



A Study of Happiness and academic achievement Among College Students in Relation to their Social Intelligence

¹**Anoop Singh**, Research Scholar

²**Dr. Shivkant Sharma**, Professor

^{1,2}Department of Education, Singhania University, Rajasthan

Abstract

Emotional intelligence is being used more and more as a yardstick of success in many walks of life. Over the last two decades, the bulk of studies attempting to quantify intelligence have failed because they have neglected to account for non-cognitive factors, the most important of which are emotional. As a result, we need to consider a new concept: emotional intelligence. Emotional intelligence is the capacity to recognize and manage one's own and other people's emotional states, to identify and name distinct emotions, and to make effective use of emotional data to direct one's thoughts and actions. Decades of studies have shown that IQ alone isn't enough to ensure success; in fact, emotional intelligence is necessary, given its importance in both the scientific and practical aspects of one's life. The notion of emotional intelligence is relatively new, yet it has already begun to have a profound effect on people's daily lives. Emotions, rational cognition, and the connection between the head and the heart all work together to help people make good choices and generate sensible ideas. Even if they are very smart, those who are emotionally disturbed or bewildered have no control over their sentiments.

Key words: Emotional intelligence, academic achievement.

Introduction

A lot of research has been done on the topic of emotional intelligence at universities all around the globe. For many, the connection between the rational intellect and the emotional heart is unclear. Some people assume that you can't be a smart thinker if you let your emotions show. It's undeniable that robust emotions are crucial to rational thought. Clinical trials, however, have shown that rational cognition alone does not guarantee successful decision-making. The difficulty lies less in the nature of the feeling than in how well it fits the context and is

communicated. Finding or making an equilibrium between logical thought and emotions is what's needed, not ignoring or suppressing emotions altogether.

Social Intelligence

Though Thorndike classified knowledge as social, mechanical, and dynamic intelligence in 1920, the latter has recently emerged as the dominant topic of debate. defined social competence as I the ability to understand and manage people, and (ii) the competence to behave wisely in interpersonal situations. Thorndike's concept has served as the basis for much subsequent study. Regardless, there is no generally agreed-upon definition of social intelligence. As one author puts it, "social knowledge or social competence is the capacity to grasp the thoughts, concerns, and behaviors of individuals, including one's own, in relational contexts and to behave appropriately." Distinguishable from dynamic and mechanical insight is the mental ability of social insight. defined social knowledge in terms of action outcomes, and provided useful backing for a specific subfield of social insight. "one's potential to attain important aims in explicit social situations," as they put it. A person's social intelligence may be measured by how well they understand and manage others and how actively they engage in a wide variety of social collaborations. Without social intelligence, it's tough to make it in the world at large. societal awareness was seen as a source of understanding. He rules out both intellectual and mechanical approaches as viable alternatives. He had said that other from "cement" and "theoretical" insights, there is a facet of identity that might be dubbed "Social Intelligence," and that it is the ability to understand and manage people. The ability to "understand and supervise individuals, young men and young girls, to behave shrewdly in human connections," as he put it. Because of this, there was an emphasis on two types of social knowledge, namely, intellectual and activity-based adjusting. define social competence as "the ability to live with others" The importance of social awareness has been highlighted by the fact that, in many professions today, the emphasis is placed on relational ties in the workplace, which is itself a reflection of the limits of the individual to interact with others.

Emotional Intelligence encompasses the following five characteristics and abilities:

- **Self-awareness** - self-awareness is the capacity to recognize and differentiate between one's own emotional experiences and those of others
- **Mood management** has to do with learning to regulate your emotions so that you can act rationally in the here and now.

- **Self-motivation-** the skill of "collecting up" one's feelings and steering one's path in the face of laziness, uncertainty, and impulsiveness yet nevertheless succeeding in one's endeavors
- **Empathy** empathy is the capacity to understand and address the feelings of others (both vocally and nonverbally).

Managing relationships— Relationship management includes activities like talking to people, solving conflicts, and negotiating. This includes: • Relationship management

The importance of personal-social intelligence

describes this kind of person as one who is emotionally naive, prone to outbursts over trivial matters, unreceptive to constructive criticism, and who values independence above teamwork. All of these things are the primary cause in most cases of problems and disputes that occur" within families or between members of society in this modern era of increased tension and agitation, when it is difficult to maintain self-control with less thinking and no emotions controlled by thinking, especially negative ones. Favorable relationships that benefit both parties and have a positive impact on a student's educational experience are essential for that student's success in school.

