

## **An empirical Study on Emotional Intelligence and Cognitive Ability towards Online Learning among Youngsters for equipping future Workforce**

**Dara Vijaya Lakshmi & Dr. Manasa N.**

Assistant Professor

School of Management Studies, REVA University,

Yelahanka, Bangalore – 560064

**Abstract:** Emotional intelligence involves an ability to carry out accurate reasoning about emotions and ability to apply emotions, emotional cognizance to enhance thought. Emotional intelligence facilitates to foresee success since it reflects how a person applies knowledge to his/her immediate situation. Emotional intelligence measures common sense and ability to get conversant professional among humankind. EI leads capacity to build positive outcomes through relationships with others and to one-self. The pivotal aspect in this review is that it addresses the relation between EI measures and meaningful criteria including social and environmental outcomes, performance, psychological and physical well-being. Emotional connectivity with e-learning especially during Covid-19 becomes key aspect of effective learning and development. E-Learning design and development is not a new idea. The current research was conducted among young students pursuing under graduation to explore the impact of emotional intelligence in eLearning how their emotional facilitation of thinking improves their engagement. Human brain is not just a cognitive information processing mechanism, but a complicated system where affective and cognitive functions are inseparably integrated. Present study primarily revolves around emotional training, maturing, and development. The discussion section is followed with list of crucial aspects and recommended measures for future research prospects the practical implications of emotional intelligence.

**Keywords:** Covid-19; Emotional intelligence; Emotional cognizance; Environmental outcome; Maturing; Psychological; Physical well-being.

### **Introduction**

Emotional intelligence (EI) is a capability to understand one's emotional make-up and emotional make-up of others so as to observe and use insight from this knowledge to effectively manage and regulate emotions for decision making and to act effectively. EI refers to the capacity of recognizing feelings of individuals and those of others, for motivating and managing emotions of self and in conserving personal and professional relationships. EI describes the abilities distinct from other aspects, but complementary to multiple intelligence some purely cognitive capabilities which are measured by Intellectual Quotient (IQ). EI is an outgrowth of two areas of psychological research that emerged over forty years ago. The first area is cognition and affect which involves the cognitive emotional processes that interact to enhance thinking (Bower, 1981). Emotions like anger, happiness, fear, mood states, preferences and bodily states influence on peoples thinking, decision making and performance at different levels (Forgas, 1987). Secondly evolution in models of intelligence itself rather than viewing intelligence strictly associated with memory, reasoning, judgement, abstract thought, which are broader array of mental abilities (Cantor, 1987). Goleman described the construct as an array of positive attributes including awareness, self-confidence, conscientiousness and achievement motives rather than focussing only on intelligence that could assist individuals to solve problems efficaciously (Brackett, 2003). EI affords initial empirical expression in measuring mental ability (Mayer, 1990). There is a growing consensus that emotional intelligence involves capacity to reason accurately with emotion and emotional information to enhance thinking process. Emotional intelligence is a different way of being smart which insight feelings and exerting them to make good decisions in life. EI is able to handle distressing moods well and control impulses. It is a state of being motivated that leads to remain hopeful and optimistic, when there are setbacks in working towards goals. It is an empathy knowing people's feelings and it is a social skill getting acquainted with people

at large through managing emotions in relationship and being able to lead and exhort others. EI was popularized in the year 1995 by an eminent psychologist Daniel Goleman in a book “Emotional Intelligence: Why It Can Matter More Than IQ”. Emotional or social intelligence involves skill of self-awareness, social skills, managing emotions, motivation and empathy. Emotional intelligence appeared two decades ago as a new framework to explain human outcomes as a result of set of abilities to process and utilize emotional information (Mayer et al., 2008). Lynn in 2006 stated EI theory offers easy-to-understand explanation that human cognition has been divided into EI and IQ and that EI may be more important than IQ for life success among young people. EI assessment may also contribute to the development of self-reflection and enhanced awareness of a human personality, which ultimately gives positive impact in contented life. EI pretends to uphold positive social functioning by facilitating individuals to detect emotional state, adopt perspectives of others so as to enhance communication and regulate behaviour. Mayer and Salovey’s ability model considers EI as the capacity to process emotional information and has found widespread acceptance in the scientific community. Human resource strategies must focus on training employees to increase their emotional intelligence abilities especially those are related to relationship management competency (Ashkan, 2012). Focusing on individual difficulties, have been developed to emphasize the needs to focus on development of generic social and emotional skills like self-calming, meditation, anxiety, anger management, communication skills, impulse control, goal setting, persistence, assertiveness, empathy and conflict management, which act as a fuel for the psychological resilience among youngsters (Simon, 2011). As a whole, EI is an ability to perceive accurately, appraise, express emotion, ability to access or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; ability to regulate emotions to promote emotional and cerebral growth. The above aspects encountered the needs and importance of emotional intelligence in personal as well as professional enhancement in which present study attempts to find the emotional intelligence which hands on strategy for inner strength and cognitive enhancement amongst the youth population.

