ROLE OF EMOTIONAL INTELLIGENCE IN JOB SUCCESS OF GRADUATE STUDENTS

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ABSTRACT:

Background of Study: The study was conducted to establish the role of emotional intelligence in job success of graduate students. The motivation to conduct this research was cued by the grave condition of unemployment in graduate youth. The research was conducted to find the role of emotional intelligence in job success based on literature review of positive psychology.

Aim: To establish the relation between Emotional Intelligence and Job Success of Graduate Students.

Material and Method:
This study primarily focuses on exploring the role of Emotional Intelligence in Job Success of Graduate Students. Questionnaires were used to elicit the responses and Survey Research method was used to collect the data from students graduated within last 2 years. Information regarding their current employment status and level of Emotional Intelligence was collected along with other relevant demographic details. To collect data, Demographic form and E.I. Scale (SSEIT) was used on 120 students and relevant data was taken from 87 students living in Bhopal city of Madhya Pradesh State, India. A statistically significant positive correlation was found between Level of Emotional Intelligence and Job success. To analyze the data, correlation technique was used. Results revealed that EI is significantly associated with the job success of graduate students.

Result: Result shows a positive correlation between the Emotional Intelligence and subsequent Job Success of graduate students.

Discussion and Conclusion: As it was predicted that EI plays a decisive role in Job Success of students, our research has confirmed the hypothesis. There was a significant positive correlation between Emotional Intelligence and Job Success of the Graduate Students. EI was found to be a major contributor of the Job Success of Graduate Students. Some other correlation between the variables were also analyzed by using ANOVA and Pearson’s correlational coefficient method.
There were other statistically significant correlations among given variables too but for our concern, the major significant correlation was found between job success and emotional intelligence of graduate students involved in this study.

**Keywords:** Positive Psychology, Emotional Intelligence, Job Success.

**INTRODUCTION:**

Emotional Intelligence is an integral part of Positive Psychology. To know and research about emotional intelligence, one must be well aware of the concepts like Emotions, Intelligence, and Positive Psychology etc. The concept of Job Success is also relevant to this research. A brief description of above mentioned concepts is given below.

**Positive Psychology:** This branch of psychology is based on enhancement of positive emotions instead of treating negative emotions or psychological disorders. Emotional Intelligence is a part of Positive Psychology and as defined by Martin Seligman’s PERMA model of well-being, the P stands for Positive Emotions.

**Emotions:** The emotions are known as intense feelings experienced by human beings. There are six universal emotions, happiness, sadness, anger, fear, disgust and surprise as suggested by Paul Eckman.

**Intelligence:** Intelligence is a capacity of human beings to deal with its environment effectively by utilizing the available resources efficiently. Intelligence is also linked to survival of a species.

There are various theories of intelligence such as: Cattell’s Fluid and Crystalized intelligence, Gardener’s theory of multiple intelligences, Anderson’s theory, Eysenck’s theory etc.

**Emotional Intelligence:** Emotional intelligence is a new concept of wellbeing or positive psychology given by Dr. John Mayor and Dr. Peter Salovey (1990) from American University. However, it was popularized by famous American Psychologist Daniel Goleman (1995). Dr. Salovey and Mayer are leading researchers in the field of emotional intelligence. Dr. Salovey and Mayer defined EI as the ability to monitor self and other’s emotions and feelings and very effectively differentiate between these feelings and emotions and also use this information to guide one’s thinking and actions (1990). Various studies suggested that about 80% of success depends on Emotional Intelligence (EQ) while only 20% on IQ. Even though our education system concentrate more on academic excellence that is responsible for only 20 percent of success in life.

Goleman defines: EI is the capacity for recognizing our own emotions and of others for motivating ourselves and managing emotions well in us and in our relationships.

Goleman broadened Dr. Mayer’s and Dr. Salovey’s four-branch system to incorporate five essential elements of emotional intelligence. Daniel Goleman developed a framework of five elements that define emotional intelligence. These Five elements are:

1. Emotional Self-Awareness: Being able to know one’s own feelings at a moment.
2. Self-Regulation: After being aware of one’s emotions and feelings, the person should be able to manage them effectively as per the need of the situation.
3. Empathy: Being apprehensive of the emotions and feelings of others is the view of empathy. This component determines the level of one can feel the relatedness to others.
4. Motivation: There are various types of motivation as extrinsic and intrinsic but an emotionally intelligent person will be more intrinsically motivated by the best utilization of their emotions to motivate them. These people do not need external rewards to be motivated to do something.

