

Antecedents of Social Skills, Social Competence and Emotional Intelligence on Academic Performance of Post Graduate Students Among Chennai City-An Exploratory Study

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Abstract: Students enrich the individual's personality development and also its being professionally preparing one themselves actively participate and contribute in the changing society. The social environment has a significant impact on career development. Interpersonal and communication skills are additional terms for social skills. The main elements of emotional intelligence, interaction, communication, participation, affective, and social cognition skills are seen to be social skills. The ability to recognize one's own emotions and those of others, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goals is known as emotional intelligence (EI), emotional leadership (EL), emotional quotient (EQ), and emotional intelligence quotient (EIQ). Social competence, which includes qualities like social awareness, collaboration, empathy, and teamwork, is another crucial skill area to acquire. This study aimed to explore the influence of emotional intelligence components on social skills acquisition among post graduates students. Result proves that the self-motivation, self-regulation and self-social competence are positively and significantly influencing the social skills of the post graduate students towards their emotional intelligence. The students are suggested to improve the attitude of enthusiasm to create curiosity to learn and explore new things in their academic phenomenon. The students are suggested to have empowerment focus in each and every academic activity they perform during the mean course of education.

Keywords: Social Skills, Emotional Intelligence, Cognitive Intelligence, Students

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I. INTRODUCTION

Social factor plays a vital role in the career development. Students enrich the individual's personality development and also its being professionally preparing one

themselves actively participate and contribute in the changing society. Social skills can be defined as the "successful performance of desired patterns of behavior in the diverse social situations in which the behavior is most appropriate". The ability to create and maintain interpersonal relationships

that are mutually beneficial is a social skill. There is widespread agreement among the researcher about the concepts of social skills. Social competency is another term for social skills. The fundamental idea of social competency is defined as the good social behavior that helps to maintain social interactions. The development of social skills provides insight into the student's ability to function adaptively and undergo necessary psychological changes.

A social skill is considered as the major components of emotional intelligence, interaction, communication, participation, emotional, social cognition skills. Emotional intelligence (EI), emotional leadership (EL), emotional quotient (EQ) and emotional intelligence quotient (EIQ), is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goals. For example, Goleman claimed that EI mattered twice as much as technical proficiency or IQ and made up 67% of the skills thought to be essential for excellent performance in leaders. Other research investigated that the effect of EI on leadership and managerial performance is non-significant when ability and personality are controlled for general intelligence correlates very closely with leadership. A more comprehensive framework that integrates emotional intelligence capabilities is known as emotional intelligence trait, and it includes emotional intelligence skills as symptoms of individual self-efficiency. In the past ten years, indicators of EI and techniques for developing it have gained increased popularity.

II. REVIEW OF LITERATURE

Howard Gardner, a psychologist at Harvard University, first proposed the concept of "many intelligences" in 1983. Two variables were defined "knowing one's inner world" and "social adeptness" (Kemper, 1999, p.16). The distinction between interpersonal and intrapersonal intelligence forms the basis for the development of EQ theories (Wells, Torrie, & Prindle, 2000). Reuven Bar-On (1997) adopted Gardner's work to define EQ within the context of personality theory. Bar-On describes EQ as "an array of personal, emotional, and social abilities and skills that influence one's ability to succeed in coping with environmental demands and pressures". According to Bar-On's model there are five domains: Intrapersonal Skills, Interpersonal Skills, Adaptability, Stress Management, and General Mood. EQ within a developmental model of intelligence was defined by Salovey and Mayer (1990). Darlene Bay and Kim Mckeage (2006) examined the level of emotional intelligence of accounting students those who are using the MSCEIT, and an instrument that measures ability rather than acquired competencies. He enforced descriptive and inferential statistic to achieve the objective. Annamaria Di Fabio and Maureen E. Kenny (2018) investigated an exploratory study to understand the contribution of emotional intelligence to decisional style among Italian High School Students. He analyzed the relationship between emotional intelligence and style of decision making. The authors applied descriptive

statistics, correlation and regression analyses and the data were collected from 206 students (86males and 120females) there decision making style and mixed model emotional intelligence and ability based, emotional intelligence.

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Feyzullah Sahin (2016) discussed general intelligence, emotional intelligence and academic knowledge as predictors of creativity domains: A study of gifted students. The authors has been examined is there any significant correlation between general intelligence, emotional intelligence, academic achievements of the gifted students and their domain- specific creativity? And does the general intelligence, and emotional intelligence and academic achievements of the gifted student significantly predict their domain- specific creativity. Poulou and Bassett et.al (2018) discussed teachers' perceptions of emotional intelligence and social emotional learning: Students' emotional and behavioral difficulties in U.S. and greek preschool classrooms. The author have examined the way in which preschool teachers' perceptions of emotional intelligence and competencies to implement SEI skills in their teaching contribute to variance in students' emotional and behavioral difficulties. The authors have been adapted the hypothetical and eighty preschool teachers(100% female) and 337 children (54% male, age 4.5-5.5 year) 24 preschools were drawn from a longitudinal study of teacher's socialization of social competencies and preliminary analysis and descriptive statistics.

