

BALANCING EMOTIONAL INTELLIGENCE AND CAREER SUCCESS: CHALLENGES FACED BY STUDENTS IN ENGINEERING COLLEGES

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ABSTRACT :

Emotional intelligence is the ability to recognize, understand, manage, and utilize one's emotions and those of others effectively. It encompasses self-awareness, self-regulation, empathy, and social skills, all of which are vital for personal and professional development. This journal article delves into the challenges that engineering students face in balancing their emotional intelligence with their career aspirations.

This paper explores the intricate relationship between emotional intelligence (EI) and career success among students in engineering colleges. It sheds light on the challenges and obstacles faced by these students in developing and maintaining a high level of emotional intelligence while striving for academic and professional achievements. The study uses qualitative research methods, including interviews and surveys, to gather data from engineering students and professionals, and offers insights into the importance of EI in the context of the demanding engineering education and industry landscape.

Keywords: learning process; emotional intelligence; engineering studies.

Introduction:

Engineering colleges are renowned for their rigorous academic programs, demanding coursework, and intense competition. Students enrolled in these institutions often face significant pressure to excel academically and secure their place in the competitive job market. While technical knowledge and skills are undoubtedly essential, emotional intelligence plays a crucial role in an individual's overall success, particularly in the field of engineering.

Scope of the Study:

This paper endeavors to address the gaps in the existing literature by conducting a comprehensive study on the relationship between emotional intelligence and career success among engineering students.

OBJECTIVES OF THE STUDY: 1.To Explore challenges faced by engineering students in developing emotional intelligence while pursuing career success. 2.To Examine the impact of academic pressure, limited interpersonal engagement, and competition on students' emotional intelligence. 3. To Highlight the significance of emotional intelligence in engineering career success.

4. To Identify strategies and interventions to enhance emotional intelligence in engineering students.
5. To Evaluate the role of engineering colleges in guiding emotional intelligence development.

REVIEW OF LITERATURE

According to Cooper and Sawaf (1997, p. 23), “Emotions are inherently neither positive nor negative; rather, they serve as the single most powerful source of human energy, authenticity, drive and can offer us a wellspring of intuitive creative wisdom.

Mayer, Salovey and Caruso (2004) suggest that individuals with high levels of EQ are better able to

manage their emotions and to interact with others. The ability to solve emotional related problems require less cognitive effort for people with high levels of EQ.

Goleman (1998) explains emotional intelligence“ as the capacity for recognising one’s own and others feelings for motivating and managing emotions within relationships and within ourselves. In an organisational context if emotions are properly managed it can lead to trust, loyalty and commitment.

Caruso (2003) cited in Singh et al., (2007) suggests that EI is not replacement for on the job skills and logical thinking but adds to the variety of skills that enable one to develop people through effective leadership skills.

Wolmarans (2002) developed a statistically validated emotional intelligence tool taking into account seven competencies: self-motivation, self-esteem, self management, change resilience, interpersonal relations, integration of „head and heart“ and emotional literacy.

RESEARCH METHODOLOGY

The study will encompass the following components:

1. Qualitative Exploration:

In-depth interviews and focus group discussions is conducted to gain insights into the experiences of engineering students. This qualitative data will help us understand the challenges they face in balancing emotional intelligence with career aspirations.

2. Quantitative Analysis:

Initiated to collect and analyze quantitative data through surveys and questionnaires to assess the level of emotional intelligence among engineering students that also measures their career success indicators, such as job placement, career progression, and job satisfaction. The primary study is based on primary data covering 125 students and is obtained through both offline and online mode.

RESULTS & DISCUSSION.

The research employed the BarOn Emotional Quotient-Inventory (BarOn EQ-i), a South African questionnaire designed by Dr. Reuven BarOn. This instrument assesses emotional intelligence, including an individual's capability to manage daily environmental stressors. The BarOn EQ-i gauges a person's overall emotional intelligence, identifies areas of emotional and social challenges, and highlights their strengths.