5. Social Skills: Emotionally Intelligent persons being empathetic, aware of emotions of self and others, being able to manage these feelings well, enjoy good social relations. They are generally good in social skills.

**Measuring Emotional Intelligence**

We can measure EI or EQ of a person by various and diverse methods. These methods are used as per the demand of the situation. As per Paul Ekman, there are seven basic emotions as anger, happiness, fear, disgust, surprise, love, sadness and there are various behavioral measures to perceive these emotions. The basic emotions are deemed to be fairly constant across cultures. Now various techniques for measuring emotions have been developed and some of them are:-

1. Ability based methods of Mayer and Salovey
3. Personality based measures of R. Baron

**Global Tools for Assessing E.I. :**


**Job Success**

**Success:** Success can be defined as, achievement of an action within a specified period of time or within a specified parameter. Success can also mean completing any objective, reaching a goal or getting the desired outcomes. The definition and perception of success varied from person to person. I think that there could not be any absolute measure of success with universal application. Different people perceive success differently and as per their own experiences and life circumstances.

**Job Success:** There are various definitions of job success and in organizational settings the JSS or Job Success Score is used to calculate the overall performance of an employee. Like it is a measure of satisfaction of your client with your services and products. Although job success means different things to different people and this word is used mainly for after job satisfaction (As per my own experience during Literature review and Data Collection) these two terms are seems to be used interchangeably. Job satisfaction may be a part of job success but it cannot replace wide domain of job success. I think success and satisfaction are interrelated as success leads to satisfaction and satisfaction gives the perception of success. But as I think, success always does not lead to satisfaction. Satisfaction is a part of personality characteristics. Type- A personality people tends to feel comparatively less satisfaction with the same success as compared to Type- B. In this research I have used the term “Job Success” as a condition where a graduate student who aspires to get a desirable job tends to achieve success by
getting a job within prescribed time limit and with the prescribed parameters and resources.

Based on above the present study was planned with following objectives:
1. To explore the level of Emotional Intelligence.
2. To examine the relationship between job success and Emotional Intelligence.

METHODOLOGY:
The survey study was conducted in city of Bhopal on graduate students from various institutes. The age range was 21 to 27 years. The students were either fresh graduates, preparing for competitive and job oriented examinations and some of them were employed successfully at various government and private departments. The data was collected by using two questionnaires on demographic details and Emotional Intelligence measures. The participants for this study were particularly those students who were graduated within last 2 academic years from 2015 to 2017. These students were either fresh graduates, or preparing for competitive and job oriented examinations or were employed. Data was collected from both the male and female students.

<table>
<thead>
<tr>
<th>B/G</th>
<th>Unemployed</th>
<th>Working</th>
<th>Selected</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>29</td>
<td>10</td>
<td>12</td>
<td>51</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
<td>06</td>
<td>05</td>
<td>36</td>
</tr>
<tr>
<td>*NR/NA</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>16</td>
<td>17</td>
<td>87/120</td>
</tr>
</tbody>
</table>

*NR/NA= This represents the participants who either did not returned the questionnaire or who do not fall under the category of this study( Irrelevant year of graduation)

The data for these candidates is:
No. of candidates did not returned a questionnaire: 08
No of candidates not found not suitable for study: 25
Total: 33

** 120= It is the total number of candidates actually used for study.
But the useful data was collected from 87 students only, so our sample size= 87.

Tools:
Two Questionnaires were used for data collection. There were two sets of questionnaires given to every participant.
1. First part is Demographic Data information sheet
2. Second part is an Emotional Intelligence Scale, developed by Schutt(199).

The Schutte Self Report Emotional Intelligence Test (SSEIT) Questionnaire (Schutt,1998)
The SSEIT is a rating scale and it consists of 33 items with a rating scale of Likert pattern from rating of 1 to 5 as per following criteria:
1. Strongly Disagree with the statement
2. Disagree with the statement
3. Neither Agree nor Disagree with the statement
4. Agree with the statement
5. Strongly Agree with the statement
Reliability and Validity:
The Reliability Rating for this scale is 0.90. Also, they report a mediocre correlation of the SSRI with such areas as self-estimated EI, the Big Five EI scale (0.51), and life satisfaction (Petrides and Furnham, 2000). SSRI correlation with well-being criteria showed the worst outcome with less than 0.20.