### **Review on Emotional Intelligence**

Emotional intelligence has attracted lots of interest in academic literature. According to Petrides in 2004, all social and emotional interactions take place in cultural context in which generally all emotions are felt because of interactions with other people. In the roots of Bryan in 2008, emotional Intelligence lead learners for visualising the future options and plan pathways, which leads to further education, training and work among young communities by acknowledging and exploring their feelings associated with learning they can replace the vicious downward spiral of disappointment, so often accompanies past failures with a virtuous circle of achievement that accompanies success. Greater motivation leads to achievement, which in turn brings recognition; enhances confidence and leads more on to improved motivation. Reuven in 2006 coined the competence to perceive, manage, and act intelligently in human relations. The study conducted by Jose in 2011 explained emotional repair and perceived ability to repair negative moods or maintain positive ones, which significantly predict decrease in depression and social stress, and increase in general mental health. The study has been supported by previous research conducted with adults who believe in an ability to improve adverse mood state which is connected with psychological well-being and its link between age and empathy uttered the relations between adult attachment orientations that are based on emotional intelligence and cognitive fragmentation. Emotional intelligence has attracted lots of interest among the youngsters. Garrison et.al. in 2004 discussed the transformative potential of blended learning in the context of the challenges facing in higher education. The conclusion is that blended learning is consistent with the values of traditional higher education institutions and has the proven potential to enhance both the effectiveness and efficiency of meaningful learning experiences. Emotional intelligence has attracted lots of interest in academic literature. According to Petrides in 2004, all social and emotional interactions take place in cultural context in which generally all emotions are felt because of interactions with other people. In the roots of Bryan in 2008, emotional Intelligence lead learners for visualizing the future options and plan pathways, which leads to further education, training and work among young communities by acknowledging and exploring their feelings associated with learning they can replace the vicious downward spiral of disappointment, so often accompanies past failures with a virtuous circle of achievement that accompanies success. Greater motivation leads to achievement, which in turn brings recognition; enhances confidence and leads more on to improved motivation. Reuven in 2006 coined the

competence to perceive, manage, and act intelligently in human relations. The study conducted by Jose in 2011 explained emotional repair and perceived ability to repair negative moods or maintain positive ones, which significantly predict decrease in depression and social stress, and increase in general mental health. The study has been supported by previous research conducted with adults who believe in an ability to improve adverse mood state which is connected with psychological well-being and its link between age and empathy uttered the relations between adult attachment orientations that are based on emotional intelligence and cognitive fragmentation. Cini C.K (2018) the article entitled “A Study on the Attitude of Students towards Participatory Learning at Graduate Level”. In this paper, the investigator tried to understand the meaning and strategies suitable for learning economics at under graduate level. The study found that, all participants are active as they set their goals and work to achieve the goal. The study also found that, in the learning process the learners share ideas, knowledge, opinion, materials and resources in order to reach a common agreement or to make joint decisions in a transparent way. Higher education is said to impart deepest understanding in the minds of students, rather than a relatively superficial grasp that must be acceptable elsewhere in the system. In higher education, nothing can be taken on trust and the students have to think for themselves so as to be able to stand intellectually on their own feet (Barnett, R.1997). The teacher centered approach mainly focuses on teachers as authoritative figures (Mascolo, 2009). Some of the scholars have described students as “empty vessels” whose primary role is receiving information that is passed through the teachers and then later be assessed according to the knowledge that was transferred to them (Murray & Hourigan, 2008). Therefore, student learning is measured with the help of scored tests and other types of assessments. Researchers generally agree that certain degree of stress is a normal part of human life due to physical or socio-environmental changes which generates positive as well as negative stress. The symptoms of stress can be physical or psychological, such as cardiac illness, neurological disorders, and chronic headache. The current technological changes, especially in online teaching methodology and social networking to connect teachers with students for teaching, attendance, conduction of exams, validating the exam papers online, publishing results and sharing progress with parents is a paradigm shift in approach the teachers are taking or adapting to which are a huge stress factors for the teaching staff. And **Daniel Goleman** had also mentioned (*Social Intelligence, The New Science of Human Relationships, 2006, page 7*) that – **“this inexorable technocrep is so insidious that no one has yet calculated its social and emotional costs.”**

