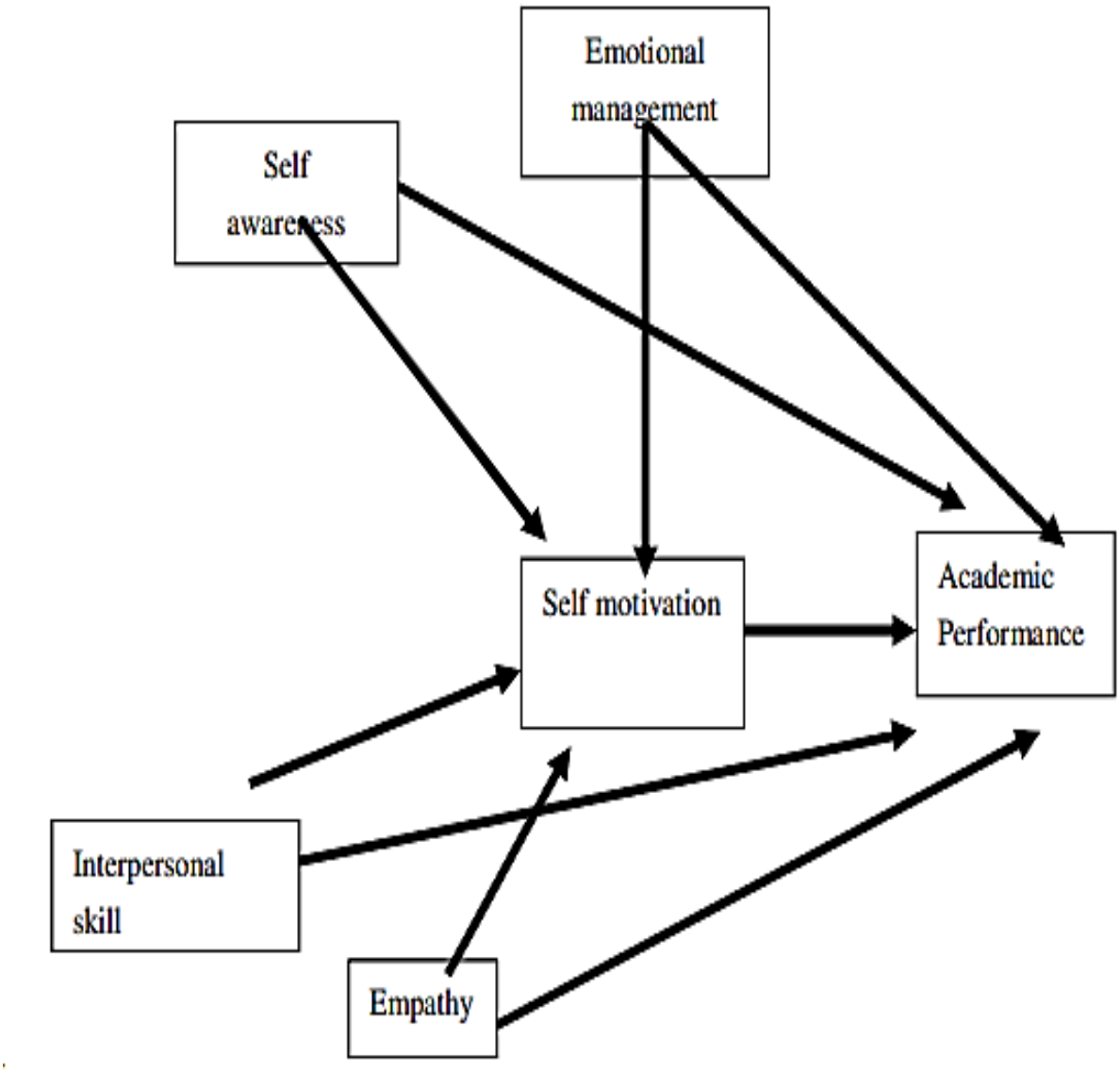

Figure 2.1: Relationship Model Between Self-Awareness, Emotional Management, Self-Motivation, Empathy, and Interpersonal Skills and Academic Performance

In order to back up the emotional intelligence model, it's important to look at the existing literature and undertake studies that examine the correlation between EQ and academic success.

2.2. The relationship between emotional intelligence and academic success.

One of the factors that can contribute to a student's poor performance is that the student has a dysfunctional personality. This is because it aids in the maturation of one's emotional intelligence, which is a crucial life skill.

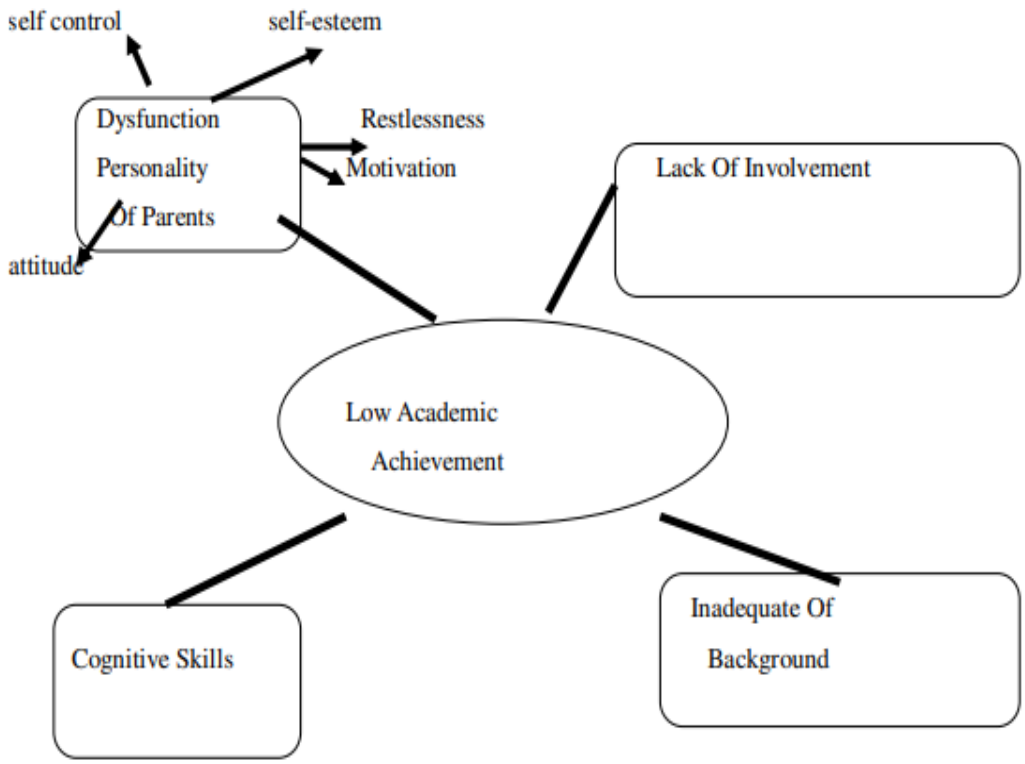

Fig 2.2. Model of low academic achievement

A dysfunctional personality is a type of personality that is distinguished by low levels of self-esteem, anxiety, and an absence of self-assurance. It is also possible for it to have an effect on a student's academic performance. According to this model, students who exhibit these characteristics are more likely to display low emotional intelligence.

The results of a study carried out in 2004 by Petrides and colleagues showed that emotional intelligence can affect a student's academic performance. Not only that, but they also found that

strong emotional intelligence is correlated with academic success. The investigation into the relationship between a person's academic success level and emotional intelligence led the researchers to identify three subtypes of emotional intelligence: adaptability, interpersonal ability, and stress management. They also noted that a person's academic performance could be related to their emotional intelligence because it can assist with certain aspects of the learning process and therefore could be related to their academic performance. A person's academic performance can be affected by several factors, including the difficulty of the work that is required to be completed in school and the high level of self-management that is typically expected of students. Therefore, one's academic performance can be significantly improved if they possess a high level of emotional intelligence. According to the findings of recent studies, students could benefit from receiving instruction in emotional intelligence in schools, which would also help them perform better academically.

2.3 Element of self-awareness and academic performance

Self-awareness is vital to any person's development to improve their performance. It can help them develop confidence and overcome their weaknesses. In 1995, Sears and Holahan found that over a thousand people with high IQs were able to keep their brainpower at the same level as they were at age 60. Confidence developed in one's freshman year of college has been linked to later professional success, according to research published in 2009. Johnson argues that one's mental health has a significant bearing on how well they absorb new information. Students' success in school can be greatly enhanced by their efforts to learn how to learn.

2.4 The relationship Between Emotional Intelligence and Academic Success

In the classroom, self-control is very important in terms of academic performance and learning. In a study conducted in the town of Sommerville, 450 men were asked to assess their IQs. Half of them came from families with a high IQ, while the other third had an IQ below 90 (Corno 1983).

The IQ of individuals was not good at predicting their relationships' success in life and careers. One main factor contributing to their success is their ability to be friendly with others (Snarey and Vaillant 1985).

Being able to control yourself can also help people avoid getting frustrated and failing to achieve their goals. This can be done by controlling their actions' negative effects (Yates, 1986).

Being able to control your thoughts and feelings is also very important for people who are trying to achieve their academic goals. According to a study by Duyck in 1996, being able to control your emotions can help you succeed in school. A similar study conducted by Walter Mischel in 1990 revealed that children who were able to control their impulses were more likely to perform well in their social skills and academic performance when they were young.

Improved academic achievement has been linked to greater emotional control, according to research by MacCann et al. (2011). The results back up the idea that learning how to deal with problems and control emotions can help students do better in school.

2.5 The Relationship Between Empathy and Academic Success

Through this program, children can easily show their concern for others by developing an easy understanding of their emotional needs. People with the ability to read and interpret non-verbal signals, such as facial expression and voice intonation, may teach them to recognise and respond to a variety of expressions and movements. One of the school's functions is to allow the children to describe their feelings related to empathy and sympathy freely. This allows them to control their emotions and avoid experiencing extreme excitement or anger.

Rosenthal et al. found that those who are able to articulate their emotions in relation to others tend to have more fulfilling professional and personal relationships. The results also showed that a lack of empathy might have a detrimental effect on academic success. In 1992, Duke and Nowicki noted that when two students with the same IQ level but different empathy skills were compared, those with higher empathy scored higher in their studies.

Chow (2006) found that kids who reported higher levels of empathy also performed better in school. This suggests that a positive link between wanting to do well in school and having empathy can help a student do better in school.

2.6 RELATIONSHIP BETWEEN SELF-MOTIVATIONAL FACTORS AND SCHOOL PERFORMANCE

The term "motivation" refers to the ability to manage one's interests as well as to cultivate and sustain those interests. According to Bernard (1965), in order to create a fun and interesting learning environment, it is essential for students to actively participate in both the learning process and the teaching process. The desire that students have to improve themselves in terms of their academic achievement is what is meant when we talk about "self-motivation." Students may increase their overall performance and their knowledge of their goals by improving their emotional intelligence, which is a key component of emotional intelligence. This will also help students build their emotional intelligence. The goal of this research was to determine how the degrees of self-motivation that students possess impact the academic achievement of such individuals.

The term "self-motivation" is commonly used to describe a student's intrinsic drive to do well in class. Learning to manage their emotions is a crucial part of emotional intelligence, and doing so can help students achieve greater success in their academic endeavours. According to the study's findings, a person's emotional state can influence their reaction to an event and the way they perceive their surroundings (Kamrudin, 1989). Students must have a positive perception of the environment in which they are learning and that teachers inspire them to maintain a growth mindset regarding their academic performance. According to McDougall (1908), motivation is intricately linked to the experience of various emotions. For instance, if a person feels emotionally excited, they will continue to provide a positive return, but if they have a negative experience, they will try to avoid or stop doing so. If they have a positive experience, they will continue to provide a positive return.

The expectations-value model, which asserts that a person's motivation is based on three components: hope, component values, and affective components, can be used to model the concept of self-motivation. This model states that a person's motivation is based on three components: hope, component values, and affective components. Individuals' expectations relate to their confidence in their own capacity to do a work, while their values are associated with their belief in the relevance of that activity. It is also essential to take into consideration the impact that a person's feelings and motivation have on the development of their cognitive abilities. According to this school of thought, the primary purpose of formal education should be to facilitate the all-around development of the student. Research conducted by Raineri in 2010 revealed that academic performance was higher for Caucasian students who exhibited higher levels of motivation.

