

“A Comparative Study on Emotional Intelligence of Pre-University Students with Reference to Gender and Re-Enforcement Learning System for Healthy Relationship Building in College Environment”

Dr. Gunavathi.R ,

USN: 232MSCD00153, M.SC - Psychology, Jain University, Bangalore

UNDER THE GUIDANCE OF Miss Evangelina Supriya, Asst.Professor, Dept of Psychology, Jain University, Bangalore

ABSTRACT

The core of this research project is to survey the problems arising from a lack of emotional intelligence among pre-university students. This includes issues such as impatience, lack of perseverance, unkindness, inability to listen, difficulty in taking ownership of problems, and a tendency to blame others for academic shortcomings like low scores or absenteeism. The project aims to identify the causes of these EI deficiencies and propose solutions through a "re-enforcement learning system". This system involves training and counseling programs, delivered both personally and generally, to groups of students, teachers, and parents. The overarching goal is to foster healthy relationships and create an emotionally balanced, happy, and competitively healthy environment within pre-university colleges and students' homes, recognizing this period as a crucial turning point in their lives.

The study emphasizes the need for new techniques to build healthy relationships between students and teachers, particularly during parent-teacher meetings. It proposes empirical study at five pre-university colleges in Mysore to explore the requirements for an emotionally balanced society. A key aspect is to evaluate the commitment of college management in establishing a "friendly, EI balanced, reliable and psychologically healthy environment". This research is focused on understanding and improving EI levels among pre-university students (gender stratified) in Mysore, Karnataka by implementing a new system of EI based training to students and process changes in the delivery of the education which is stress and tension free and suggest immediate implementation of research suggested solution of a "re-enforcement learning system" (of healthy behavior in relationships) from experts who are trained in EI, transactional analysis, human relations and personality development to bring healthy EI levels in all relationship transactions (which will be stress free & leverage filled) among students and their teachers , teachers and with any other stake holders of the pre-university education system.

Keywords: EI - **Emotional Intelligence**, healthy behavior in relationships "re-enforcement learning system", stress and tension free education delivery systems.

1. Introduction:

The research as the title “A Study of Emotional intelligence of pre-university students (gender classified) and re-enforcement learning system for healthy relationship building between them and in society” the project report research concentrates on arriving at solution to the problem of EI in pre-university students

(gender classified) and how a new technique of re-enforcement learning system for healthy relationship building between them and in society by way of training & counseling programs on personal as well as general level addressing the gathering of students, teachers and parents of the same set of students.

A solutions to the problem of EI in pre-university students (gender classified) is done by an empirical study at five pre-university colleges at Mysore of the research suggest and declare that the aim of research is to explore the requirements and needs of healthy and emotionally balanced society by introducing a new

techniques of re-enforcement learning system for healthy relationship building between them (students , students and teachers in college environment) and in society by way of training & counseling programs on personal as well as general level for all three category (colleges) of the survey sample of PU students and mass training programs in class rooms addressing the gathering of students by experts on EI and motivational methods to balance oneself in their interaction in college environment and with society as a whole.

1.2 Research Objectives:

The objectives of this study is bring methods of new techniques of re-enforcement learning system for healthy relationship building in college environment (between students, students and teachers and in parents-teachers meetings) and in society by way of training & counseling programs by experts on EI --to bring an overhaul significant turnaround in emotional interaction and EI levels of students in PU colleges to make it more suitably mature to the needs and aspirations of society. .

1.3. Research Methodology:

The research study has been conducted with a questionnaire and dissuasions study with students at PU colleges at Mysore to arrive at final conclusions and “new model of re-enforcement learning system for healthy relationship building in college environment by way of training & counseling programs “with lessons to learn and lessons to teach for all PU colleges in Mysore and state of Karnataka. The research is additional focused on EI analysis of the PU colleges at Mysore. The research will be addressing the EI issues of students (at PU colleges) with mapping of the parameters of change and improvement required among EI and the way the EI can be improved to bring a healthy & emotionally balanced pre-university environment at these colleges. The study is conducted at the five PU colleges at Mysore on the respondents are studying at PU colleges randomly selected for the sample survey on the project research to draw conclusions for the healthy EI levels of students in these colleges to bring a EI balanced college environment and in society as a whole.