Interpretation Instructions: To calculate a scale score, reverse code the items 5, 28 and 33. That means after completing all the items, you must change the score for these three items to opposite. So if your response is 1 change it to 5 and if it is 5 change it to 1 (reverse coding items). Now sum all the responses for total score. The mean score with 124 have a deviation of 13 So scores below 111 or above 137 are either low or high scores respectively.

A demographic questionnaire was also used to obtain basic demographic data of the participants.

RESULT:
The results were compiled into numerical and statistical forms. Relevant data analysis was carried out, tables and charts were prepared and finally the results were interpreted under the light of hypothesis.

After obtaining the data, correlation method was used to compile the results. I have also attained one semester duration course on Emotional Intelligence offered under Ministry of HRD project and the method I learned in this course proved to be a great help to me.

1. Participation Index: This shows that initially it was estimated to approach 150 participants but actually 120 were convinced to participate in the study. Out of these 120, the questionnaire were taken back from 112 and out of them only 87 were found to be relevant for study. Most of the rejections of filled forms were due to the year of graduation because we have considered graduates of only two academic years (2015-16 and 2016-17) for our research.

<table>
<thead>
<tr>
<th>Participation Status</th>
<th>No. of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected</td>
<td>150</td>
</tr>
<tr>
<td>Agreed to Participate</td>
<td>120</td>
</tr>
<tr>
<td>Data Received</td>
<td>112</td>
</tr>
<tr>
<td>Useful Data for Research</td>
<td>87</td>
</tr>
</tbody>
</table>

2. Gender Status: Out of total 87 participants, 51 were males and 36 were females.

3. Employment Status: This has been created for males and females together.

U= Unemployed, W= Working and S= Selected (Job Secured)
### Dependent Variable: EI

<table>
<thead>
<tr>
<th>Gender</th>
<th>W/S/U</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1.3933E2</td>
<td>7.41620</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1.2943E2</td>
<td>11.99176</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1.2182E2</td>
<td>14.13966</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1.2700E2</td>
<td>14.07835</td>
<td>51</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1.3557E2</td>
<td>4.50397</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1.1567E2</td>
<td>20.10804</td>
<td>3</td>
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<td>3</td>
<td>1.1862E2</td>
<td>16.43430</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1.2167E2</td>
<td>16.37594</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1.3769E2</td>
<td>6.41580</td>
<td>16</td>
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<tr>
<td></td>
<td>2</td>
<td>1.2700E2</td>
<td>14.02230</td>
<td>17</td>
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<tr>
<td></td>
<td>3</td>
<td>1.2028E2</td>
<td>15.22711</td>
<td>54</td>
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<td></td>
<td>Total</td>
<td>1.2479E2</td>
<td>15.21026</td>
<td>87</td>
</tr>
</tbody>
</table>

#### Descriptive Statistics

**Employment Status**

- **Males**
  - Unemployed: 12
  - Working: 10
  - Selected: 21

- **Females**
  - Unemployed: 2
  - Working: 6
  - Selected: 25

- **Total**
  - Unemployed: 14
  - Working: 16
  - Selected: 46

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In above Table A, For Gender, 1= Male and 2= Female
For W/S/U, 1= Working 2= Selected and 3= Unemployed

**Interpretation Based on Table A:** Means and standard deviations of scores indicating level of emotional intelligence is shown in table 1. It has been observed that Employed male students showed higher Emotional Intelligence (M=139.33). While working Females has scored less on Emotional Intelligence (M= 135.57) the mean score of selected males was (M= 129.43) and that of selected females was (M=115.67). At last the mean score for Unemployed males was found to be (M= 121.82) and for unemployed females was found to be (M=118.62)

Total concluded mean score indicating perceived emotional intelligence for all males was obtained higher (M=127.00) as compared to females (M=121.67)

The total collective mean score for working males and females was found to be (M=138) for selected males and females collectively it was found to be (M=127) and for unemployed males and females it was (M=120). The total combined average was found to be M=125.
Mean EI Score for Selected People

- Males: 129.43 (35%)
- Females: 115.67 (32%)
- Total (M+F): 122.55 (33%)

Mean EI Score for Unemployed People

- Males: 121.82 (34%)
- Females: 118.62 (33%)
- Total (M+F): 120.22 (33%)
Tests of Between-Subjects Effects