2.7 RELATIONSHIP BETWEEN ACADEMIC SUCCESS AND THE INTERNAL SKILLS COMPONENT

Muller and McMullin are of the opinion that students are more likely to receive the necessary support from their instructors if they have developed strong social skills (1994). Scott-Jones and According to Clark (1986), a student's potential and motivation are the two most influential aspects in deciding how far they go in school. One of the most significant talents for improving one's learning capacity is the ability to express oneself clearly and smoothly in conversation with others.

Having the self-control, focus, and willingness to do what one's professors ask are all crucial social skills for academic achievement (Cartledge and Milburn, 1978). Success in school also requires a high level of social skills. Grossman and his colleagues found that students with social skills had a higher likelihood of achieving academic success than students who lacked such skills (Grossman et al., 1997). On the other hand, individuals with a limited capacity for social interaction are more likely to struggle academically and have conflicts with their contemporaries (Sulzer-Azaraff and Mayer, 1986). Stephen Elliott, a professor of psychology at the University of Wisconsin-Madison, conducted a research to determine whether or not students who participated in social skills programmes between 1996 and 1997 showed improvement in their interpersonal relationships. This was associated with an improvement in the students' overall academic performance. According to the findings of the study, there is a strong connection between academic success and social skills (Sadowski, 1998). According to Johnson (2009), emotional intelligence can assist students in establishing healthy relationships with the people with whom they interact socially and improve their academic performance.

2.8 IMPORTANCE OF SOCIAL INTELLIGENCE

A student's intellectual growth cannot be fully realised without first cultivating their social intelligence. People view it as an essential component of the human condition because it enables them to learn about themselves and others. It ought to be studied the same way other forms of intelligence are studied.

A social scientist's take on what constitutes "social intelligence" is that it is "an aggregate measure of a person's social awareness and attitudes, as well as their capacity to manage

complex social situations." [Citation needed] They believe that interpersonal skills and the capacity for clear expression are more valuable than a talent for numbers. A person's social intelligence can be measured by their capacity to get along well with others and positively influence them. Due to the toxic behaviours they engage in, people with low social intelligence cannot form meaningful connections with others. A person's social intelligence can be measured by their capacity to interact with others through a variety of skills and gestures.

Researchers believe that social intelligence is a skill that involves various aspects of social awareness. These include being able to understand social dynamics and situational awareness.

1) The skill of being able to listen attentively and comprehend the sentiments conveyed in the words of others is essential to having the capability of communicating effectively with others. This includes the ability to communicate with other people in a unambiguous and straightforward manner.

2) The skill of being able to listen attentively and comprehend the sentiments conveyed in the words of others is essential to having the capability of communicating effectively with others. This includes the ability to communicate with other people in a unambiguous and straightforward manner. To fully grasp the dynamics at play in various exchanges and circumstances, one must also be able to perform the appropriate roles in those settings.

3) Being able to read the context of a conversation and figuring out the reasons behind why someone is saying or behaving in a particular way is a skill that is necessary for having the ability to understand the motivation of others. Although this is a simple task, it can be of great assistance in determining the nature of more nuanced circumstances. People with high social intelligence are better equipped to handle challenging interactions in various social contexts.

4) Understanding how the other person will react to us and acting in a way that will create the impression that we want to convey are both necessary components of the skill of making a good first impression.

2.9 IMPORTANCE OF SOCIAL INTELLIGENCE IN STUDENTS' ACHIEVEMENT

Our culture recognises how significant a role education plays in shaping our future. Life skills have increasingly become a central focus of the educational system in the twenty-first century. As a direct consequence of this, a growing number of people are honing specialised skills that are essential for the upkeep of their communities and the accomplishment of their life goals.

Students have honed specialised abilities that enable them to procreate and thrive in their environment. Their intellectual prowess will evolve to match the level of sophistication required by the society in which they live. This aspect of their intelligence is known as their social intelligence. It is a component of one's social behaviour associated with participation in a group dynamic. The importance of having strong social intelligence is growing as a direct result of the rising complexity of modern life. This ability can be put to use in the management of one's personal life as well as the development of meaningful relationships. In addition to this, it can be utilised to achieve success in all facets of one's life.

2.10 SOCIAL INTELLIGENCE AND PERSONALITY DEVELOPMENT

There is a school of thought that contends social intelligence is a distinct form of intelligence capable of impacting one's personality. Others adhere to the notion that there is only one intelligence. The A.S.P.E.A.K. framework developed by Karl Albrecht identifies the following as the six different types of intelligence: abstract, logical reasoning; mathematics; symbolic information processing; practical, emotional, or self-awareness; and understanding the relationships between objects. The capacity of an individual to comprehend the connection that exists between form and function is known as aesthetics.

Some theorists are of the opinion that social interaction is a form of intelligence that can have an impact on the development of a person's personality. It involves several different cognitive processes connected to an individual's personality in some way. Skills such as memory, perception, and the ability to solve problems are included here.

According to these theorists, the various cognitive processes related to a person's personality are connected to that person's perception, problem-solving skills, and memory. When interacting with other people, these skills are frequently seen as what separates individuals with different levels of knowledge and expertise.

2.11 EMOTIONAL INTELLIGENCE AND ACADEMIC STRESS AMONG COLLEGE STUDENTS

The research that Bartwal and Raj carried out (2014) examined the effects of academic stress on the social intelligence of adolescents who were currently enrolled in educational institutions. It was discovered that having a higher level of social intelligence was connected to having a lower level of academic pressure.

A study that Xiao carried out in 2013 investigated the impact of academic pressure on the overall performance of Chinese high school students. It was discovered that academic stress was linked to higher anxiety levels and detrimental to the students' overall performance on the examinations. The study's findings showed that students who experienced test anxiety had a negative relationship with their academic performance, which in turn was associated with higher anxiety levels in those students. Even though the students' performance in school did not improve when they engaged in active coping, the students' parents could reduce the link between test anxiety and academic stress when they provided them with other forms of support.

The causes and maintenance of stress in graduate students were the focus of a 2012 study by Kho Soon Jye and Dahlia Zawawi. As a group, they identified three major causes of stress in their lives: academics, peers, and the natural environment. The survey found that graduate students' academic duties were the primary source of stress in their lives. They also found that pupils most often used active tactics while trying to solve difficulties. It was also shown that racial differences in the elements that contribute to and keep persons stressed out were negligible.

The correlation between job stress and emotional intelligence was the primary focus of Gopal Anvita's research from 2011, which was published in the year 2011. It was discovered that the health of an organisation is directly correlated to the health of its staff members. It has also been pointed out that emotional intelligence can assist individuals in successfully managing their levels of stress. A person needs to take stock of the aspects of their lives in which they have room for growth if they hope to raise their level of emotional intelligence. The ability to communicate effectively, an awareness of oneself, and positive relationships with others are among these.

Joshith and Jaya Prakash published their findings from a study that they had conducted in 2010 on the effects of stress on the teaching performance of B.Ed. teachers. It was discovered

that there is a connection between stress and performanceIn 2009, Wong, Leung, and Yeung investigated the connection between academic stress and the emotional well-being of Hong Kong's elementary school children. The findings of the research showed that students who experienced higher levels of anxiety also experienced greater levels of academic pressure. It was also observed that the provision of children by their parents with emotional support could assist in mitigating the negative effects of academic pressure on children's mental health. However, it was discovered that students' anxiety levels increased when they had a lot of academic stress. In 2008, Upadhyay and Singh conducted a study to investigate the effects of academic pressure on the gender and age disparities that exist among college students. It was discovered that students in their first year of college experience higher levels of academic stress than students in their third year of college. On the other hand, in comparison to their male counterparts, female students were found to have a higher prevalence of the perception that they were under academic pressure.

There were five main sources of stress among African-American college students, according to research conducted in 2007 by Negga, Applewhitr, and Livingston. These include the passing of a member of the family, poor grades, difficulties in time management, relationship issues with a boyfriend or girlfriend, and missed classes. The authors of the study pointed out that educational institutions, such as universities and colleges, ought to develop efficient stress intervention programmes geared toward catering to the particular requirements of African American students.

Murff conducted research into the relationship between student stress and academic performance in the year 2006. He went over the myriad of obstacles that stand between students and the accomplishment of their objectives. The research has been conducted lends credence to the theory that stress is a physiological condition that manifests within an individual's body. People have the misconception that whenever the body experiences stress, it will alter itself in order to keep things feeling normal. According to the available research, college students are likely to experience a variety of stressors, each of which has the potential to affect their ability to cope. Because of these factors, they might not be able to deal with the situation.

Dziegielewski et al. (2004) conducted a study that found that students could benefit academically from taking steps to reduce their levels of stress.

A study on the effects of academic stress on the cognitive appraisal processes of adolescents was carried out by Gregoire and Govaerts in the year 2005. They investigated the possible

connections between the two processes above and the students' reported levels of academic pressure. The sample consisted of one hundred adolescents who all self-reported having experienced some form of academic pressure. The young men had the impression that they had more resources at their disposal to deal with the predicament. The researchers discovered that the students' levels of stress were connected to their estimations of their own ages. After that, they carried out a cluster analysis in order to establish which five appraisal patterns were connected to the total amount of stress. The findings of the analysis showed that the groups that were classified as being at risk exhibited high levels of perceived stress. This was discovered after the data was analysed. Nevertheless, two of them displayed favourable patterns concerning the levels of stress they perceived.

An investigation conducted by James and Marice in 2004 found that female students outperformed their male counterparts in terms of completing their goals. They also found that the female subjects had significantly lower levels of academic stress than the male subjects.

In 2003, Akgun and Ciarrochi investigated the impact of academic pressure on students' resourcefulness through a research study. The study found that people who had access to a wide variety of resources were better able to shield themselves from the negative effects of stress and ensure that it did not impact their grades. The students who were in their first year of school participated in the study. The researchers analysed the data and concluded that high academic stress affected the grades of students with limited access to resources. However, the grades of exceptionally resourceful people were not affected in any way by this.

The relationship between social support and academic achievement was the subject of an investigation that was carried out in 2002 by Eric, Enedima, and Stewart. It was discovered that students whose families were of both Anglo and other cultural backgrounds had a higher average score on tests measuring academic performance. In addition to this, they reported having a stronger sense of social support. Females were more likely to have higher GPAs and perceive more social support, despite the exact effects of generational factors could not be identified. On the other hand, males were found to have a higher level of acculturation.

Glahan, Bray, and Michle conducted a study in 2001 to investigate the factors that influence the academic self-concept and self-esteem of students who are entering higher education. They did a comparative analysis of the experiences of students who came from a variety of different backgrounds. For the purpose of conducting an investigation, the researchers gathered a variety of data, including ages, genders, and prior academic experiences. After that, they utilised a six-

part questionnaire to analyse the effects of academic stress, global self-esteem, and academic self-concept on the students' re-entry into higher education. As a result, they determined that female students were more vulnerable to having negative experiences than their male counterparts. According to the findings of the researchers, the level of academic pressure felt by students was proportional to the importance that students placed on advancing their careers through further education. On the other hand, if students decided to enrol in higher education because it would be beneficial to their cognitive interests, their academic self-concept was more likely to be positive. The study's findings showed a connection between the various factors that influence the growth of a student's self-esteem and the level of academic stress they experience.

Research conducted in 2000 by Misra, McKean, West, and Russo focused on the differences in how male and female college students saw the pressures of their studies. Not only that, but they also looked into how teachers and students dealt with stress in the classroom. The results demonstrated that teachers had quite different ideas about what causes stress for their pupils than do the students themselves. The faculty members thought the students would be more susceptible to stress and that the students would respond more forcefully to the stresses than they would. The results demonstrated that teachers had quite different ideas about what causes stress for their pupils than do the students themselves. It's conceivable that this is the case since teachers only kept tabs on their students during moments of peak tension. People with high emotional intelligence are in tune with and able to control their own emotions as well as those of those around them. In order to completely grasp and skillfully negotiate the complexities of human interactions, great emotional intelligence is universally accepted as a precondition.