### Psychological Dimension of Online Learning in Youngsters

The most relevant theory of dimensions among youngster was explained by Nicole in 2001 reveals that youngster feels that they belong not only in their immediate environment but also in their neighbourhood and have symbolic attachment. Youngsters have interactions and relationships with others and further process the knowledge and skill to maintain and utilize relationships. In the view of Erikson’s psychosocial theory, young people struggle to belong, to accept and affirm to become distinctive aside from all other distractions and confusions experienced at this age. Emotions and psychological feelings like anger, fear, distrust, shame and sense of powerlessness results in conflict. The positive outcome from the moment depends on contributing positively and unconditionally. The above mentioned theories have supported contemporary research on positive emotional health among youngsters which contributes to the development of interpersonal and intra-personal relationships, which are associated with higher performance in which youngsters gain a sense of belonging in the natural environment, and such experiences yield psychological benefits and encourage reflection and personal development. It has been an observation among youngsters that those lower in emotional intelligence were rated in the study as more aggressive than others and tend to engage in more conflict behaviour than their counterparts who scored higher in emotional intelligence (Mayer, et al. 2001). Emotional intelligence has been found to be predictor of healthy psychological adaptation, life satisfaction and positive interactions with peer and family. Poor EI has also been found to be associated with violent behavior, participation in delinquent behaviors which leads to illegal use of drugs and alcohol. Emotional intelligence is a dynamic construct influenced by diverse biological, sociological and psychological factors. The paper focuses on influence of emotional intelligence to facilitate self-adjustment of youngsters to meet the requirement of life and the relationship between emotional intelligence and personality. It intends to explore the self-reported awareness and need for emotional intelligence among youngsters for their endurance. Researchers found that when an

online course included an online community component, students were five times more engaged and 16 times more likely to finish the course. Engagement increases when students feel like they 'belong' and are 'part of something' with like-minded people.

### **Objectives**

To study about interaction of Emotional Intelligence and Cognitive Ability towards Online Learning among Youngsters

### **Hypothesis**

In order to meet the objective, the following hypothesis were formulated and tested.

H<sub>1</sub>: There is a significant relationship between domicile status & stay focused under pressure

H<sub>2</sub>: There is a relationship between awareness of values & goals and hope of success rather than failure

H<sub>3</sub>: There is an interaction of EI and Cognitive ability towards online learning

### **Method of Study**

As the study is exploratory in nature, combinations of both quantitative and qualitative data collection methods were used. The relevant data has been collected from primary and secondary sources respectively. The primary data has been collected through administering a structured questionnaire on the respondents (Youngsters) who are part of online classes in Under Graduation level.

### **Sampling**

The total universe was 91 and only 50 respondents (N=50) who are participating online classes at Under Graduate level willingly responded were included in the present research study from Coimbatore district of Tamil Nadu. Secondary information pertaining to present study was obtained from reports, articles, books, magazines and websites. However raw data collected from participants were entered into an excel spreadsheet for referencing purposes. Keeping the nature of study, survey research method and convenient random sampling technique has been adopted for collecting data.

### **Statistical Tools & Techniques**

The accuracy of a research study is primarily through the age of appropriate statistical tools. Percentage method and Pearson's correlation co-efficient, where in Pearson's correlation co-efficient 'r' has been analyzed and interpreted using Statistical Package for Social Sciences (SPSS 17.0v).

### **Scales & Reliability**

Self-report emotional intelligence test developed by Schutte (1998) has been used in the study, which is based on the conceptual model of Salovey & Mayer (1990). Among 15 items to be rated on a five point Likert scale ranging from 1 = Under developed; 2 = Need improvement; 3 = Adequate; 4 = Good; 5 = Excellent, which is a bipolar scaling method, measuring either positive or negative response to a statement (Likert, 1932). The scale had reliability co-efficient with over all consistency of 0.76 (in the form of Cronbach's alpha) for 15 items (Bar, 2002).

### **Variables**

The background information used in the present study were age group (A), gender (G), family income (FI), parent's occupation (PO), family type (FT), domicile status (DS) which has been used for analyzing and interpreting the quantitative and qualitative aspects. The EI variables used in the study were feeling and thinking (FAT), feeling and behaviour (FAB), awareness of strength and weakness (ASW), decisive and sound decision

making skills (DSD), stay focussed under pressure (SFP), setting challenging goals and calculated risk taking (SCG), seize opportunities (SO), hope of success rather than failure (HSF), awareness of values and goals (AVG) respectively.