Dependent Variable: EI

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>586.333</td>
<td>1</td>
<td>586.333</td>
<td>3.086</td>
<td>.083</td>
</tr>
<tr>
<td>W/S/U</td>
<td>3641.719</td>
<td>2</td>
<td>1820.859</td>
<td>9.583</td>
<td>.000</td>
</tr>
<tr>
<td>Gender * W/S/U</td>
<td>236.329</td>
<td>2</td>
<td>118.165</td>
<td>.622</td>
<td>.539</td>
</tr>
<tr>
<td>Error</td>
<td>15390.071</td>
<td>81</td>
<td>190.001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1374775.000</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>19896.276</td>
<td>86</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .226 (Adjusted R Squared = .179)

It is evident from ANOVA results that effects of gender on emotional intelligence was not statistically significant. Although trend of mean scores indicated that male students showed higher emotional intelligence (M=127.00) as compared to female students (M=121.67). On the other hand employment status of the students indicated significant impact on the perceived
emotional intelligence of the students. It is evident from the results that employed students exhibited higher emotional intelligence (M=137.69) as compared to selected (M=127.00) and unemployed (M=120.28) students. The interaction effect of gender and employment status was not found to be significant.

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Gender</th>
<th>W/S/U</th>
<th>Education</th>
<th>EI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Pearson Correlation</td>
<td>1</td>
<td>.098</td>
<td>.149</td>
<td>-.174</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.369</td>
<td>.170</td>
<td>.108</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>W/S/U Pearson Correlation</td>
<td>.098</td>
<td>1</td>
<td>.228*</td>
<td>.437**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.369</td>
<td>.033</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>Education Pearson Correlation</td>
<td>.149</td>
<td>.228*</td>
<td>1</td>
<td>-.153</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.170</td>
<td>.033</td>
<td>.157</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>EI Pearson Correlation</td>
<td>-.174</td>
<td>-.437**</td>
<td>-.153</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.108</td>
<td>.000</td>
<td>.157</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).
**Interpretation Based on Table C:**

Table C shows Pearson correlation between various variables as EI score, Gender, Education (Technical/ Non-Technical) and Job Status like working (W), Selected(S) and Unemployed (U). The results has been interpreted as following:

1. **Gender and Job Status:** The coefficient of correlation between gender and job status is \( r = 0.098 \) that could be considered non-significant.

2. **Gender and Education:** The coefficient of correlation is \( r = 0.149 \) which is partially correlated and but it is non-significant.

3. **Gender and EI:** Here the coefficient of correlation has been obtained as \( r = -0.174 \) which is partially correlated in reverse direction i.e., the increase of one variable is partially correlated with the decrease of other variable. It indicate males showed higher emotional intelligence as compared to females.

4. **Job Status and Education:** Job Status as either working, Selected or Unemployed as correlated against education type i.e., technical and non-technical found to be significant at \( r = 0.23 \)

5. **Job Status and EI:** This is the most important result for our study. This study is based on the significance of this correlation and our study has been proved significant as there is a positive correlation between Job Status and Emotional Intelligence i.e., \( r = 0.437 \) and it shows a relationship between both the variables. Hence our hypothesis that Emotional Intelligence is significantly related to job success is proved.

6. **Education and Job Status:** With a correlation of \( r = -0.157 \) it is seen that these variables are partially correlated with each other (negative correlation and non-significant)

**Discussion:** As it was predicted that EI plays a decisive role in Job Success of students, our research has confirmed the hypothesis. There was a significant positive correlation between Emotional Intelligence and Job Success of the Graduate Students. EI was found to be a major contributor of the Job Success of Graduate Students. Some other correlation between the variables were also analyzed by using ANOVA and Pearson’s correlational coefficient method. Although some other significant correlations among variables were found but the major significant relation was found between EI and job success of Graduate Students.

**Conclusion:** Results supported that Emotional Intelligence Scores of Graduate Students is positively correlated with the Job Success by Pearson’s Method. The Pearson’s coefficient of correlation \( r \) was calculated as \( 0.437 \) and it shows a relationship between Job Success and Emotional Intelligence. It should be kept in ming that EI has relationshipship with the Job Success but it does not causes Job Success alone. The study done was correlational study so it does not show causation. There may be other variables that might be influencing the Job Success along with the Emotional Intelligence. It has been found that there is a significant positive correlation between Emotional Intelligence and Job Success of graduate students. This means higher Emotional Intelligence is associated with higher rates of success in getting job or we can
conclude that higher Emotional Intelligence is associated with higher rates of employability of graduate students.

**Conflict of interest**
There was no conflict of interest.

**Source of finding**
The study is not funded by any external sources as it is self-funded research project.

**Ethical clearance**
Ethical clearance has been obtained from Department of Psychology, Barkatullah University, Bhopal and willingness has been obtained from various people participated in this study.

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