Emotional intelligence, as defined by Goleman (1995), is the ability to understand and control one's own feelings as well as those of oneself and others. Empathy is a key part of this capacity. It is common knowledge that possessing this ability can assist individuals in enhancing their performance in a variety of facets of their lives. Numerous studies have shown that this characteristic can be used as a predictor of a person's success in both their academic and professional endeavours.

Carolyn McCann and her colleagues investigated the relationship between academic achievement and emotional intelligence in a study that was carried out in 2011. They examined the connection between various performance indicators and the characteristics, such as coping styles and emotional intelligence, that were unique to each individual. The findings of the studies demonstrated that higher grades were associated with both proactive approaches to problem solving as well as emotional intelligence.

In a study carried out in 2010, Shipley and colleagues investigated the effects of emotional intelligence on various aspects of a person's life, including work experience, age, and academic performance, amongst other things. A positive work experience was shown to be more likely for those with greater levels of emotional intelligence.

A study was conducted in 2009 by Afolabi, Olukayode Ayooluwa, and others to investigate the effects of emotional intelligence on the academic achievement and interpersonal relations of undergraduate students. The study focused on undergraduates. The study's findings showed that emotional intelligence was connected to having a need for achievement. Mishra and Ranjan also conducted research in 2008 to determine whether or not there was a difference in how emotional intelligence developed in males and females when they were adolescents. According to the findings of the study, boys are more likely than girls to have emotional intelligence. They scored higher in a variety of skills as well, including the ability to manage stress and improve interpersonal relations. Compared to the teenage girls' mood, their overall disposition is more upbeat.

Adeyemo's research, conducted in 2007 and published in 2008, primarily examined the impact of emotional intelligence on the academic accomplishment and self-efficacy of college students. The findings demonstrated that there is a significant and strong connection between academic success and emotional quotient. It was also determined that this personality trait has a moderating effect on the relationship between academic achievement and academic self-efficacy.

Shah's research in 2006 focused on the development of emotional intelligence and the psychometric properties of emotional intelligence in upper primary school students in the state of Gujarat. The study's primary goal was to create a standardised emotional intelligence measure for use with pupils in the state's higher elementary grades. It also looked into how EQ related to factors including income, gender, geography, and IQ.

The research carried out in 2005 by Aik-kwang and Kar-lin Hor focused on the connection between the attitudes of teachers in Singaporean schools toward their students' creative potential. The researchers concluded that a positive association with emotional intelligence was found to exist in proportion to the degree to which a teacher's outlook was liberal. On the other hand, a teacher's reputation for creativity suffered proportionally to the degree to which he or she adhered to traditionalist beliefs and practises.

The city of Navapur lies in the Indian state of Maharashtra, and in 2004, researcher Pathan conducted an emotional intelligence test on the city's school teachers. The purpose of the study was to examine the correlation between the participants' ages and sexes, as well as the magnitude of this trait. The findings of the study indicated that an extremely high percentage of educators lacked adequate levels of emotional intelligence. According to the research findings, there was not a discernible gap between the sexes in terms of the amount of emotional intelligence possessed. Haskett published the results of a study she did in 2003 that investigated the connection between effective teaching and high levels of emotional intelligence among university professors. He concentrated his attention on the members of the faculty's level of emotional intelligence as well as the qualities that set them apart from the other people. In order to investigate the connection between efficient instruction and EQ, he made use of a conceptual framework. The research project findings indicated that the actions taken by the teaching staff are significant; however, the underlying factors that impact the efficiency of instruction are also significant. For instance, the manner in which a professor interacts with his or her pupils can have a sizeable bearing on the effectiveness of the instruction that is provided.

The city of Navapur lies in the Indian state of Maharashtra, and in 2004, researcher Pathan conducted an emotional intelligence test on the city's school teachers. The purpose of the study was to examine the correlation between the participants' ages and sexes, as well as the magnitude of this trait. People who have a high emotional intelligence demonstrated signs of being able to maintain a positive mood even after being put through a process that induces a negative state. Even after being induced into a positive state, they continued to show signs of an improvement in their positive mood.

The effects of emotional intelligence on the academic achievement and self-efficacy of university students was the primary focus of the research that Liesel Ebersohn carried out in the year 2002. It was discovered that higher levels of this characteristic were associated with both the quantitative and qualitative aspects of actualized intelligence.

Lizy's research, which she carried out in 2001, aimed to investigate how participating in a group therapy session affected adolescents' emotional maturity level. It consisted of 12 sessions that were spread out over a total of 16 days. After that, the participants were evaluated using a scale that measured emotional competence. The study's findings showed that the participants' emotional competence significantly improved as a result of the group counselling provided.

During the year 2000, Sipsma performed research to find out how emotional intelligence affected the performance of self-managed teams made up of graduate students at the University of Witwatersrand. The study's participants had to work on their assignments in self-directed groups. The researchers carried out an analysis of the information obtained through the use of the questionnaires. According to the findings of the research, the level of emotional intelligence possessed by the participants was found to have a significant relationship to the effectiveness of their teams. Additionally, it forecasted that the presence of emotional intelligence accounted for approximately forty percent of the variation in the performance of teams.

CHAPTER III

RESEARCH METHODOLOGY

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter will examine the technique used in the study to evaluate if there is a correlation between emotional intelligence and demographic variables such as gender, race, and age. This chapter's purpose is to offer an overview of how the study was conducted. In this part, we will define the key components, describe the sample design, research design, data collection procedures, and analytic methodologies that will be utilised to identify and analyse the proposed study's results, and then examine their application. With the aid of these components, the research's efficacy will be examined and analysed. In addition, the study's methodology and a representative approach will be addressed.

3.2 RESEARCH OBJECTIVES

- This will be the first study of its kind to investigate the link between ESI and performance while also considering mental and physical health as moderating factors.
- The practical objective of the study, as well as the impact it will have, is to gain an understanding of how teachers and academics need to factor in ESI, as well as the physical and mental health of their students, when they are teaching.
- • in order to contribute logically to the current corpus of research. to add these findings to the previous studies on the connection between ESI and performance.

3.2 HYPOTHESES

The research hypotheses are based on an assumption, which is a prediction that may or may not be supported by the data.

- H10: ESI has no significant impact on student academic performance.
- H1a: ESI has positive significant impact on student academic performance
- H20: ESI has no significant impact on student mental health.
- H2a: ESI has improved the student mental health.

- H20: Student mental health has no significant impact on student academic performance.
- H2b: Student mental health has significant impact on student academic performance.
- H30: ESI has no significant impact on student physical health.
- H3a: ESI has improved the student physical health.
- H30: Student physical health has no significant impact on student academic performance.
- H3b: Student physical health has significant impact on student academic performance.

3.3 MODE OF SAMPLING AND DESCRIPTION OF THE SAMPLE

Sampling is the process of picking a sufficient number of components from a population for the aim of researching that population, getting a greater knowledge of its qualities and characteristics, and generalising that information to the entire population. This procedure is carried out with the purpose of investigating this population and gaining a deeper grasp of its traits and characteristics, as well as making such an investigation practicable.

3.4 POPULATION

The entire group of people or subject matter that a researcher is interested in learning more about is referred to as a population or target group. A population comprises all members of a group. Students attending in their first year at a prestigious Indian institution of higher education were chosen for the research.

3.5 SAMPLE Selection

Researchers refer to this fraction as the sample (Struwig et al., 2004). A study's sample consists of the individuals who have been selected to participate in the ongoing research endeavour. N equaled 300 since the total number of survey respondents was 300. Undergraduates from the institution where the research was conducted comprised the study's sample participants. Because it is the only technique of data gathering that can be conducted in a realistic manner, which is especially important considering the population size, which makes it impossible to do research on all of the numerous components. It has been discovered that three hundred participants are

sufficient for a random sample, and this quantity has the potential to be considered representative of the entire population.

3.6 SAMPLING PROCEDURE

This is the procedure that must be followed in order to pick the most suitable method of sample design for the applicable research.

3.7 SAMPLING DESIGN

There are several sample collection techniques, with probability sampling and nonprobability sampling being the most prevalent. These two approaches each have their own benefits and drawbacks. According to the underlying principle of probability sampling, each component of the population has an equal chance of being selected as a test subject. This occurs due to the random nature of the selection procedure. This concept is the basis of the procedure known as probability sampling. This technique tends to produce more objective and representative of the examined population conclusions. Also, the way it is made is often more precise. Probability sampling is based on the idea that every part of the population has an equal chance of being chosen as part of the study sample (Coldwell & Herbst, 2004). Non-probability sampling is a way to choose people for a sample that doesn't take into account how likely it is that certain members of the population will be chosen (Sekaran, 2003).Using this sampling approach, the study findings cannot be extrapolated with exact precision if they are to be utilised to draw population-level conclusions. This is because the sample does not adequately reflect the entire population (Sekaran, 2003). Non-probability sampling was employed in order to achieve the study's aims. In this case, the probability of including every section of the population in the sample is unknown. To be more precise, this describes the situation in which it is impossible to establish the likelihood of a single sample from the entire population including all representative characteristics of the population (Sekaran, 2003). This sample design employs the availability sampling technique, often known as the convenience sampling technique. This technique of sampling entails collecting all available instances until the sample achieves the appropriate size; this needs the collection of information from individuals of the population who are readily available to provide it. This sampling method can only be utilised until the sample size exceeds the minimum requirement (Sekaran, 2003). In addition to resulting in lower financial and time expenditures, one of the key advantages of picking for convenience is the possibility to access

essential information quickly and effectively. The problem is that some groups may not be represented enough, which could lead to big biases, and because it is hard to generalise, it will have low external validity. Also, some groups may not be represented enough, which can lead to big biases. Because some groups are overrepresented in the sample, it is possible that big biases will be caused. One more big problem is that it might be hard to generalise the results (Struwig, 2003).

3.8 Data Collection

The success of the research endeavour as a whole is directly proportional to the accuracy of the information that was utilised. So, a good study design and a sample that is representative of the whole population won't be enough if the analysis is based on wrong data. Also, you need a sample that is a good representation of the whole population. Because of this, it is not something that can be ignored, and it is of the utmost importance to use accurate measuring and data gathering equipment. This is due to the fact that it is something that cannot be overlooked.

3.9 DATA COLLECTION METHOD

In this analysis, questionnaires were used to gather data; hence, a quantitative research design was employed, and the questionnaires were distributed to respondents in person. A questionnaire is a planned and organised series of questions to which respondents provide responses. These questions are frequently given as a list. In the great majority of cases, the answers to these questions may be divided into many distinct groups depending on the range of responses given. When it is essential to poll a large population over a number of geographic regions, or when the researcher has a good knowledge of the specific information that needs to be gathered, questionnaires are an efficient way of data gathering. When it is possible to obtain a sample that is representative of the entire population in a setting that facilitates the rapid distribution and collection of questionnaires.

3.10 DESCRIPTION OF THE QUESTIONNAIRE

The companies that took part in the study sent the questionnaires to the people who filled them out through their internal mail systems. One comes up with a measuring model and a hypothesis for the variables that are considered external (independent), a mediating variable, and the

variables that are considered endogenous after doing research on the topic at hand (dependent). These models and hypotheses try to explain the interaction between the elements that influence student performance and their direct and indirect impacts on student performance. These models and hypotheses aim to explain the link between the variables that influence student performance. The study model used in this analysis has three parts: ESI, which stands for emotional and social intelligence, is an exogenous latent construct; mental and physical health are two mediating variables; and student academic performance is an endogenous latent construct. This experiment was done to find out if there is a link between ESI and how well students do in school. Using AMOS 18.0, a SEM analysis was done on the data collected to confirm the suggested hypothetical model and make sure it fits the data well. The collected data were used to do the analysis. The suggested study model and hypothesis are laid out in figure 3.1 for your viewing

convenience.