Review of literature

(Joibari and Mohammadtaheri 2011)studied “The study of relation between emotional intelligence and students' academic achievement of High schools in Tehran city observed and To what extent does students' emotional intelligence at Tehran's high schools correlate with their academic success? The research opted for a descriptive method. There were a total of 380 students polled; 180 female and 200 male. The T-student test and the Pearson correlation were used in the analysis. Students' academic success was shown to be strongly correlated with their emotional intelligence, which includes traits like intrinsic motivation, self-awareness, self-regulation, social awareness, and social skills. Equally concerning is the fact that male and female students exhibit notably different levels of emotional intelligence. As a book, it appeared in 2011 from Elsevier Ltd.

(Srinagar 2017)studied A Study of Social Intelligence & Academic Achievement of College Students of observed and One's ability to interpret the actions of others is crucial to functioning in society. People are masters of the subtle nuances of conversation. Because of this, they



understand that people's actions are driven by their goals and intentions. In light of this fact, the present study investigates and quantifies students' social intelligence and academic achievement. Using a random sampling technique, 275 degree-seeking college students (125 in the social sciences and 150 in the natural sciences) were selected from degree-granting institutions in Srinagar. Different aspects of character, such as tolerance, teamwork, introspection, social awareness, empathy, humor, tact, and memory, are being probed. N.K. Chadha and Usha Ganeshan developed a standardized questionnaire that was used in this investigation. Accurate statistical methods were used to generate the results. Social science students were shown to have greater levels of social intelligence than scientific students. As a counterpoint, it has been shown that students majoring in the sciences tend to do better academically than their peers.

(Yousef, Banat, and Rimawi 2014) studied The impact of emotional intelligence on academic achievement: a case study of Al-Quds University students The Impact of Emotional Intelligence on Vocational Interests among Palestinian Students View project observed and The purpose of this study is to examine the relationship between emotional intelligence and the academic success of Al-Quds University students. To gauge a person's EQ, Schutte et al. devised a 33-item questionnaire (1998). Al-Quds University administered a stratified test to 370 full-time undergraduates. The Statistical Analysis Package for the Social Sciences was used for the data analysis (SPSS). According to the study, the students at Al-Quds University have a high level of emotional intelligence. 75.2% of students who were tested scored above average in emotional intelligence. Students' assessments of their own emotional intelligence varied widely across dimensions of gender, religion, and geography. One's degree of emotional intelligence seems to be substantially connected with one's academic achievement. Implications for future empirical research are briefly discussed, as are the outcomes.

(Abdollahi et al. 2019) studied Emotional intelligence as a moderator between perfectionism and happiness discovered that teenage performance in a number of contexts is strongly influenced by and Happiness. Perfectionism, emotional intelligence, and happiness were all investigated in this research, which aimed to see whether emotional intelligence acted as a moderator in the link between perfectionism and happiness among Malaysian teenagers. Self-report questionnaires were completed by 412 high school students from Selangor, Malaysia, in this study. It was shown that students with high levels of personal standards perfectionism, low levels of evaluative worries, and strong emotional intelligence reported better levels of

happiness. It was shown that emotional intelligence was a major mediator between evaluative concerns about perfectionism and happiness in multigroup studies. In light of these results, emotional intelligence is critical in reducing the negative impacts of evaluative worries and perfectionism.

(Lin et al. 2009) studied What causes the emotional intelligence suffered by students at universities and colleges of technology discovered and A questionnaire survey and early literature review were used in this research to investigate the reasons of low emotional intelligence among students at colleges and universities of technology. A total of 259 genuine and fully completed pre-test questionnaires were used in this study. This includes a review of the literature and a variety of statistical methodologies such as factor analysis and Pearson correlation. Emotional awareness, thinking facilitation, emotion management, emotion handling, emotion concern, emotion perception, emotion encouragement, and emotion control were the eight components of Emotional Intelligence (EI). In terms of total emotional intelligence, these eight characteristics explained 70.03 percent of the variation. The total Cronbach's score for the selection criteria inventory of emotional intelligence was 0.94. This revealed that the pre-test questionnaire's numerous components were satisfactory in terms of dependability.