## Results

Table 1 presents the facts of age group, gender, family income, parent's occupation, family type and domicile status of the respondents. Majority of the respondents 86 percent were in the age group of 18 to 21 years, followed by 6 percent respondents belong to the age group of 29 to 31 years of age and 6 percent were under the age group of 32-40 years and only 2 percent were under 26 to 29 years of age. In this present study 70 percent were males and only 30 percent were females. It is found majority 52 percent of the respondents family income were between ₹ 1,000 to ₹ 10,000, 22 percent of the respondents were under the income level of ₹ 10,001 to ₹ 20,000, 16 percent of the respondents fall under the income category of ₹ 20,001 to ₹ 30,000 and only 6 percent & 4 percent of the respondents are under the income level of ₹ 40,001 to ₹ 50,000 and ₹ 30,001 to ₹ 40,000 respectively. Parents Occupation wise 44 percent respondents were engaged in private business, followed by 32 percent were in private employed, 12 percent and 4 percent respondents were occupied in agriculture and government employment respectively. Under Family type 58 percent of the respondents were from nuclear family and 42 percent were from joint family and also 78 percent of the respondents were from urban area and 22 percent from rural area background as far as concerned with Domicile Status.

**Table - 1: Sample Distribution of Background Variables**

Opinion	Frequency	Percentage
<b>Age Group (A)</b>		
18 years-21 years	43	86.00
22years-25 years	-	0.00
26 years-29years	1	2.00
29 years-31 years	3	6.00
32 years-40 years	3	6.00
<b>Gender (G)</b>		
Male	35	70.00
Female	15	30.00
<b>Family Income (FI) in ₹</b>		
1000-10000	26	52.00
10001-20000	11	22.00
20001-30000	8	16.00
30001-40000	2	4.00
40001-50000	3	6.00
<b>Parents Occupation (PO)</b>		
Private Business	22	44.00
Government employment	2	4.00
Private employed	16	32.00
Agriculture	6	12.00
Others	4	8.00
<b>Family Type (FT)</b>		
Nuclear Family	29	58.00
Joint Family	21	42.00
<b>Domicile Status (DS)</b>		
Rural area	11	22.00

Urban area	39	78.00
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N=50 Respondents

Table 2 revealed the correlation analysis between background and EI variables, there is a positive correlation between staying focus under pressure and domicile status ( $r=0.308$ ;  $p<0.01$ ), which indicated that youngsters domicile status influences factor of staying focussed under pressure in their success path. Thus hypothesis ( $H_1$ ) domicile status showed correlation with stay focussed under pressure. This implied that domicile status (DS) and stay focussed under pressure (SFP) helps for sound decisions with confidence, stay calm and positive in emotional situations, clear thinking, planned and organised sensitivity to their concerns.

**Table – 2: Correlation amongst background and EI variables**

	FAT	FAB	ASW	DSD	SFP	SCG	SO	HSF	AVG
<b>A</b>	0.174	0.262	-0.244	0.044	0.108	-0.035	0.193	0.257	0.046
<b>FI</b>	0.159	-0.139	-0.169	0.172	0.017	0.145	0.045	-0.010	0.065
<b>PO</b>	-0.112	-0.170	-0.238	0.010	0.058	0.210	-0.201	-0.275	-0.040
<b>G</b>	-0.171	0.040	0.106	-0.204	0.000	-0.138	0.142	0.047	0.093
<b>DS</b>	0.254	-0.064	-0.191	0.113	0.308**	0.141	-0.145	-0.122	-0.177
<b>FT</b>	-0.007	0.197	-0.140	-0.276	-0.006	0.019	0.198	0.151	0.059