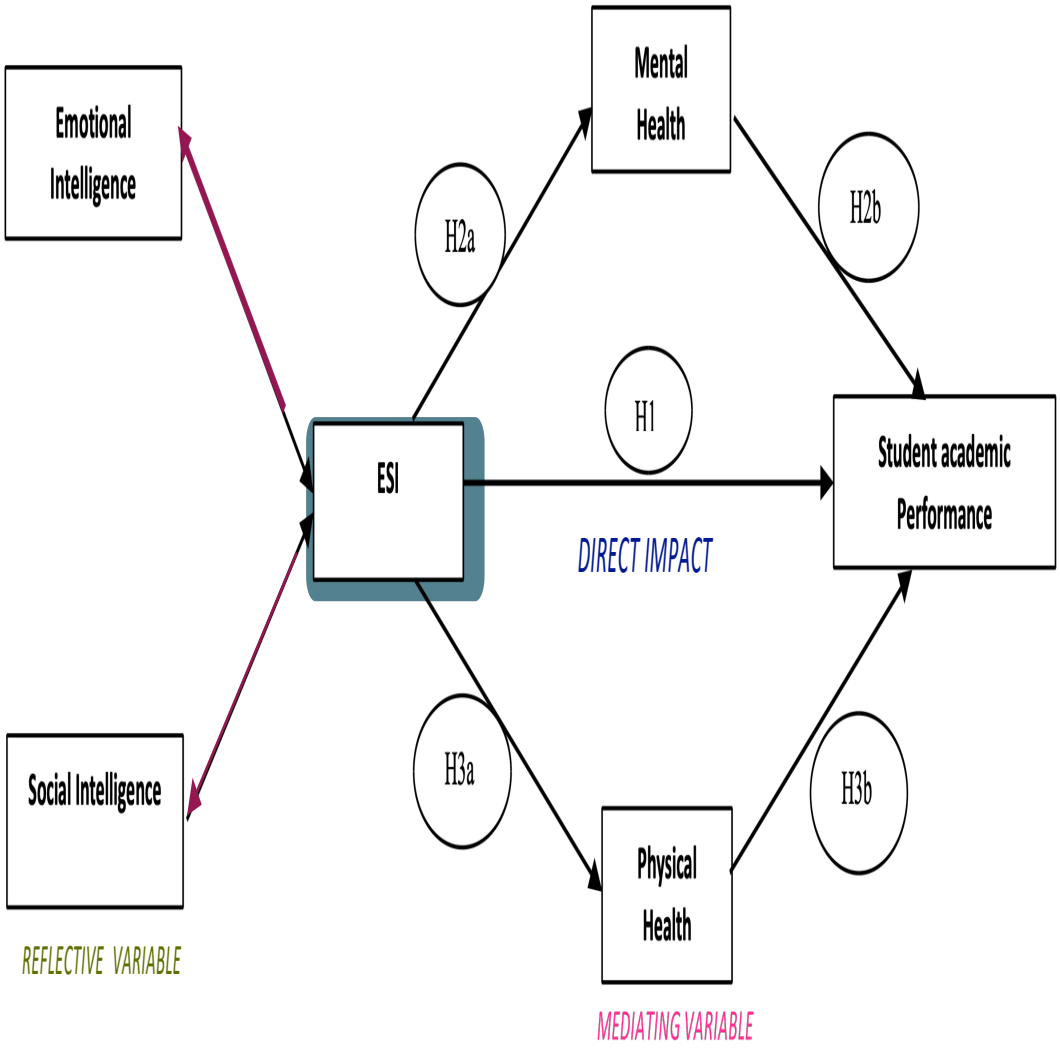

Figure 3.1 Proposed research model and hypothesis.

3.11 Research Questions

The study was based on the following research question:

- Is there a difference between the emotional and social intelligence levels of students?
- Is emotional and social intelligence directly influence student academic performance?
- Does the student mental health influence their academic performance?
- Does the student physical health influence their academic performance?

- From the research questions and what was said above, I came up with the following hypotheses:
- H10: ESI has no significant impact on student academic performance.
- H1a: ESI has positive significant impact on student academic performance
- H20: ESI has no significant impact on student mental health.
- H2a: ESI has improved the student mental health.
- H20: Student mental health has no significant impact on student academic performance.
- H2b: Student mental health has significant impact on student academic performance.
- H30: ESI has no significant impact on student physical health.
- H3a: ESI has improved the student physical health.
- H30: Student physical health has no significant impact on student academic performance.
- H3b: Student physical health has significant impact on student academic performance.

3.12 MEASURES

At this point, the questionnaire has been divided into two distinct portions. In the first part of this study, the demographic structure and characteristics of the respondents are looked at. In the second part, emotionality, well-being, self-control, and sociability are looked at. The author used a total of 26 multiple-choice questions that ranged from "Strongly Disagree" to "Strongly Agree." From one point for "Strongly Disagree" to five points for "Strongly Agree," each answer was given a score.This was completed in an effort to create a personification of college students; this was the reason for doing so. To collect further information, one-on-one interviews with respondents were conducted. Using factor analysis, it was found that the dependent variables in this paper are Emotionality, Well-Being, Self-Control, and Sociability. On the other hand, it was found that Gender and CGPA were the independent variables that were looked at to find out how well students did in school. These two things were looked into.

3.13. THE INVENTORY OF YOUR EMOTIONAL COMPONENTS

Bar-On was the first company in this industry to develop the EQ-I back in 1980, making it the pioneering company in this particular sector [16]. On a Likert scale that ranges from one to five points, each of its 90 questions can be answered, and the total amount of points ranges from one to five as well. The 15 questions test a diverse array of personality characteristics, such as self-

awareness, independence, self-regard, and social responsibility, as well as adaptability, stress tolerance, empathy, and optimism.

The final score is derived from the outcomes of each individual question by combining those scores together. When the score is higher, there is a larger possibility that the individual possesses a higher level of emotional intelligence. This is because higher scores are determined through a more rigorous test. According to the results of one analysis using the Cronbach's alpha test, the level of dependability was anywhere from 69 to 86%. For the purpose of computing the alpha of the questionnaire for the current experiment, the same parameter was utilised [17], [18].

3.14 Osipow job stress questionnaire

In 1987[19], Spokane and Osipow developed the first version of this questionnaire. [Citation needed] It includes sixty questions and answers, all of which are based on a likert scale with five points. The purpose of these questions is to evaluate a variety of factors of a person's position, including role overload, ambiguity, role boundary, and physical surroundings. Studies done in Iran show that the alpha coefficient for this questionnaire is higher than 80%. [17]

[20][21].

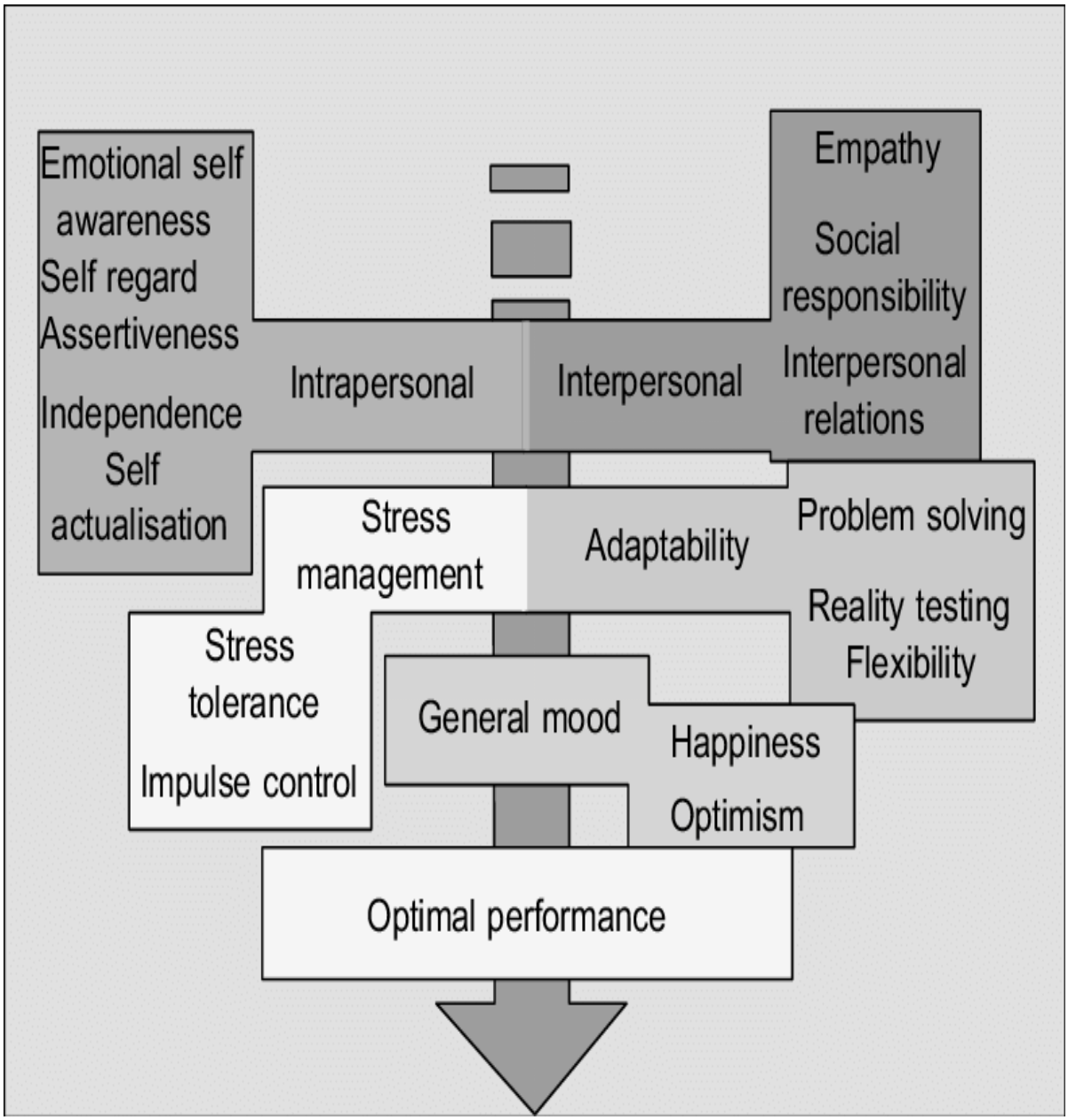

Fig EQ-I Model [22]

The EQ-i is a straightforward instrument that may be carried out on individuals who are 16 years of age or older. It is applicable in a variety of contexts, including healthcare settings and educational institutions, among others. The exam will be given using the old-fashioned paper-and-pencil approach. The Equality Quotient Inventory (EQ-i) is a 133-item questionnaire that is written in the form of brief sentences and has a response scale with five points. A textual format is also included, which gives users the ability to answer to questions in a variety of different ways. After that, the total EQ score is computed by using the scores that were provided by the replies.

1) **Emotional Intelligence**

2) **Social Intelligence**

3) **Mental health**

4) **Physical health**

5) **Performance**

When taking the EQ-i, a person's average score indicates that they are likely to have high levels of social and emotional intelligence. This gives the impression that they are able to deal with the stresses and requirements of their surroundings. The higher the score, the stronger the indication that efficient functioning is being predicted. When it comes to the occurrence of a variety of behavioural, social, and emotional disorders, low scores are also indicative of their presence. These illnesses might put a person at a higher risk of facing significant challenges in their day-to-day life. Tolerance for stress, ability to solve problems, and ability to regulate impulses are some of the subscales that might suggest the presence of prospective troubles. Karma revealed in 2009 that the EQ-I has the potential to be outfitted with a correction factor that could make automated adjustments to the scores depending on the outcomes of the validity tests. Because of this function, the accuracy of the findings may be improved by lowering the influence that response bias has [23].

3.15 PSYCHOMETRIC PROPERTIES

The goal of this study was to figure out how well the Persian version of the TEIQue worked as a measuring tool (TEIQue-P). The EFA found that the first version was the same as the one with four parts.Cronbach's alpha was shown to have values of 0.90, 0.86, and 0.69, respectively, for the components of emotionality, self-control, sociability, and well-being [24The research on dependability was done in two parts, and the results showed that the Cronbach's alpha for each of the two parts was good enough for both men and women. This is consistent with the results of earlier research that employed this approach to investigate the psychometric qualities of the Persian TEIQue[24]. [Citation needed] The findings of the research showed that the scores of men and girls on the Persian TEIQue were considerably different from one another. When it comes to emotionality and overall wellbeing, there was a noticeable gap between the two groups. This observation runs counter to the conclusions reached by Petrides in his earlier

research [24], which may be seen here. The cultural and socioeconomic disparities between the sexes are the likely culprits for the disparity in score that was seen between the sexes. For instance, the diverse ways in which individuals interpret the various social roles and cultural elements have an effect on the feelings they experience. The results of the analysis showed that the Persian translation of the TEIQue is both accurate and valid. This means that the version could be used for research, and it could also be used to look at how Iranian adults look [24]. Any findings from study are only as reliable as the methods that were used to form conclusions about the topics that were investigated. Because of this, it is imperative that a legitimate and trustworthy criterion be used in order to guarantee that the scientific discoveries are founded in reality.