(Tazekand 2014) studied The relationship between happiness, meta cognitive skills (self-regulation, problem-solving) and academic achievement of students discovered and According to this research, Tehran state university students' happiness and meta cognitive skills were linked to their success in school. A total of 100 pupils from both sexes were included in the study. Samples might be taken. Descriptive correlation was used in the study. 1-Oxford happiness scale consists of 29 statements in which five areas of life satisfaction, positive impact, health, and self-efficacy and Self-esteem may be measured, and its reliability was. 93.2- Meta cognitive Abilities Test, whose reliability was estimated as just one of its sub-scales relating to self-regulation skills. Only one of the sub-scales relating to problem-solving was selected for the Eysenc logical Test, and its reliability was evaluated at by retest at 95.3%. 98.4- The average score of pupils was utilized as an assessment criteria to assess their academic achievement. The data was analyzed via descriptive statistics, Pearson's correlation, and regression tests. Findings from this study show that happiness may predict academic progress and problem-solving and self-regulation of students as well as protect them from developing depression or any other mental or physical condition.



(Jan, Anwar, and Warraich 2020) studied The relationship between emotional intelligence, library anxiety, and academic achievement among the university students studied the relationship between academic anxiety and both emotional intelligence and IQ. Students with high levels of emotional intelligence have been shown to have lower levels of academic anxiety, as has the converse. Students' academic performance is also impacted by library anxiety, which is a sort of academic anxiety. Students' library anxiety may rise or decrease depending on their ability to comprehend and control their own and other people's feelings. Literature on the link between the terms has been sparse, though. Students at a university were surveyed on these themes. Findings showed that participants emotional intelligence, library anxiety, and academic achievement were all linked. Academics and librarians may use this research to help students overcome their library phobia and improve their academic performance.

(Lepp, Barkley, and Karpinski 2014) studied The relationship between cell phone use, academic performance, anxiety, and Satisfaction with Life in college students discovered and Mobile phones and conventional computers may have less in common than they used to, but one thing is clear: mobile phones are always with you, allowing you to access a wide range of services and networks at almost any time or place. For example, data from the Pew Center's Internet and American Life Project reveals that college-aged students are among the fastest users of mobile phone technology, which may have an impact on their health and behavior. It was therefore determined that texting (N = 490) had a significant effect on the Satisfaction with Life (SWL) of a large group of college students. Anxiety and GPA were thought to be mediators in the link between GPA and academic performance. The mobile phone usage and messaging models demonstrated excellent overall match, according to two different route models. Using a cell phone/texting negatively correlated with GPA and positively correlated with anxiety; in turn, GPA positively correlated with SWL whereas anxiety negatively correlated with SWL". There has been a lot of discussion lately concerning how students' usage of mobile phones affects their academic achievement, mental health, and subjective well-being.

Conclusion

Traditional ideas of intelligence and success have started to alter as we enter a new century. Many new theories on intelligence are quickly displacing the old ones. The whole kid or student is taken into account, from his rationality and intellect to his emotions and social abilities. Both the theory of multiple intelligences and that of emotional intelligence have been proposed.

Emotional intelligence, social skills, and even good fortune all have a role in a person's level of success. Being aware of and able to differentiate between one's own emotions and those of other people, as well as using this knowledge to guide one's own decisions and behavior, are essential components of emotional intelligence. Emotional intelligence may be defined as the capacity to identify, name, understand, and control one's emotional responses. Emotional intelligence is a master ability that influences all other skills, for better or for worse, hence it is essential to examine the correlation between a student's EQ and their academic success.

References

1. Abu Hammad, N. (2017). Life Skills. Riyadh: Al-Mutanabi Library.
2. Al-Harbi, B. (2014). Social intelligence and its relationship to psychological security among students of the Qaseem University. Unpublished Master Thesis, Umm Al-Qura University.
3. Hussein, F. (2010). Personal intelligence and its relationship to emotional intelligence and social intelligence (factor study). Unpublished doctoral thesis, Menoufia University.
4. Remo, A. (2002). How do you know your children to take responsibility? Damascus: Aladdin House for Publishing and Distribution.
5. Samur, A. (2012). Keeping up - heterogeneity and its relationship to affirmation and emotional equilibrium for eleventh grade students. Unpublished Master Thesis, Islamic University - Gaza.
6. Shayeb, M. (2003). Social responsibility and its relationship to time management. Unpublished Master Thesis, University of Damascus.
7. Askuhl, K. (2009). Social intelligence and its relationship to critical thinking and some variables among university students, unpublished Master Thesis, Islamic University of Gaza.
8. Ali, C. (2008). Personal intelligence (self-social) and its relationship to social skills and professional tendencies of a sample of high school students in its scientific and literary departments in Makkah Al-Mukarramah. Unpublished Master Thesis, Umm Al-Qura University.