THE IMPACT OF EMOTIONAL INTELLIGENCE ON STUDENT'S SELF-REGULATED BEHAVIOR

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Abstract

The present study aims to analyze the relationship between emotional intelligence and self regulated behavior among engineering students. The person who succeeds in managing emotions can bounce back far more quickly from life's setbacks. It has been found that there is a connection between emotional intelligence and interpersonal relations, cooperativeness, perspective talking, affectionate relationship, satisfaction in relationship, social skills, marital satisfaction, self-monitoring in social situation and empathetic feelings. Self regulated learning is essential to students in the present scenario to excel in education and thereafter in life. In other words practicing self regulated learning is highly beneficial for the students to score high in their own academic performances. This study adopted survey method and samples for the study were collected from engineering students. There were 510 responses collected but only 500 valid responses taken into account. Convenience sampling design was used. The data was collected by distributing the questionnaires on emotional intelligence scale by Bar-on and self regulated behavior scale by Kathiravan along with the personal data sheet. The result shows that there is a significant relationship between emotional intelligence and self-regulated behavior. Self-regulated behavior components like self-esteem and Task Goal Orientation was highly influenced by emotional intelligence.

Keywords: *Emotional intelligence, Self-regulated behavior, self-esteem, Task Goal Orientation.*

INTRODUCTION

According to Goleman (1998) "Emotional intelligence is the capacity for managing emotions well in ourselves, recognizing our own feelings and those of others for motivating ourselves and in our relationships. Emotional intelligence examines abilities distinct form, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ". Goleman has identified five elements of emotional intelligence.
Self-regulation refers to the self's capacity to alter its own responses. It is quite similar to the everyday term self-control which includes regulation of thoughts, emotions, impulses, desires and their task performance. Human beings have a much greater capacity for self-regulation than most other creatures and this is probably a crucial contributor to the human capacity to live in the complex social and cultural worlds we construct. Self-regulation enables one to be flexible enough to adapt themselves to various situations, rules, and demands. Self-regulation enables one's social conscience to prevail over selfish impulses, so that people can do what is right and good rather than just indulging their selfish inclinations. Self-regulation enables people to keep their promises obey rules, respect others, and control their temper.

METHOD

The study adopted survey method which is descriptive and explorative in nature.. The study assesses the relationship between emotional intelligence and self- regulated behavior. It also explores the influence of emotional intelligence on self- regulated behavior of engineering students.

PARTICIPANTS

There were 510 responses collected from the engineering students, while only 500 responses were taken for the analysis others were rejected because of invalid information.

MEASURES

Emotional Quotient Inventory:
The emotional quotient inventory developed by Bar-On was used to measure emotional intelligence. The Bar-On Emotional Quotient Inventory assessment highlights the emotional and social strengths and weakness that affect how an individual performs and interacts with an organization. This tool is a self- report questionnaire, that consists of 66 items which measures ten different components of emotional intelligence viz; Self-regard, Interpersonal relationship, Impulse control, Problem solving, Emotional- self- awareness, Flexibility, Reality testing, Stress-tolerance, Assertiveness, Empathy. There are five response categories viz, not true, seldom true, sometime true, often true and true. Negative and positive items were scored separately. The total score of all the 66 items yield the total emotional quotient score of the person.

Self - Regulated Behavior Scale:
The self-regulated learning scale developed by Kadhiravan (1999) is the first scientifically developed and validated measure of self-regulated learning in the Indian context. It measures the students' abilities to use self-regulated strategies, which will reveal the students' self-regulated learning. This tool is a self-report questionnaire, consists of 40 items, which measure 10 strategies of self regulation. The split-half reliability of the tool is 0.806 and the test-retest reliability is 0.794. This tool possesses face validity, content validity and predictive validity. The factorial validity of the tool is 0.897. These values reveal that the self-regulated learning scale is highly reliable and valid.

RESULTS AND DISCUSSION

Table 1:
Relationship between Emotional intelligence and Self-regulated behavior (CORRELATIONAL ANALYSIS)

	Emotional Intelligence Total	Interpersonal relationship	Impulse control	Problem Solving	Emotional self-awareness	Flexibility	Reality testing	Stress tolerance	Assertiveness	Empathy	Self –regard
Self Regulated Behaviour	.321**	.150	.161	.504**	.112	.084	-.029	.301**	.177	.263**	.232*
Self evaluation	.315**	.172	.152	.340**	.117	.215*	.098	.336**	.329**	.199*	.166
Self monitoring	.060	-.023	.065	.153	-.033	.117	.042	-.001	.497**	.060	-.048
Personal control	.276**	.172	.115	.151	.135	.203*	.029	.250*	.164	.077	.315**
Task preparation	.262**	.176	.098	.366**	.057	.000	-.018	.286**	.020	.149	.234*

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Task goal orientation	.437**	.329**	.186	.348**	.289**	.202*	.118	.227*	.011	.340**	.379**
Coping with failure	.245*	.065	.203*	.413**	-.084	.068	-.051	.379**	.615**	.137	.234*
Problem solving ability	.162	-.004	.140	.402**	.106	.004	-.053	.110	.275**	.148	.067
Self esteem	-.136	-.111	-.121	.191	.004	-.286**	-.161	-.054	-.021	.050	-.225*

From the Table.1 it is found that there is a significant relationship between emotional intelligence and self-regulated behavior.