3.16 RELIABILITY

When trying to figure out how accurate an instrument is, one of the most important things to look at is whether or not it makes mistakes. This guarantees that the measurement is accurate and reliable over a wide range of various products and time periods. The EQ-i is a tool for assessment that examines the internal consistency of the population in the United States. It is equipped with a correcting mechanism that may assist in reducing the negative impacts of response bias. The Effectiveness of Interventions III (ECI-3) is a follow-up research that further analyses the usefulness of the Goleman model. Individuals will be better able to enhance their emotional competence with the assistance of the ECI-2's 12 abilities. According to Goleman and Emmerling, the purpose of this test is to determine an individual's capacity to maintain control over their emotions while working in a professional setting. The authors of the research pointed out that the constructs that were employed in the evaluation had a very high level of statistical correctness. In addition to this, they discovered that the average coefficient of internal consistency is 0.75. This is an outstanding finding, considering that there are procedures that have a tendency to degrade the dependability of the assessment[17][25]. The consistency of the EQ-i was confirmed by the findings of the studies in which it was retested. One group of people was tested again after a month, while the other group kept being tested for another four months. The average reliability coefficients for the two groups were 0.85 and 0.75, respectively.

3.17 VALIDITY

The idea of validity relates to the reality that the instrument, method, or procedure that was used to assess a concept or subject accurately reflects that concept or theme in the way that it was intended to. The BarOn EQ-i underwent extensive testing to assess the level of its scientific credibility. The basis for its usage is explained in great depth in this technical handbook. The results of the several investigations that were conducted on the BarOn EQ-i indicated that it had strong scientific validity. The findings of these studies lend credence to the hypothesis that the evaluation was conceived with the intention of evaluating what the instrument is capable of measuring properly in terms of a person's emotional intelligence [26]. The results of these studies show that the theoretical framework of the BarOn EQ-i is correct. They also show that the scales may have a good relationship with other measures of emotional intelligence. The results are in line with what the authors said about how the EQ-i subscales should be interpreted. The results of these studies show that the BarOn EQ-i makes sense from a scientific point of view. Additionally, it demonstrates that the assessment is valid from a psychometric point of view. The capability of the instrument to investigate several aspects of an individual's emotional intelligence led to its selection as the primary research instrument for the study [27].

3.18 Data Collection

The availability of the 302 individuals was taken into consideration throughout the selection process. This process will continue until the target number of subjects has been reached. They were separated into two groups, one according to age, and the other according to job or unemployment, and they met in tutorial rooms at different intervals during the day. The questionnaire and a response sheet were handed to the individuals as soon as they were seated for the experiment. After then, a briefing on the research and its different portions was given to them. They were also given permission to participate in the research and given assurances that their identities would be protected. They were advised that there would not be a time limit on the test, so they should not feel rushed and should not hesitate to ask questions. After the individuals had finished filling out the questionnaires, they were praised for their participation and cooperation.

3.19 Ethical issues to consider

Through the research ethics code, researchers are able to establish ethical rules to guarantee that their work is performed in an appropriate manner [28].

During the course of the research, the following standards of ethical conduct were upheld.

1) Participation on a voluntary basis, Participation in the study was completely voluntary for everyone involved.

2) Consent after being told It was made clear that the participants were informed of the various steps that were involved in the study.

3) During the trial, no damage was inflicted to the volunteers.

4) Anonymity was also maintained during the trial.

5) The participants were advised that the information they provided would not be shared with third parties.

6) The purpose of the cover letter was also to guarantee that research participants were not deceived.

7) Also, the people who took part in the study were told about the many rules that had to be followed. Also, data falsification was not done purposefully. Because altering the data is viewed as an evidence of dishonesty, this is the case.

8) The psychological, physical, and legal harm incurred by the research participants was minor.

3.20 DATA ANALYSIS

In this part of the report, the statistics will be used to look at the data and judge how well the research goals were met. This procedure was carried out using Inferential Statistics.

3.21 INFERENTIAL STATISTICS

An inferential statistics method is used to analyze the data collected about a population to come up with a conclusion. It involves establishing relationships between the various variables in the data.

3.22 T-Test

The purpose of the t-test is to evaluate whether or not there are statistically significant deviations from the mean between the scores and responses of two distinct groups. There are two distinct subcategories inside the gender category, which is a nominal variable. The goal of the research is to find out whether or not the variable being studied in this test shows a statistically significant difference between the groups. A t-test was conducted so that the standard deviations and means of the two groups could be compared. In addition, it assessed the quantitative difference between the two groups to see whether or not it was significantly greater than zero, as predicted by the null hypothesis. The purpose of this study is to investigate whether there is a correlation between a person's gender and their level of emotional intelligence.

3.23 Analysis of Variance (ANOVA)

A statistical method called "analysis of variance," or "ANOVA," is used to find out if there is a clear difference between many groups. This could be done to answer the question, "Can you tell the difference?" It answers the question of whether there is a statistically important difference between two or more groups.

3.24 Cronbach's alpha

In the social and organisational sciences, Cronbach's alpha is one of the most common ways to measure how reliable something is. It derives its name from the fact that it was named after the subject's creator. However, a confidence interval for the reliability of the population should also be included. Typically, the value of the sample's reliability based on Cronbach's alpha is supplied; however, this should also contain the population's reliability value. The standard confidence range for the population value of Cronbach's alpha is based on the unnecessary and restrictive assumption that all measurements have identical variances and covariances. This assumption makes the confidence interval less precise than it could be. This is based on the fact that Cronbach's alpha population value is used to measure how reliable a population is.

3.25 Analysis and Testing

The Cronbach's Alpha test was done to see how much the results agreed with each other. This test shows that large amounts of data can be used with confidence if the alpha value is greater than 0.70, which is the test's threshold. The KMO measure has also been used to make sure that the information that has been gathered is correct. Also, an analysis of variance (ANOVA) and a correlation analysis are done on the data to find out if there is a relationship between the two groups.

3.26 Sample characteristics

We used a method called "random sampling" to choose the people who would fill out the questionnaires that were sent to them through the organization's internal mail systems. To do this, we gave the questionnaires to the people who answered them. The surveys themselves were made up of questions and answers. The investigation utilised just 302 of the initial 600 questionnaires since the information provided in the rest was either incorrect or inadequate. Consequently, the remaining 498 questionnaires were discarded. The people who took part in the study did so on their own free will, and they did not get any money or other reward for doing so. In conclusion, structural equation modelling was utilised to conduct an analysis of the collected data in order to validate the conceptual model and determine whether or not it was suitable for application. This was done to determine if the model was suitable for application.

For your convenience, Table 3.1 offers a breakdown of the different demographic features of the respondents. There were a total of 302 participants that participated in the study; 61 percent were male and 39 percent were female. The number of respondents enrolled as full-time students was much more than the percentage of respondents registered as part-time students who participated in distant learning (7%). Ninety-three percent of respondents were enrolled as full-time students. In addition, 59 percent of respondents were within the age range of being between 15 and 25 years old, and 41 percent fell within the age range of being between 25 and 35 years old. The significant majority of those selected to answer questions concerning an environmentally friendly construction were already familiar with the issues addressed in the questionnaire.

Table 3.1 Description of the sample's background

Variable	Categories	Frequency (*n*=302)	Response %
Gender	Male	176	61
	Female	123	39
Age Group	15-25	178	49
	25-35	134	42
Employment	Full-time	272	89
	Part-time	19	7

3.27 Common method bias

The issue of common method variance is one of the most severe concerns that must be addressed in the field of behavioural sciences. Variation in the standard approach is a significant and hard issue that has the ability to call into doubt the authenticity of the findings. Due to the fact that participants provided their own data, this study is susceptible to the usual method bias, which exaggerates the degree to which specific variables are related (Podsakoff et al., 2003). The problem of common method variance is one of the most important problems that need to be solved in the field of behavioural sciences. As a result, the amount of total fluctuation that could be explained was just 29%, indicating that CMB was not a significant cause for worry.

3.22 Structural equation modeling (SEM)

The structural equation model, sometimes known as SEM, is a multivariate statistical analysis method. Its objective is to assist in estimating the sequence of dependant relationships within a specific study. This method of multivariate statistical analysis delivers more accurate findings by combining confirmatory factor analysis with multiple regression analysis (CFA). This way of looking at statistics uses not just one but two different models, which are called the measurement model and the structural model, respectively. Doloi et al. (2011) say that the measurement model shows how the observable indicators relate to the latent construct, while the structural model shows how the latent variables relate to each other and how strong their

paths are. In particular, the measurement model describes how observable indicators and the latent construct are related.

3.28 The measurement model

Before proceeding with a fitness test for structural models, it is necessary to investigate the construct's dependability and the measurement model's validity. Before proceeding to the next level, this must be accomplished (Gerbing and Anderson, 1988; Ifinedo, 2006). In the present study, AMOS 26.0 was used to conduct a concept validity and reliability analysis, as well as a confirmatory factor analysis (CFA). As shown in Figure 3.2, the measuring model consists of five separate constructs that work together to produce the entire model. The performance of students, their mental and physical health, their emotional intelligence, which is reflected in their social intelligence, and a multitude of other elements all play a role in determining their social intelligence (SPR).

As shown in Table 3.2, the value of Cronbach's alpha was calculated to indicate the degree to which the components of the measurement system demonstrated internal consistency. Sekaran (2003) says that the value of Cronbach's alpha needs to be between 0.6 and 0.7 to be considered reliable, and that anything with a value higher than 0.7 should be thought to be very reliable. According to the data reported in Table 3.2, Cronbach's alpha has a value that is larger than 0.7 and is very near to 0.9. Because of this, the measurement items showed enough internal

consistency, so it is suggested that we continue with the SEM analysis.