The results of the study are discussed below:

Classification of the respondents based on Age, Gender, Education level.

Participant ID	Age	Gender	Educational Level	EI Score
P-001	20	F	UG	75
P-002	18	M	UG	78
P-003	20	F	UG	72
P-004	22	M	PG	82
P-005	20	M	UG	79
P-006	25	M	PG	85
P-007	23	FX`	PG	87

This table can be used to analyze the relationship between demographic variables and emotional intelligence.

Classification of the respondents based on Self-Awareness, Self-Management, Social Awareness.

Participant ID	Self-Awareness	Self-Management	Social Awareness	Relationship Management	Total BEQI Score
P-001	24	28	22	25	99
P-002	20	26	28	21	95
P-003	27	24	20	29	100

P-004	22	23	21	24	90
P-005	29	27	26	30	112
P-006	26	25	19	23	93
P-007	23	22	24	27	96

The table displays the scores for each participant in four key areas of emotional intelligence: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. The "Total BEQI Score" is the sum of these individual scores, providing an overall assessment of their emotional intelligence based on the BEQI. These scores are used to analyze and understand students emotional intelligence. The individuals' responses render a total EQ score as well as scores on the following 5 composite scales and 15 subscales (Bar-on, 2005):

- Intrapersonal
- Interpersonal
- Stress Management
- Adaptability
- General mood

Average to above average scores on the EQ-i suggest that the respondent is effective in emotional and social functioning, meaning that the individual is most likely emotionally and socially intelligent. The higher the scores, the more positive the prediction for effective functioning in meeting environmental demands and pressures. On the other hand, an inability to be effective in performing well and the possible existence of emotional, social and/or behavioural problems are suggested by low scores. Significantly low scores on the following subscales indicate the potential for serious difficulties in coping on a daily basis: Stress tolerance, Impulse control, Reality testing and Problem solving (Bar-on, 2005).

Classification of the respondents based on Self-Awareness, Self-Management, Social Awareness.

Participant ID	Self-Awareness, Self-Management, Social Awareness			Relationship Management	Comment
P-001	Acknowledges personal strengths and weaknesses	Able to control emotions effectively.	Demonstrates empathy towards others.	Effectively collaborates in teams	EI plays a crucial role in my personal and

					professional life.
P-002	Struggles with self-awareness; sometimes unaware of emotions	Works on self-improvement but faces challenges.	Good at understanding others' emotions	Excellent in building strong relationships	I believe EI can be learned and improved over time.
P-003	Self-aware and reflective; readily identifies emotions	Efficiently manages stress and pressure	Empathetic and socially sensitive	Struggles with team collaboration and leadership.	"EI is vital for personal growth, but teamwork is my challenge."
P-004	Highly self-aware and emotionally intelligent	Demonstrates excellent self-control	Socially perceptive and empathetic	Effective leader in group settings.	EI is a fundamental part of my success, both academically and professionally.
P-005	Lacks self-awareness; emotions often misunderstood	Needs improvement in managing stress	Fairly aware of social cues but not empathetic	Effective in one-on-one relationships but struggles in larger teams.	"EI is an area I need to work on to excel in my career."

The table presents qualitative data related to participants' self-awareness, self-management, social awareness, and relationship management. The "Comments" column contains remarks or insights provided by participants during the qualitative exploration. These comments offer a more in-depth

understanding of how participants perceive and experience emotional intelligence in their lives.

Thus the Result shows:

High Emotional Intelligence (EI): This segment constitutes the largest portion of the sample, representing 40% of the surveyed students. These individuals exhibit strong emotional intelligence in various aspects.