\*\* - Significant at 99% level ( $P < 0.01$ ); N=50

Table 3 inferred that correlation analysis was carried out to find relationship between eight variables of emotional intelligence and this showed that stay focussed under pressure (SFP) outcome correlates with decisive and sound decision making (DSD) ( $r=0.330$ ;  $p<0.05$ ) which indicates sound decision making would always highly focussed with staying focus under pressure (SFP). Hope of success rather than failure (HSF) and feeling and behaviour (FAB) ( $r=0.325$ ;  $p<0.05$ ) correlates at 5% significant level. In addition to that their awareness of values and goals (A) has correlation with their feeling and behaviour (FAB) ( $r=0.341$ ;  $p<0.05$ ) among youngsters. Using Pearson correlation test in the sample of 50, awareness of values and goals (AVG) positively correlates with hope of success rather than failure (HSF) ( $r=0.384$ ;  $p<0.01$ ) which shows feeling and behaviour plays a positive role with awareness of values and goals. Thus hypothesis ( $H_2$ ) showed positive correlation between awareness of values and goals (AVG) & hope of success rather than failure (HSF). There was negative correlation between hope of success rather than failure and setting of challenging goals and calculated risk taking ( $r=-0.281$ ;  $p<0.05$ ) which plays a major role in analysing emotional intelligence. The people who are comfortable in taking risk experiences increased autonomy, self esteem and positive attitude towards their life rewards with long term success.

**Table – 3: Correlation Amongst EI Variables & Staying focussed under Pressure**

	FAB	ASW	DSD	SFP	SCG	SO	HSF	AVG
<b>FAB</b>	1.000	-0.210	-0.135	0.045	-0.187	0.053	0.325*	0.341*
<b>ASW</b>	--	1.000	0.129	0.146	0.177	0.332*	-0.075	0.112
<b>DSD</b>	--	--	1.000	0.330*	0.184	-0.059	0.105	0.082
<b>SFP</b>	--	--	--	1.000	0.153	-0.004	-0.004	0.057
<b>SCG</b>	--	--	--	--	1.000	0.165	-0.281*	0.011
<b>SO</b>	--	--	--	--	--	1.000	0.148	0.085
<b>HSF</b>	--	--	--	--	--	--	1.000	0.384**
<b>AVG</b>	--	--	--	--	--	--	--	1.000

\* - 95% level of significance ( $P < 0.05$ ); \*\* - 99% level of significance ( $P < 0.01$ ); N=50

**Discussions**

The findings revealed that emotional intelligence contributes youngsters to navigate their way through attendant developmental tasks. It also supports them in making choices to take responsibility for their consequences and negotiate risks and anticipate possible outcomes for one self and others which results youngsters to consider their future and prepare for different kinds of transition from education to employment, from family to society and for some from custody back to the commune. Emotional intelligence is the most important factor in achieving success. As the study conducted by Barbara (2009) connecting with Emotional intelligence for success which attributes the ability to successfully interact with other people builds on an individual's awareness of others' emotions. An individual who is strong in this dimension utilizes the awareness to build strong relationships among teams, and support networks. Such an individual is capable of empathy and compassion in interactions with other people. The finding of the above study correlates guiding awareness and operation from hope of success rather than failure. High levels of attainment, success and contentment are self-governed and directed. The effects of negative undue emotional stress, personal stagnation and ineffective relationships results in financial ambiguity. Youngsters with high EI are more likely to involve in smoking if they are previously experienced with cigarettes whereas the youngsters with poor EI are more likely to intend to smoke if they are more hostile or have a low perceived ability to refuse a cigarette offer from a peer (Trinidad, 2004). The youngsters with material preoccupations have no opportunity to get together which takes them away from each other emotionally. The way for improvement of mental health excel its communications and enhances their social consciousness. Hence emotional communications and accountability systems are essential for positive human development. Honest self-assessment is requisite to positive and intentional personal change (Majid, 2021). It is important for youngsters to be stable with all positive traits to decide workplace harmony and prosperity for playing key role in increase of positive self regard and encourage motivation to learn among their team and developing effective communication in their work place and recommended that emotional support received from family can serve as a barrier in periods of pressure (Hassan, 2020). Individual in one way or the other influences their self-regard through positive and negative events. The above study, results in indicating positive correlation with family background and focussing of pressure. Education and learning skill requirement perspective balances academic achievement and emotional intelligence. Healthy and effective relationship, recognition of potential problems personal leadership, interpersonal growth, self-management and self-development are essential elements for creating positive and healthy learning atmosphere. The findings of emotional intelligence amongst youngsters focused with domicile status has positive correlation which reveals staying focused under pressure tends with decisive and sound decision making skills among the respondents predicts for better performance with clarity in values, courage which leads to self-confidence in decision making. With high emotional competence, individuals help in interacting with cooperative learning and working situations, which includes team environments and it plays an integral part of cooperative learning. With an intentionally focussed context, the youngster who is emotionally intelligent facilitates the attainment of desired outcome. The youngsters who has emotional well being will establish and maintain healthy and rewarding relationships based on resisting in appropriation of social pressure, managing, and resolving interpersonal conflicts and seeking help when needed and making decisions based on application of ethical standards, safety concerns, pertinent social norms and likely consequence of behaviour. Applying decision making skills to social situations has contributed to well-being of their commune. Learners experience emotions as a result of every interaction in the online learning environment (Boyatzis, Stubbs, & Taylor, 2002; Boyatzis & Saatcioglu, 2008; Chapin, 2015; Goleman, 2008). The emotional reactions to the interactions impact attitudes, behaviors, and experiences (Goleman, 2008; Kaur, et., al., 2019; Majeski, et. al., 2017; Zhoc, et., al., 2018). Research tells us a key factor to foster Emotional Intelligence (EI) in a learning environment is motivation. Positive psychology research titled "self-determination theory" (Ryan & Deci, 2000) tells us that adult learners have three innate psychological needs that link to intrinsic motivation. As faculty, the stronger our emotional intelligence, the more we can positively impact the learning experience. Research studies within the