➤ Statement of the Problem

India's higher education sector is characterized by mediocrity and apathy. Post graduate students have a lack of social status. All other kinds of problems plague the higher education sector and it does not appear that things will improve anytime soon. Therefore, not too many young people are choosing careers in various disciplines. Under these conditions, where India needs to prioritize both teaching and research for healthier higher education environment. This was paved the way to explore various aspects of post graduate

students level of social skill acquisition to understand the ground reality.

➤ *Need and Scope for the Study*

There has been a concern for stake holders of higher education on factors contributing to career performance of the students in institutions of HL. Cognitive intelligence and social skill acquisition enables positive development in academic and quality of life of the students. High social skill acquisition gives added advantage to the post graduate students in their career development contribution. Therefore, this study attempts to identify the social skill acquisition of Post graduate of various institutions in Chennai.

➤ *Objectives for the Study*

- To study the demographic profile of the Post Graduate Students in Various Colleges Affiliated to University of Madras.
- To explore the factors that influence Social skills acquisition and social competence among the post graduate students.
- To suggest measures to improve social skill acquisition and social competence among Post graduate students in various colleges affiliated to university of madras.

➤ *Hypotheses*

The following is the list of hypotheses framed for the purpose of the study and they were tested for its significance using appropriate statistical tools:

- H₀₁: There is no relationship between the factors that influence Social skills acquisition and social competence among post graduate students.

III. RESEARCH METHODOLOGY

This research is conducted both descriptive and methodological in nature. It aims to investigate the understanding of emotional intelligence behaviour by post-graduate students about social competence and social skills. Primary data were gathered through an in-depth interview with the participants through a validated constructs. The

survey questionnaire started with post graduate student profile and ended with variable specific questions related to post graduate student profile towards nature of course, availed scholarship, medium of instruction and their skill improvement online programme undergone at present, followed by variables measuring the perception of assessing the emotional intelligence of post graduate students with respect to research scholars self-awareness, self-regulation, self-motivation and in addition, the variables measuring the social competence and social skill among the post graduate students. It intends to explore the Post graduate student's perception of behavior on social competence and social skill. Primary data are collected through a well- designed questionnaire.

➤ *Sampling Size and Design*

Non- Random Purposive Sampling was adopted for collecting primary data. A total of 200 questionnaires were issued and the respondents were given sufficient time for filling the questionnaire. 170 of the issued questionnaires were received back from the respondents. On scrutiny of these 15 of them were found to be incompletely filled and 15 had extreme values which were not suitable for the study. So, they were rejected and the remaining 140 samples was taken for the study.

➤ *Reliability of the Questionnaire*

After framing the structured questionnaire the reliability analysis was done to check the feasibility of the questionnaire. Cronbach's alpha method is applied to all the statement in Likert's 5 point scale and obtained altogether reliability coefficient of 0.87 which is above the benchmark value of 0.75. This conforms the questionnaire is highly reliable and conducive to accomplish the research aims.

IV. RESULTS AND DISCUSS

The primary data collected from Post graduate students in various colleges affiliated to the University of Madras was processed using Microsoft Excel for coding and SPSS version 23.0 software package was used for the following analysis. Percentage analysis, Reliability analysis and multiple regression analysis with ordinal least square method has been applied for its model validity.

Table 1 Frequency Table of Demographic Characteristics

Demographic Characteristics of Post Graduate Student (N = 140)	Frequency (Percentage)
Gender	
Male	74 (52.9)
Female	66 (47.1)
Marital Status	
Married	39 (27.9)
Unmarried	101 (72.1)
Medium of Language in School	
Tamil	21 (15.0)
English	115 (82.1)
Others	4 (2.9)
Nature of Course	
Social Science and Humanities	51 (36.4)
Science and Technology	42 (30.0)

Business	47 (33.6)
Availed Scholarship	
Yes	38 (27.1)
No	102 (72.9)
Engagement – Online Programmes	
Edx	19 (13.6)
Google Education	34 (24.3)
Zoom Education	22 (15.7)
Udemy	10 (7.1)
Cisco Webex for Education	24 (17.1)
Coursera	22 (15.7)
LearnCube	9 (6.4)

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
Age	22	49	27.84	4.945

The demographic characteristics of the empirical result explicate that the majority of the respondents belongs to male gender group (52.9%), unmarried (72.1%), students undergone medium of instruction in their schooling is English (82.1%) and followed by Tamil (15%) and other language (2.9%). The result of nature of the students pursuing post graduate programme reveals that the most of them taken social science and humanities post graduate stream courses (36.4%) and followed by business and management related post graduate course (33.6%), science and technology post-graduate courses (30%).