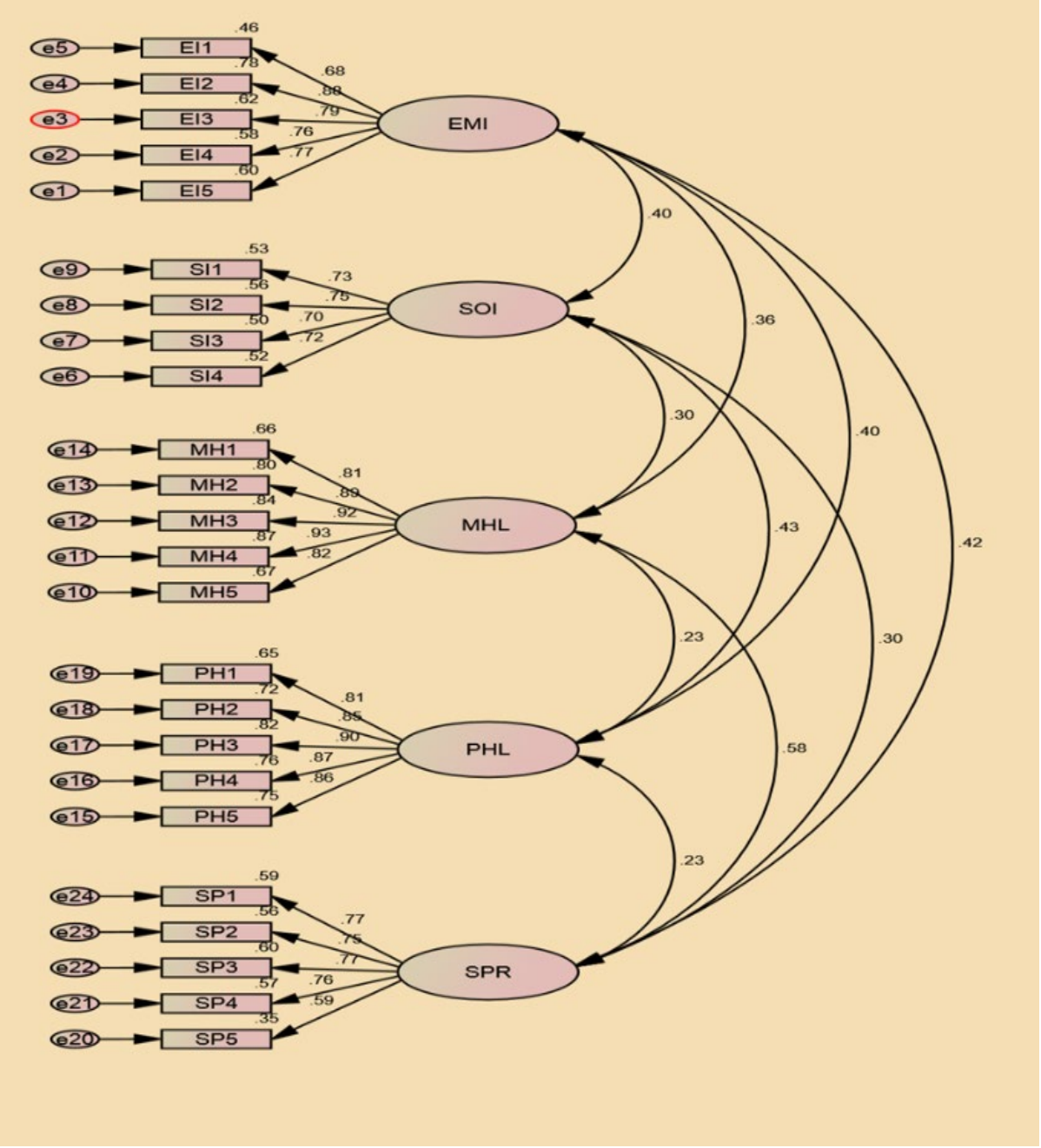

Figure 3.3 Measurement model for the proposed study.

This chapter provides a high-level summary of the methodology used to conduct the study offered in conjunction with this work. Participants in the research study, the technique used to choose the sample, the method employed to collect the data, and the statistical analysis performed prior to the start of this research study have all been condensed and provided.

CHAPTER IV

RESULT & DISCUSSION

CHAPTER 4

Result & Discussion

In this chapter, the reader can look over the results of the research study. The people who took part in the research project gave a lot of information, which was carefully looked over to come to these conclusions. The subsequent phase in the presentation is an examination of the descriptive statistics gathered on the considered factors. This step follows the preceding one. The descriptive statistical analysis findings are provided first, followed by the inferential statistical analysis results. This is done so that the empirical studies can be conducted in the simplest and most effective method possible.

The Statistical Package for the Original Programming, Version 7.0, was used to do the necessary statistical analysis and show the data in a way that fits with the goals of this study. Utilizing frequency tables and visual representations, descriptive statistics were used to provide data on the demographic characteristics thought to be most important to answering the research question at hand. The averages, standard deviations, minimum and maximum values for each variable in the analysed study were calculated to provide these summary statistics. The range of values for each variable was also included in these statistics.

The inferential statistics derived from testing each of the study's hypotheses are then presented. These numbers are shown after each hypothesis in the research has been tested. It was determined that a level of statistical significance of at least 5% would be employed as a criteria for assessing whether or not the null hypothesis is true. In accordance with the nondirectional hypotheses specified, each set of statistical test results was generated using the 2-tailed level of significance.

4.1 DESCRIPTIVE STATISTICS

This section provides an overview of the descriptive statistics that were computed based on the results received from the variables that were included in the biographical questionnaire. The following factors pertaining to population composition are the focus of attention:

- Gender,
- Age,

- Course

Then, for each of the variables that were already listed, descriptive statistics in the form of frequency counts and percentage breakdowns are shown graphically for each variable.

4.2 BIOGRAPHICAL CHARACTERISTICS

Each segment of the questionnaire has its own set of questions. The first one had data pertaining to the individual's biography, while the second contained data pertaining to the BarOn Emotional Quotient-Inventories. In order to get the most out of the questions presented, the participants were encouraged to provide replies that could not be interpreted in several ways. Due to this, conducting statistical analysis will become feasible.

A letter of introduction describing the scope of the study and the need for secrecy was included with the two halves.

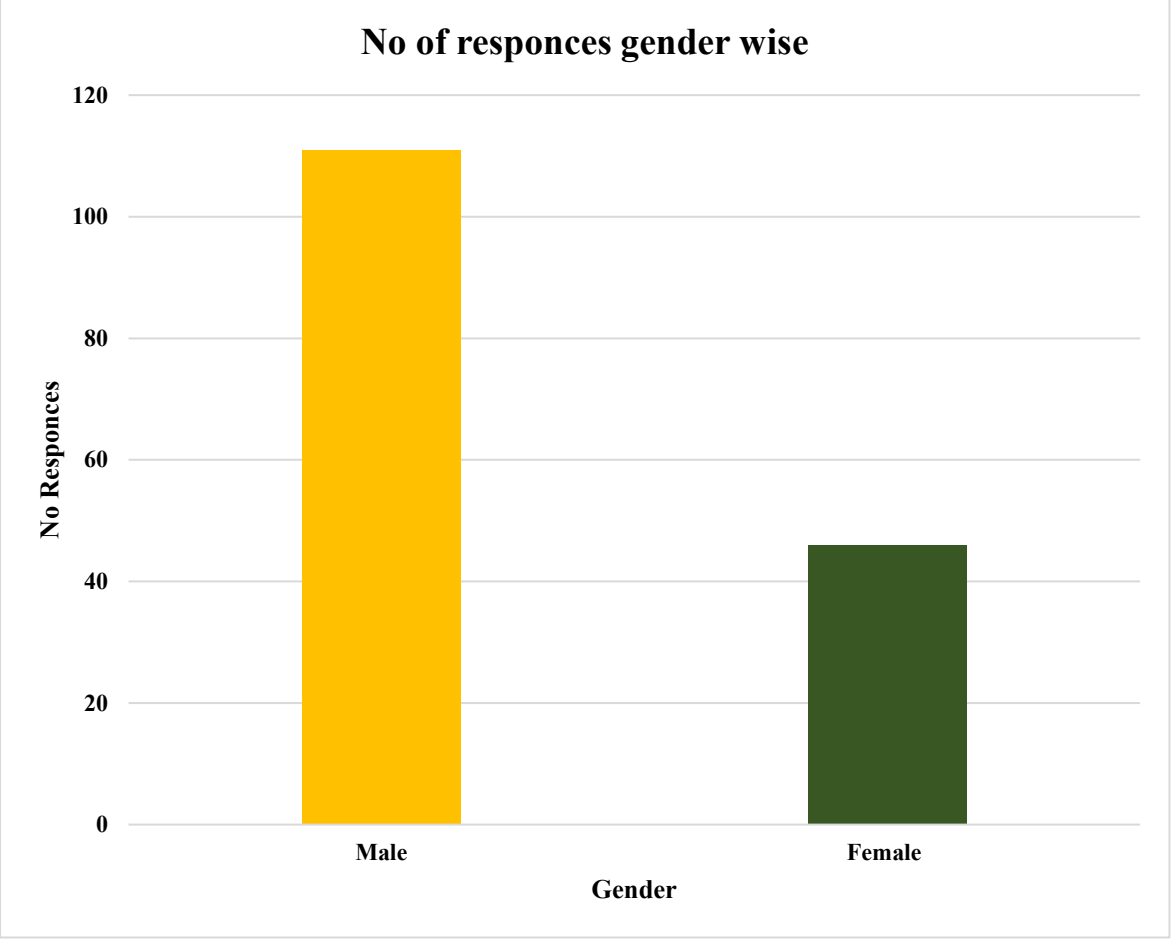

Fig 4.1. No of responses gender wise

Figure 4.1 shows that 61% of the sample (n=111) were men and that 39% of the respondents were women (n=46).

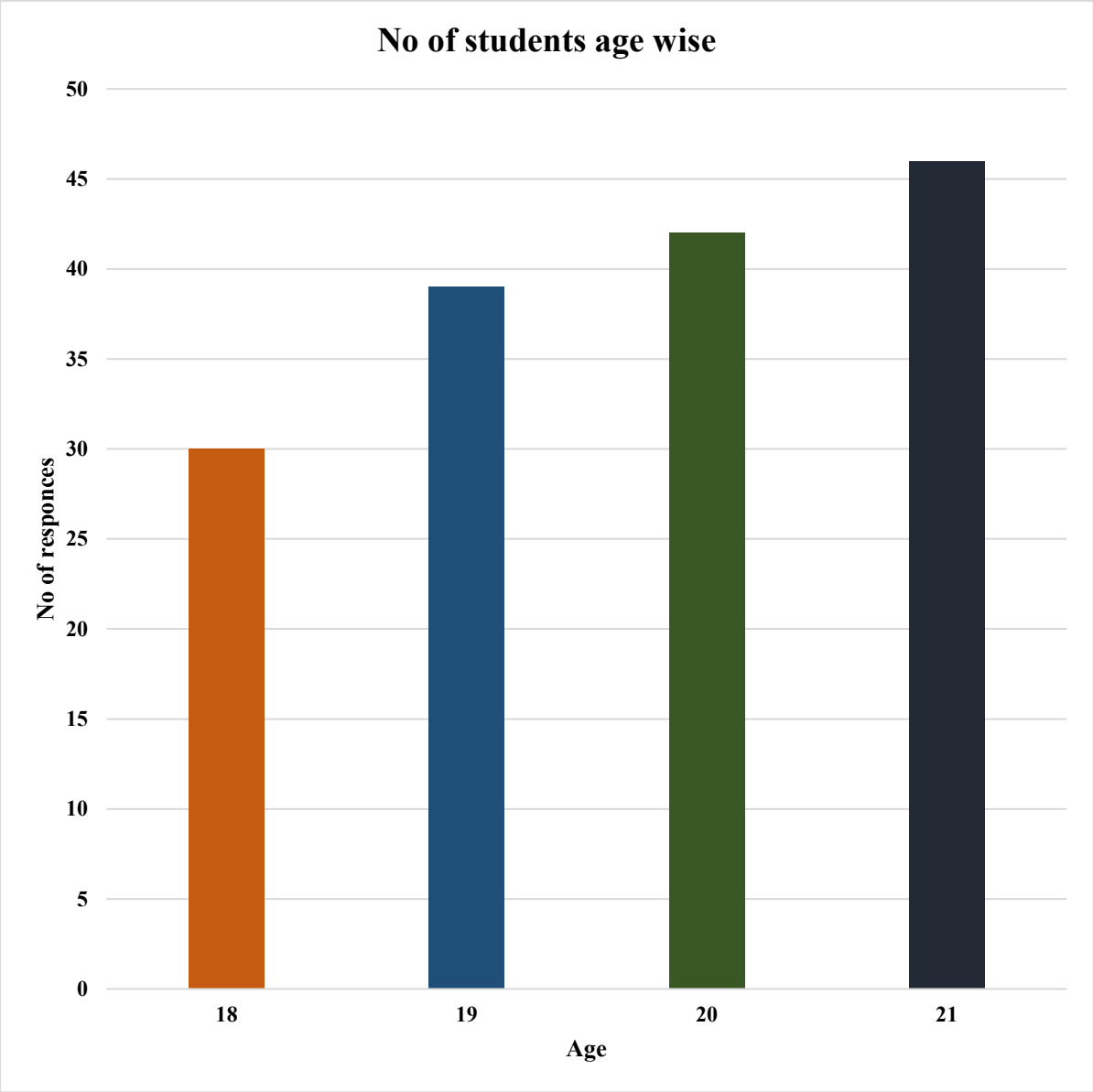

Fig 4.2 Respondents' age

Figure 4.2 shows that out of the 157 people who filled out the survey, 30 are 18 years old, 39 are 19 years old, 42 are 20 years old, and 46 are 21 years old.