Interpersonal relationship which is the component of Emotional intelligence is positively correlated with task goal orientation of engineering students.

. Generally, during college period students make and maintain broad friendship network. They think about their career and future so they discuss about these aspects of life and set their goals respectively. They have similar interests and think on the same lines. After setting a goal they work towards achieving set goals. This could be the reason that why interpersonal relationship is positively correlated with task goal orientation.

Students' impulse control correlated positively with their coping with failure which is the component of self regulated behavior.

Problem solving ability of engineering students is positively correlated with self-evaluation, task preparation, task goal orientation and coping with failure the components of self regulated behavior.

Students evaluate their abilities, skills and then based on that they set goals and prepare themselves to achieve it. If things go wrong they manage it by applying different coping strategies to solve problem.

Another component of emotional intelligence is emotional self-awareness which is positively correlated with task goal orientation of self regulated behavior.

Some experts believe that the central purpose of self-awareness is to promote self-regulation, because as we watch oneself we can monitor how well we are changing to reach our goals or other standards, (Carver and Scheier ;1981, 1982) without self-awareness, self-regulation would be difficult, if not impossible.

Flexibility of engineering students has positively correlated with self evaluation, personal control and task goal orientation meanwhile, negatively correlated with Self esteem. Stress tolerance among engineering students is positively correlated with self evaluation, personal control, task preparation, task goal orientation and coping with failure.

Students who understand their abilities and skills can be perfect in setting goals and preparing themselves to achieve it. Even if something goes wrong they will not lose their hope and try to manage it by adopting different coping strategies. So they are able to tolerate stress and free from it.

Assertiveness of engineering students is positively correlated with self- regulated behavior components which are self- evaluation, self- monitoring, coping with failure and problem solving ability.

Empathy of engineering students is positively correlated with self –evaluation and task goal orientation. Empathy is the experience of understanding another person's condition from their perspective. Students who evaluate themselves correctly can also evaluate and understand others. So they place oneself in another's shoes and feel what they are feeling. This may be the reason that why self-evaluation and empathy are positively correlated with each other.

Engineering students had strong positive relationship between empathy, component of emotional intelligence and self- evaluation and task goal orientation which are self - regulated behavior components.

In the emotional intelligence domain self- regard is having positive correlation with five major dimensions of self regulated behavior like such as personal control, task preparation, task goal orientation, coping with failure and self esteem of engineering students. Mohamed Ali Tosang (2013) revealed that there is a positive relationship between Emotional intelligence and self-esteem among women. Another research study also supporting that the results which is find above and it's found that there is a positive relationship between Self-esteem and Emotional intelligence among Indian and foreign students by Rahel Tajeddini (2014). The correlation between self-esteem and emotional intelligence of science stream students is high revealed by Sameer Babu (2008).

Table: 2

Influence of Emotional intelligence on Self-regulated Behavior among engineering students.

REGRESSION ANALYSIS

Dependent variable	Independent variable	B	Beta	't'- value	Model summary
Emotional Intelligence	Self-esteem	3.214	.245	2.487	
	Self-Monitoring	.110	.009	.094	
	Self-evaluation	2.063	.180	1.508	R^2=.225
	Personal Control	.365	.033	.311	F=4.598
	Task Preparation	.563	.058	.488	P<0.01
	Task Goal Orientation	3.422	.330	3.278	
	Coping With Failure	.865	.092	.900	
	Problem Solving Ability	.449	.047	.440	

Regression analysis was used for understanding the influence of emotional intelligence on self- regulated behavior among engineering students. It shows that the Self-regulated behavior components like self – esteem and task- goal orientations of students were influenced by emotional intelligence. So it is clear that those who have with high emotional intelligence also have high self - esteem and task goal orientation. Goleman (1995) also explained that the self-regulation in emotional intelligence as people's self- control, taking responsibility for personal performance and flexibility in handling changes. Emotional intelligence also gives clarity of self concept and self-regard where a person perceives true self image of himself or herself. More specifically emotional intelligence enhances self esteem of a person. Self-esteem is appreciating one's own worth and importance and having the character to be accountable for oneself and to act responsibly towards others (Podesta, 2001). The result of emotional intelligence components and goal orientation showed that there is positive relation between optimism and goal orientation. The same relation also exists in the case of controlling self and others 'emotion and goal orientation (Ziba Ghazil 2015).

CONCLUSION

The study concluded that the emotional intelligence and self- regulated behavior of engineering students are positively correlated. At the same time emotional intelligence influences on self- regulated behavior. In most of the circumstances students' self- regulated behavior is depending on their emotional intelligence.

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