scope of higher education learning environments have found links to greater retention, course completion, and satisfaction. As a result, youngsters with highly developed emotional intelligence have better health, do better at learning, exhibit behaviour and pro-social which are able to establish long lasting performance which is circuit for developmental competency.

### **Implications & Conclusions**

It has been unique from above discussions, that background and EI variables have effect on family background and staying focus under pressure. The result of this study suggested that emotional intelligence is partially an innate ability of one's self and at the same time partially developed skill acquired with time on an individual. It was found that first and foremost step towards increasing emotional intelligence is self-awareness. Goleman has conducted multiple research studies demonstrating that "social and emotional skills are intimately linked with cognitive development, as in an ideal learning environment students are focused, fully attentive, motivated, engaged, and enjoy their work. Similarly, caring relationships with teachers and other students increase students' desire to learn, and their confidence in their abilities to try harder". Emotional connectivity as a key aspect of effective eLearning design and development is not a new idea. Human brain is not just a cognitive information processing mechanism, but a complicated system where affective and cognitive functions are inseparably integrated. In other words, addressing your learners' emotions can be particularly valuable since an emotionally safe eLearning environment boosts self-confidence and motivation, encourages taking risks, and enhances creative expression, all being critical factors of an effective eLearning experience. The hypothesis has been accepted in the present study which throws light between domicile status and staying focus under pressure. Thus domicile status among youngsters focussed on emotional intelligence skills which improve quality and effectiveness of sound decision making process. Although it is difficult for an individual who started understanding their own self initiated to develop their own emotional skills which results in cognitive enhancement of emotional intelligence among youngsters. Self-awareness can be helpful to manage life. The emotional competencies of self-management include an optimistic attitude. Youngster who demonstrates low degree of emotional factor may possess symptoms of depression, such as tendency to worry, certainly about their future, social withdrawal, depressive thoughts, lack of drive and guilty feeling, dissatisfaction with life, suicidal thoughts and negative behaviour. Optimism is the ability to look brighter side of life and to maintain positive attitude even in the face of adversity which assumes a measure of hope in approach to life. Positive thinking and approach is the way of overcoming of emotional thinking. Thus it includes seeing the world through positive lens, initiating to act on opportunities and adapting to changes and challenges along the way which seize opportunities for level of excellence in professional building and development. Those who have awareness of EI can develop others in tandem with developing themselves. They are confident enough in and their own abilities will not be threatened by the success of others. Emotional intelligence training and coaching will give positive step towards improvement of lives of youngsters own personal and professional development. It also recognised in supporting others to achieve their goals is a win-win situation, which cause feeling adhered and devoted in others, which in turn enhance sense of belongingness and spirit in the minds of youngsters.

Overall we found emotional intelligence among youngsters which are crucial to overcome situation and beneficial in balancing work life with personal life. However, application of its usefulness has been frequently documented in work-life for youngsters. Thus, improving emotional intelligence will naturally enhance the ability to bond-building through self-confidence, people skills and communication skills. High level of prosperity, achievement, and happiness are self-defined and directed through the study of emotional intelligence. The EI skills on youngster foster them to understand collaboration which is potential in taking decisions, relationship building and also creating conducive and productive environment. The findings of the study cannot be applied indiscriminately. However, research with large sample could attribute better results and also widen the scope of generalizations in lieu of present findings. Future research should interrogate whether the magnitude of relationship between EI dimensions with attitudes of self and social wellbeing among youngsters as successful professionals, while the progress of emotional intelligence paradigm has been impressive and much remains to be discovered.

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