4.3. DESCRIPTIVE STATISTICS

In the sections that follow, the descriptive statistics for the sample will be reported. These consist of the information that was gathered by the three distinct measurement tools that were used in

the research. After that, a summary of the data is constructed via the use of visuals and the computation of descriptive measures.

Data analysis

Statements such as "Always," "often," "occasionally," "Rarely," and "Never" were written into the surveys. After that, they were given a score based on how they responded on a scale of 5 points. The 23 statements that were favourable were given a score of 5, 4, 3, 2, and 1, while the 37 statements that were negatively written were rated in the opposite sequence. Following the completion of the data entry in an Excel sheet, it was exported to the SPSS 16 application for analysis. After that, the information was subjected to a screening procedure that looked for any missing or unusual numbers before it was examined. The respondents were broken up into many different groups according to the varied levels of education they had.

The first class of freshmen was just accepted into the educational institutions. Because of this, they did not participate in any of the academic activities offered by the institution. The second set of students had all finished their Bachelor of Science degrees and had been exposed to the material for a total of two years. The third cohort of students participated in various activities sponsored by the institution over a period of around four years. The data that were gathered for the research were examined with the first, third, and fourth quartiles serving as cut points. This allowed for the classification of the students into three distinct groups: those with low EI, those with moderate EI, and those with high EI. The EI of students belonging to different groups, such as those from the entry level, those from the midlevel, and those from the final level, was calculated using a sample t-test as well. The pupils' emotional intelligence was evaluated using the mean score in addition to the standard deviation. The purpose of the research was to investigate the impact of the standard school curriculum on the levels of emotional intelligence shown by the children. After that, the data was looked at using a statistical method called ANOVA.

Table 4.1. No of responds score

	No of respondents Score

	Score (1)	Score(2)	Score (3)	Score (4)	Score (5)
Performance	23	42	33	34	25
Emotional Intelligence	23	23	45	32	34
Social Intelligence	25	34	30	43	25
Mental health	37	25	34	36	25
Physical health	34	34	30	27	32

Table 4.2 shows the average, standard deviation, lowest, and highest scores for each of the EQ questionnaire's dimensions.

	N	Min	Max	Mean	Std .dev
Performance	*157*	1	5	2.9	0.54
Emotional Intelligence	157	*1*	5	3.1	0.74
Social Intelligence	157	1	*5*	3.0	0.54

Mental health	157	1	5	2.9	0.54
Physical health	157	1	5	2.9	0.70

The overall performance of students was given a mean score of M=2.9 for this aspect, which is made up of higher levels of self-esteem, independence, assertiveness, self-actualization, and emotional self-awareness. There was a significant amount of diversity in the answers that were collected with regard to the intrapersonal elements of EQ, as shown by the standard deviation value of.54.

Students rate this component of EQ as being below average, as shown by the mean score for emotional intelligence, which is 3.1. This suggests that students consider this to be the least important part of EQ. There was a degree of homogeneity in the replies that were collected, as shown by the standard deviation value of 0.74. The fact that the mean score for the social intelligence dimension was 3.0 shows that students' EQ was lower in this area than in most other areas, except for stress-related social intelligence. The relatively low value of the standard deviation (0.54), which indicates that the replies of the pupils did not significantly vary from one another. Students express greater levels of flexibility, problem-solving, and reality testing, which are the three components that make up the content of this element of EQ. This is shown by the mean score, which is equal to 2.9. Considering that the computed standard deviation is.54, it's safe to assume that there was a fair degree of variation in the collected data along this dimension. The students had moderate worries about their mental health and moderate optimism in the face of adversity, as shown by their mean score (M=2.9) on the physical health component. The fact that there was a consistency in the highest responses obtained is shown by the standard deviation, which was.70.

Table 4.3 Factor loadings and item reliability

Construct	**Standardized Weights**	**Cronbach Alpha**
	0.773	0.883

Emotional Intelligence	0.76	
	0.785	
	0.935	
	0.936	
Social Intelligence	0.902	0.958
	0.943	
	0.944	
	0.946	
Mental Health	0.928	0.871
	0.941	
	0.93	
	0.936	
	0.936	
Physical Health	0.82	0.943
	0.935	
	0.919	
	0.89	
	0.81	
Performance	0.764	0.842
	0.757	
	0.777	
	0.747	
	0.771	

Composite dependability is often referred to as construction reliability or composite reliability. It's a lot like Cronbach's alpha, except it's used to assess internal consistency of a construct within a measurement model (Hair et al., 2010; Netemeyer, 2003). Table 3.3 displays that the Composite reliability (CR) of "EMI" in the measurement model is 0.971. All of the indicated values are more than 0.7: "SOI" is 0.965, "MHL" is 0.972, "PHL" is 0.0943, and "SPR" is 0.850. Consequently, the measurement model has a high degree of reliability across the board.

A subset of concept validity known as convergent validity exists. It is the degree to which an indicator is related to other indicators of the same phenomenon (Hair et al., 2019), and it displays the extent to which indicators of a certain construct have a high variance in general. (Hair et al.,

2010). Using the standard regression weight to verify convergent validity reveals that the indicator represents the latent variables substantially. Any conventional regression weight greater than 0.50 is acceptable (Hair et al., 2010). Factor loadings are shown in Table 3.2 to vary between 0.75 and 0.95 for the standard measure of interest. Since this implies that the variables being measured are true and accurate representations of the latent variable, convergent validity must be established.

Different measures of the same notion do not correlate with one another, as demonstrated by discriminant analysis-based validity. It shows that each individual structure is distinct from all other structures (Hair et al., 2010). Any conventional regression weight greater than 0.50 is acceptable (Hair et al., 2010). Factor loadings are shown in Table 3.2 to vary between 0.75 and 0.95 for the standard measure of interest. Since this implies that the variables being measured are true and accurate representations of the latent variable, convergent validity must be established. There is just a weak positive correlation between ESI and students' emotional health, physical health, and academic success. It proves that none of the measurement model's variables have an endogenous origin. The data shown in Table 3.3 indicate that the AVE for some buildings is larger than the ASV.

Table 4.4 Convergent validity, discriminant validity and Composite reliability (CR)

Construct	**Items**	**AVE**	**ASV**	**CR**
Emotional Intelligence	EI5	0.871	0.100	0.971
	EI4			
	EI3			
	EI2			
	EI1			
Social Intelligence	SI4	0.872	0.010	0.965
	SI3			
	SI2			
	SI1			
Mental health	MH5	0.873	0.076	0.972
	MH4			
	MH3			
	MH2			
	MH1			
Physical health	PH5	0.768	0.092	0.943

	PH4			
	PH3			
	PH2			
	PH1			
Performance	SP5	0.534	0.104	0.850
	SP4			
	SP3			
	SP2			
	SP1			

Table 4.5. .Correlation matrix and root of AVE's

	Performance	Emotional Intelligence	Social Intelligence	Mental health	Physical health
Performance	*0.731*				
Emotional Intelligence	0.270	*0.933*			
Social Intelligence	0.008	0.147	*0.934*		
Mental health	0.120	0.522	0.133	*0.934*	
Physical health	0.575	0.183	-0.045	0.018	*0.876*

Table V. presents a synopsis of the goodness-of-fit indicators for the measurement model..

The level of model fit was evaluated using a number of different model fit indices, including the comparative fit index, the goodness of fit index, the normed fit index, the Tucker Lewis index, and the root mean square of error approximation. All of these indices were used in conjunction with one another. These indicators were evaluated alongside and in conjunction with one another as part of the study. These metrics were utilised to evaluate the model's level of accuracy

(Hair et al., 2010). In order to create the best possible model, it is essential to match the typical values of 2/df>3, CFI, GFI, and NFI, as well as TLI>0.9. This is because earlier studies have established these values. In addition, the RMSEA value must be more than 0.08. The figures shown in the table below are provided for your reference (GefenandStraub,2000). The outcome suggests that the structural model may be subjected to subsequent testing, as it passed the original test.

Table 4.6. Detailed analysis of the measurement model's goodness-of-fit indices

Model Fit Index	$\chi 2$/df	CFI	GFI	NFI	TLI	RMSEA
Model	2.121	0.854	0.911	0.863	0.853	0.058

Structural model

Along with the structural model, the hypothesised conceptual research model was to be tested as part of this method. Table VI displays the model's goodness-of-fit and structural model parameters. This includes the standard error, the critical ratio, and the standard path coefficients (b). The conclusion that may be taken from the presented hypothesis is also provided. This indicates that the proposed structural model is sufficient for evaluating the hypotheses.

Table 4.7. Summary of goodness-of-fit indices for Structural model

Model Fit Index	$\chi 2$/df	CFI	GFI	NFI	TLI	RMSEA
Model	1.785	0.861	0.817	0.875	0.978	0.044

Analysis of mediation

In this study, a mediation analysis was done to find out how a made-up third variable, called the mediating variable, affects the relationship between an independent variable and an

outcome. The path theory suggests that there are three different kinds of structural paths. The first path goes from ESI to SPR without any mediating variables. The second path goes from ESI to MHL to SPR. The third path goes from ESI to PHL to SPR with some mediating variables. Table VII shows that the ESI-PHL-SPR route is not important, but the ESI-MHL-SPR route shows that strong mediation is happening.

Table 4.8. Mediation Analysis

Mediating effect of	**In the relationship of**	**Sobel test (Z)**	***p***	**Result**
MHL	ESI - SPR	4	p < .001	Supported
PHL	ESI - SPR	.05	p <.001	Supported

Test of direct effect

As seen in Figure 3, direct effects are the influence of an independent variable on a dependent variable that does not need a third variable. In other words, there are no intermediary factors in direct effects. Extracurricular participation (ESI) has a considerable and favourable effect on the overall academic performance of students, according to the first hypothesis. The results of structural equation modelling (SEM) indicate support for this hypothesis (=.57, t = 4.61, p .001), indicating that students are usually pleased with their performance.

The standardised path coefficient () from ESI to SPR went down by a non-trivial amount (=0.44), even though it was still significant, after the structural model was run with the mediating variable included. This supports the idea of partial mediation, which is what the mediation analysis shows (Baron and Kenny, 1986).

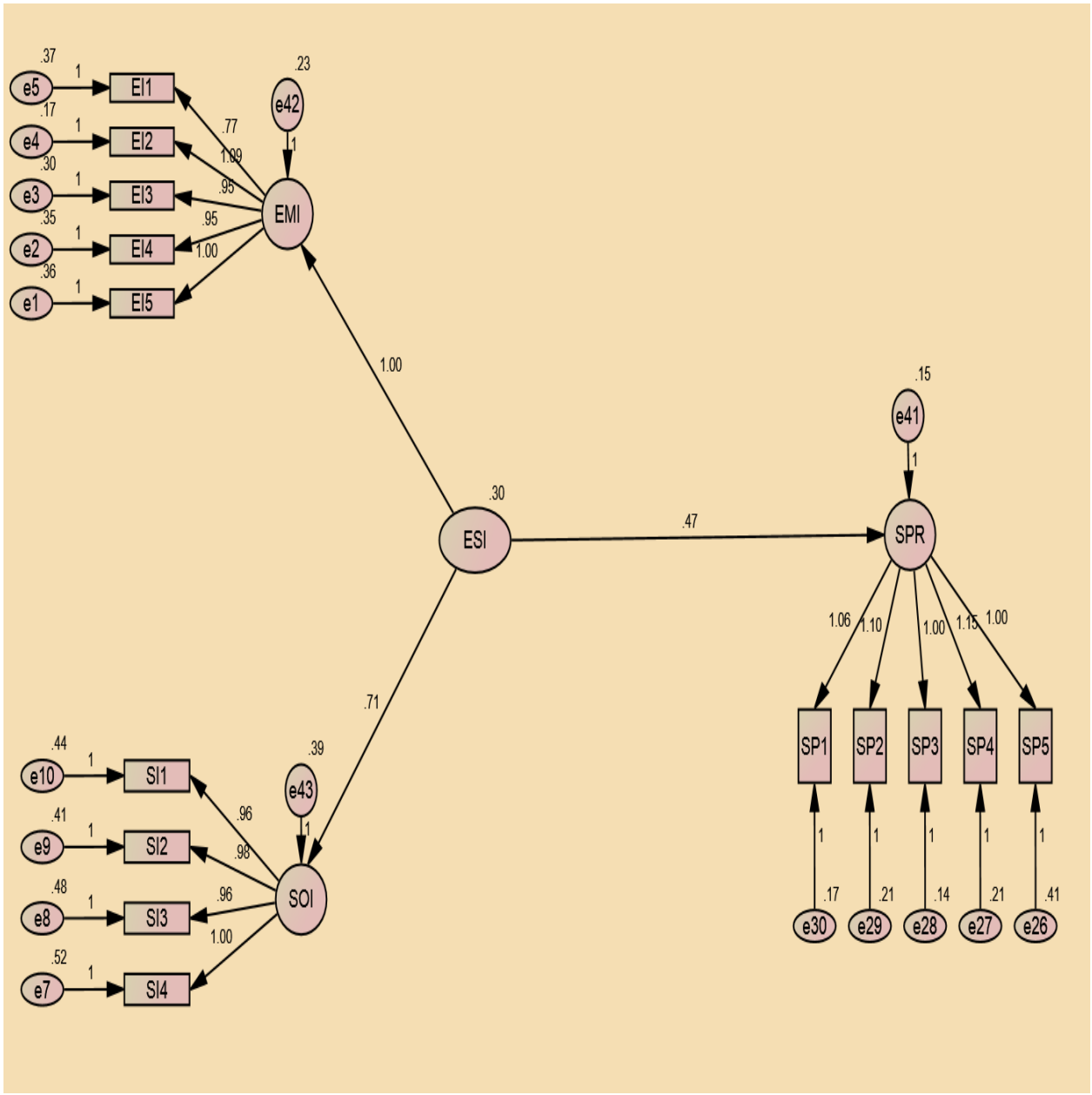

Figure Structural model (without mediating variable)