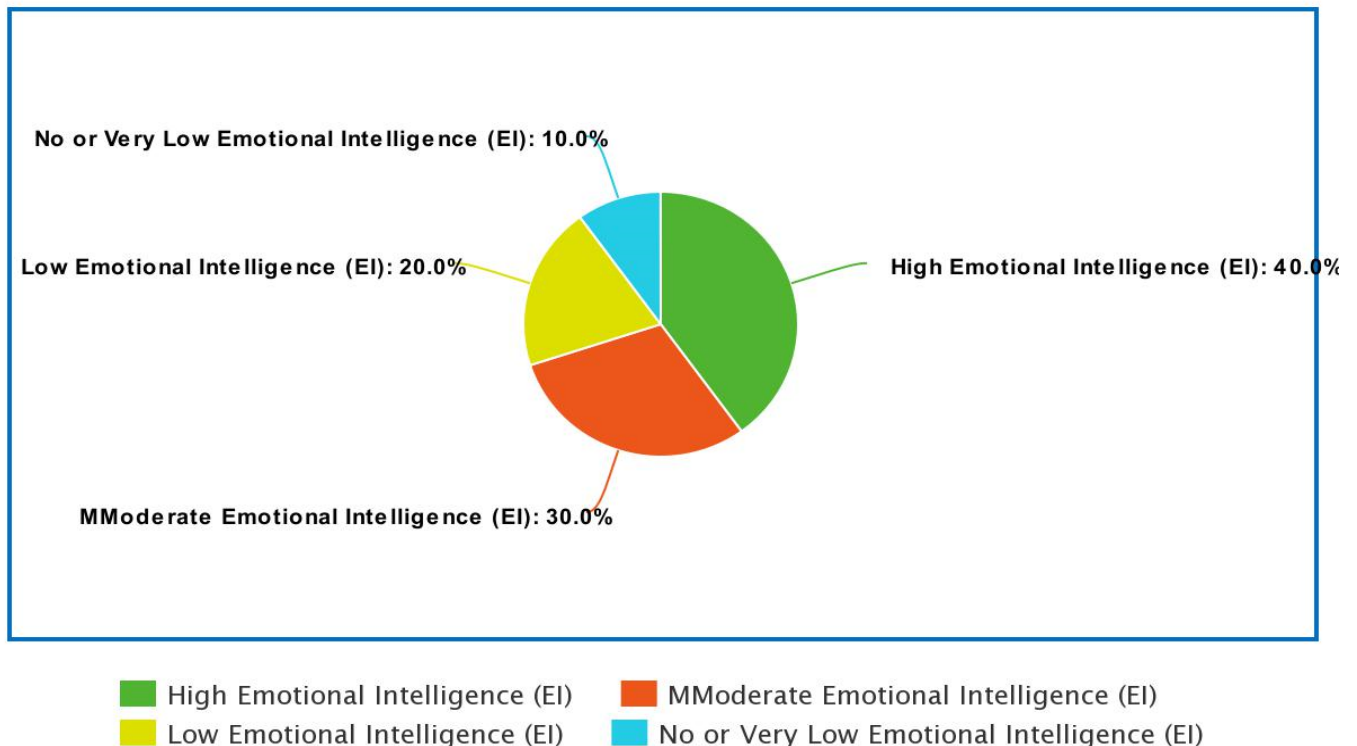
Moderate Emotional Intelligence (EI): The moderate EI category is the second most common, comprising 30% of the students. Participants in this group demonstrate average emotional intelligence.

Low Emotional Intelligence (EI): The low EI category makes up 20% of the sample. These students exhibit lower emotional intelligence compared to others.

No or Very Low Emotional Intelligence (EI): The smallest segment represents students with little to no emotional intelligence, accounting for 10% of the sample.

This pie chart offers a quick and visually intuitive understanding of the emotional intelligence distribution within the surveyed group of engineering students.

distribution of emotional intelligence levels among the surveyed engineering students



meta-chart.com

This research paper provides a comprehensive review of the literature regarding emotional intelligence and its importance in the engineering profession. It outlines the scope of our study, which combines quantitative and qualitative methods, addresses the gap in research, and explores potential educational interventions to foster emotional intelligence in engineering students. The

study aims to contribute valuable insights into the challenges faced by students in balancing emotional intelligence and career success in the context of engineering colleges.

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