Futhrermore, The majority of the respondents not availed any scholarship (72.9%) in their post-graduate course and followed by availed scholarship in their post graduate (27.1%). The results of the postgraduate students engagement

of online programmes explored that the most of students enrolled technical skill improvement orientated courses in Google education (24.3%) and followed by cisco webex for education (17.1%), Coursera (15.7%), Zoom education (15.7%), Edx (13.6%), Udemy (15.7%) and LearnCube (6.4%).

The descriptive statistics proves that the average age of the respondents is 27.84 Years with the standard deviation value of 4.945 years between the respondents.

➤ Reliability Analysis

Cronbach alpha test for checking the internal consistency and reliability of the scales. The values obtained are as follows:

Table 2 Cronbach Alpha Reliability Co-efficient

Dimensions	No. of statements	Alpha co-efficient
Self-Awareness	10	0.900
Self-Regulation	11	0.899
Self-Motivation	15	0.930
Social Competence	15	0.928
Social Skills	21	0.923

The table shows that Cronbach's alpha values for all types of variables are high (nearer to 1). Therefore, there is high consistency in measurement of the different types of variables and the scaling is highly reliable.

➤ Multiple Regression Analysis

Multiple regression analysis has been applied to explore the influence of emotional intelligence components on social skills acquisition among post graduates students. The results are presented in the below table.

Table 3 Regression Results of Emotional Intelligence Dimensions on Social Skills

Dependent Variable	Significant Predictors	Mean (SD)	F-Value	R	R ²	Adjusted R ²	β (t-Value)	Sig.
Social Skills		82.28 (12.582)	74.327	0.788	0.621	0.613		
	Self – Motivation	40.38 (58.814)					0.358 (4.668)	<0.001***
	Self – Regulation	42.84 (6.791)					0.273 (3.852)	<0.001***
	Self - Social – Competence	58.94 (8.396)					0.271 (3.486)	0.001***
	Self – Awareness	40.38 (7.014)					0.049 (0.579)	0.564
Constant with t value of 0.798 at P Value of >0.05* - (Self – Awareness are Not significantly influencing the Social Skills of Post Graduate Students)								

Notes: *** Significant @ 1% level, *Significant @ 5% Level.

The above table indicates $R = 0.788$, $R \text{ Square} = 0.621$, Adjusted $R \text{ square} = 0.613$. This implies that the independent variables of self-motivation, self-regulation and self-social competence are 62.1% influence over the dependent factor of Social Skills of post graduate students towards their Emotional Intelligence. This leads to further verification of the regression fit as stated in the ANOVA table.

From the above table also found that $F = 74.327$ and $P=0.00$ are statistically significant at the 5% level. Therefore it is concluded that independent variables are good enough to have an explorative power of social skills of post graduate students. The good regression fit indicates the existence of individual influence over the dependent factors. From the table it is explore the Coefficients result value of self-motivation ($t = 4.668$, $\beta = 0.358$, $p = < 0.001$), self-regulation ($t = 3.852$, $\beta = 0.273$, $p = < 0.001$) and self-social competence ($t = 3.486$, $\beta = 0.271$, $p = < 0.001$), are statistically significant at 5% level. Therefore it is concluded that self-motivation, self-regulation and self-social competence are positively and significantly influencing the social skills of the post graduate students towards their emotional intelligence.

V. IMPLICATION AND CONCLUSION

The present study attempt has been made to identify the different determinants of social skill acquisition, social competence and emotional intelligence towards academic performances among post graduate college students in the study area. The present study associated with exploration of measures to improve social skill acquisition and social competence among Post graduate students in various colleges affiliated to university of madras. The major aim of the present study is to explore the measure and understand the underlying dimensions of Emotional Intelligence among post graduate student's academic performances. The present study proves that Self-motivation, self-regulation and self-social competence are positively and significantly influencing the social skills of the post graduate towards their emotional intelligence. The students are suggested to improve the attitude of enthusiasm to create curiosity to learn and explore new things in their academic phenomenon. The students are suggested to have empowerment focus in each and every academic activity they perform during the mean course of education. The professors are suggested to monitor and motivate the students in an effective way to improve their emotions and self-motivational aspects to complete their academics to enhance the level of emotional intelligence among student community.

LIMITATIONS AND FURTHER RESEARCH DIRECTIONS

The present study was limited to post graduate students of University of Madras, Chennai and pursuing their post graduate degrees in the discipline of arts, science and humanities are alone considered for the study. The present study was limited to sample size of 210 due to time and cost constraint. The present study adopts non-probability convenience sampling method to select the students for the study hence, the limitations associated with non- probability

sampling is also applicable for the present study. This study can be further extended to all discipline post graduate students and other dimensions of emotional intelligence to explore more valuable insights. The comparative study may be conducted to explore the difference of socio-economic conditions of the rural students and urban students in different parts of the country can be conducted in near future. The comparative study between public funded educational institution students and private educational institution students may be conducted to explore the difference in emotional intelligence of student community.

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