5.4.2 Test of indirect effect

In addition to estimating direct associations, we also looked at the indirect relationships that were mediated by other variables, such as mental and physical health, as shown in Figure 4.

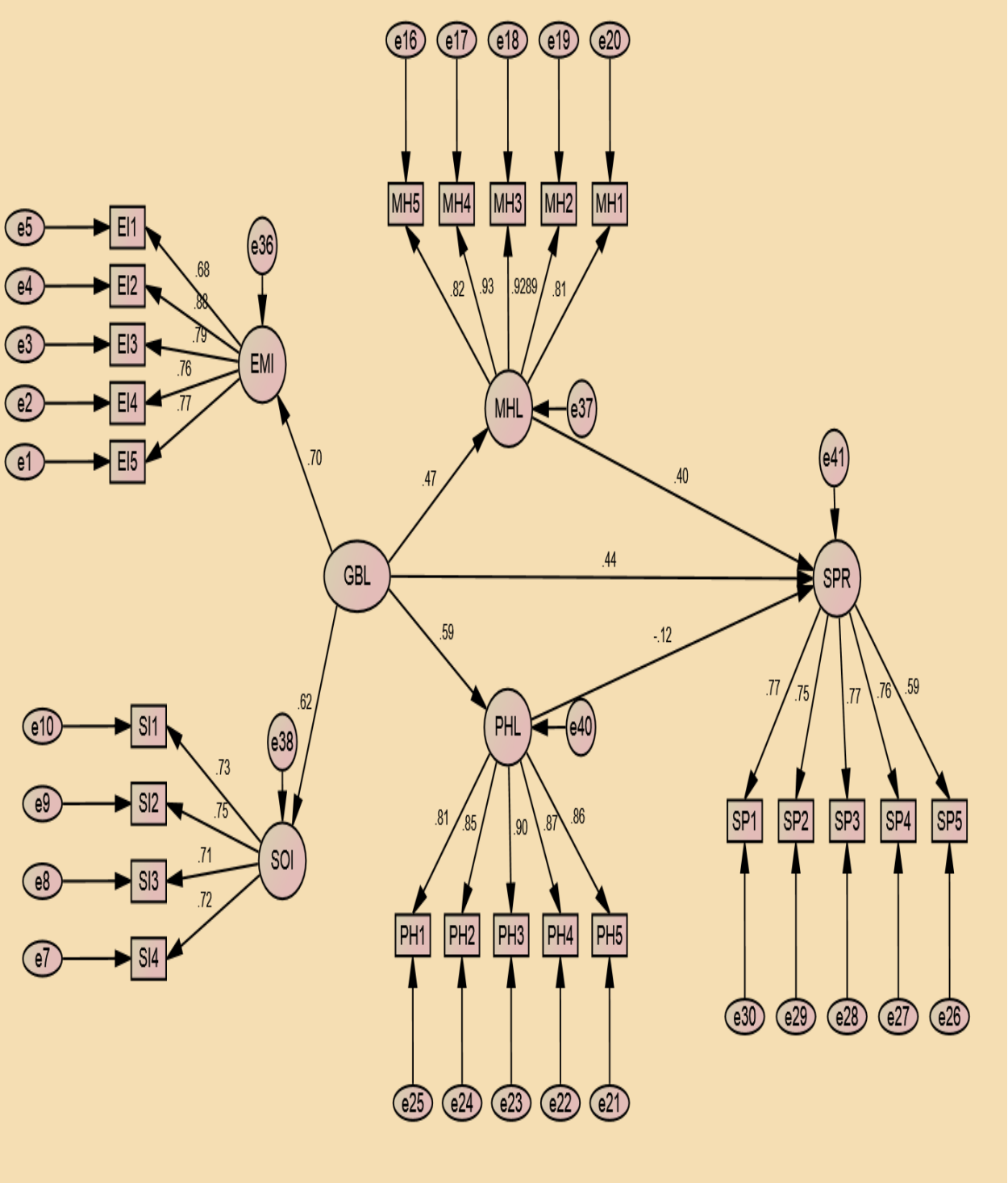

Figure 4 Structural model (with mediating variable)

The pipeline that goes from problems in the educational setting to mental health to student performance has statistically significant indirect effects on student performance (z = 4, p =

0.001) because it starts with problems in the educational setting. The fact that students say their mental health gets better when they do certain things gives strong support to the hypothesis H2a (= 0.53; p 0.001), which said there was a positive link between ESI and student mental health. In particular, the hypothesis said that ESI would be good for the mental health of students. The results of this investigation provide strong proof that the H2a hypothesis is correct. On the other hand, H2b was also found to be true (= 0.43, p 0.001), which meant that students' mental health was linked to their overall performance in a positive way. ESIPHLSPR showed that there was no significant link between ESI and SPR through the student's physical health (z =.05, p > 0.05). The ESIPHLSPR was used to figure this out. The ESIPHLSPR was used to figure this out. H3a, which looked into whether or not ESI could have a big effect on students' physical health; H3a (= 0.86, p 0.001) The results of this study did not support the idea that a student's level of physical health would have a big effect on how well they did in school (= -0.078, p > 0.05). At the moment, the assumption is part of the theory. Sobel exams were given to a lot of models, and the scores from those exams were added together to do research on the mediating effects. Table VIII shows the results of the investigation into the hypothesis.

Table 4.9. Summary of testing hypothesis

Hypothesis		**Structural Relationship**			**St. Est (β)**	**Unst. Est(β)**	**P**	**Result**
H1	Direct Effect	SPR	←	ESI	0.65	0.56	P < .001	Supported
	Indirect Effect	SPR	←	ESI	0.43	0.40	P < .001	
H2a		MHL	←	ESI	0.41	0.49	P < .001	Supported
H2b		SPR	←	MHL	0.40	0.42	P < .001	Supported
H3a		PHL	←	ESI	0.49	0.82	P < .001	Supported
H3b		SPR	←	PHL	-0.119	-0.079	P >.001	Not Supported

CHAPTER V

FINDINGS, SUGGESTIONS AND CONCLUSION

Chapter 5

Findings and Suggestions

The purpose of this study is to examine the association between ESI and performance, using mental and physical health as moderating variables. Before extending to encompass individual schools, colleges, and universities, this endeavour must begin at the state level. The second section of this thesis focused mostly on the evolution of emotional social intelligence as well as notable contributors to the field. Their study is significant because it establishes the foundation for current research on emotional intelligence and highlights the change from IQ to ESI as a measure of intelligence. Based on the findings of the chapter two literature review, it is evident that establishing the relationship between ESI and performance while accounting for mental and physical health as moderating factors is the subject of relatively little study. This is evident from the fact that relatively little study has been conducted into establishing this relationship.

The goal of the research presented in Chapter 3 was to find out if gender, race, or age are things that affect emotional intelligence. This goal was met by giving a general description of the method used in the study. This chapter explains the many parts, such as the sample design, research design, data collection methods, and analysis methods, that will be used to find and analyse the results of the proposed study. These parts will be used to find the results of the proposed study and figure out what they mean. These parts include a sample plan, a research plan, methods for gathering data, and ways to look at the data. This chapter also has a picture of how the study design works and a picture of how the sample design works. In chapter 3, a full outline is given. This outline includes details like who took part in the research study, how the sample was chosen, how the data was collected, and the statistical analysis that was done to start this research study. The outline also talks about how the data was collected and how the method was used.

In chapter 4, both the findings and subsequent discussion of the intended inquiry are given. The results of the study are discussed in this chapter. These results are derived from an empirical analysis of the data obtained from those who took part in the survey. After this, the following phase of the presentation will consist of an examination of the descriptive statistics for the variables that are under scrutiny, which will follow immediately after this. Following

the display of descriptive data comes the statistical analysis of inference, which is performed to facilitate the empirical research. For the aim of data analysis and presentation, the Statistical Package of origin software, version 7.0, was utilised in this study endeavour. This chapter uses descriptive statistics to offer information on major demographic characteristics through the use of frequency tables and graphical representations. This study investigates three demographic variables: the gender of the participant, their age, and the course they are enrolled in. The descriptive statistics for the sample indicate a strong link between ESI and performance when both mental and physical health are taken into account as moderating factors.

5.1. Contribution of Study

5.1.1. Theoretical Contribution

The comprehensive review of the relevant literature review which is proof of the theoretical contribution made by this investigation that is used for explaining the theoretical background on the constructs: emotional and social intelligence (ESI), Mental and Physical Health, Student Academic Performance. This research proposed a prediction model of ESI with the mediating role of MH and PH which emphasized the student academic performance (SAP).

This study contributed to both academic research and emotional and social intelligence research on students' academic performance because it investigated the role that emotional social intelligence and control play in mediating the connection between ESI, Mental and Physical health and Academic Performance. Previous research that combines all three constructs is scarce; however, the area of trust, aggression and burnout has been explored in the area of Emotional and Social Intelligence (Purba et al, 2012; Abd el-Wahed, 2021) but none have explored this variable with a mediating variable such as mental and physical health which is an important factor ignored largely in the literature. This study is an earnest attempt in filling this gap through its contribution.

5.1.2. Practical Implications

The findings of this study concurred with those of another study conducted by Koh (2009), which found that the relationship between emotional intelligence (EQ) and academic performance is not a universal phenomenon, as some people believe it to be, but rather is

contingent on a specific context—in this case, a specific academic institution in a specific geographic region. According to this study's findings, students with an average degree of emotional intelligence do not achieve the same level of success in their academic careers. It was determined that a number of elements, such as an individual's family history and the atmosphere of the academic institution, contributed to the phenomenon. As a direct result of this, the individual loses their ability to concentrate and is unable to come to a conclusive choice regarding their future academic career. These are some of the feasible assumptions that we made about the student's academic success at this particular institution, including the ones listed above. The results of this study have a lot of different effects, one of which is that it's important to build a solid foundation for holistic learning and take a more holistic approach to evaluating things. This is just one of the things that can be learned from what this study found. Because academic achievement is not a reliable measure of EQ level and the majority of institutions are primarily focused on academic performance, we urge that the need to examine our educational philosophy to accommodate EQ, which is crucial for success in future careers. Additionally, we believe that the academic community should take the lead in campaigning for holistic learning, rather than the universities' administrators, who tend to view this movement as a relic of the past.

5.2. Conclusion and recommendation

The goal of this study was to find out how emotional and social intelligence, student health, and student performance are related. The results show that both emotional and social intelligence had a big effect on how well students did in school and how healthy they were. The results also showed that these two things were important predictors of how well students did in school.

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