1. Literature survey:

The research has taken up an exhaustive secondary survey for finding the conceptual base and major and minor factors for the present empirical research paper. Under mentioned are the brief view of the abstracts of the important recent research papers on Emotional intelligence of pre-university students and re-enforcement learning system for healthy relationship building between in the college environment and in society which gives a foundation for the present research and shows how the research gap has been arrived at.

2.1 Major Literature survey papers referred for the preparation of this research paper:

Emotional Intelligence of Pre-University Students – The outcomes of the papers are explained: Researchers across these studies suggest multi-pronged strategies to enhance EI:

Stakeholder	Key Intervention
Schools & Policy	Integrate EI training into curricula (e.g., Delhi’s Happiness Curriculum promoting mindfulness, emotional awareness arxiv.orgen.wikipedia.org).
Mental Health Support	Create emotionally safe school climates; train educators and parents to identify early distress signals.
Digital Tools	Use helplines, counseling apps, WhatsApp support groups, beneficial c.

2.2. The summaries of in-depth studies on EI in pre-university students:

1. Razia B. (2016), studied among 120 B.ED students, EI was found to be positively related to overall well-being. Gender differences were minimal. The study recommended well-being interventions that include emotional training in teacher training curricula.
2. P. Srinivasan (2015) research found a significant influence of teacher EI on student performance, even more than general intelligence (IQ). Emotional regulation and empathy by teachers contributed directly to improved student outcomes.
3. Ameena Taleb Al Jaberi (2024) Using the Goleman framework, this UAE-based study showed that students taught by emotionally intelligent teachers reported higher satisfaction and motivation. Teacher self-awareness and emotional management were key variables.
4. Irameet Kaur, Charu Shri & K. M. Mital (2019) study applied structural modeling and found that EI competencies such as social skills, empathy, a motivation significantly contributed to teaching effectiveness. It highlighted the importance of soft-skill development in teaching faculty.
5. Arunima Sen et al. (2020) Surveying 720 arts and science students, the study revealed that high EI was associated with reduced stress and better academic outcomes. EI levels differed by gender and volunteering status. It recommended student support services to enhance EI for better stress coping.
6. Bhaskaran Unnikrishnan, Involving 532 medical students in South India, this study showed a significant positive correlation between EI and academic scores. Female students and those with better social support exhibited higher EI. It suggested EI screening in medical admissions.
7. Chen, Lin & Li (2011) US-based study emphasized the role of parents' emotion-coaching versus dismissing attitudes in shaping adolescents' coping mechanisms. Emotion-coaching parents had children with better stress management and EI. This has direct application in parenting workshops in schools.
8. MacCann et al. (2020) study by comprehensive meta-analysis covered over 42,000 participants. It concluded that EI significantly predicts academic performance, especially in humanities and arts. Ability-based EI (e.g., Mayer-Salovey model) was a stronger predictor than self-report EI.
9. Arthur Poropat (2014) study though focused on the Big Five personality traits, this meta-analysis showed emotional stability and conscientiousness—closely linked to EI—as strong predictors of academic success. It suggests that academic programs should integrate EI and personality development.

2.3 Research GAP

The study with pre-sample survey of some students (gender classified) at Pre-university college and coupled with additional elaborative literature survey of related topics showed that such a focussed and integrated research on the real problems of the EI issues of students (at PU colleges) with high aim fixing by parents and Teachers and its effect on Emotional intelligence has not been conducted so far by any researcher in their research study either for their journal or conference research. The previous papers have not aimed at “a new techniques of re-enforcement learning system for healthy relationship building between students” (on gender classifications), in PU colleges and solutions for the EI problems by way of training & counseling programs on personal as well as general level addressing the gathering of students “shows a very clear research gap. Hence this research.

2. Significance of Research Project:

The study would contribute significantly in understanding how to bring new “ students re-enforcement learning system (for their healthy relationship building in college environment) by EI based training & counseling programs on personal as well as general level addressing the gathering of students” aimed at total wellbeing of the students and teachers in the college – who our project research’s respondents from survey Pre-university colleges in specific and survey PU colleges in Mysore/ Karnataka generic sense and how the survey PU colleges can use **EI - Emotional intelligence based training and counseling sessions to bring greater EI –health and over all better student’s performance and equally EI- wellbeing of students .**

So the study has significance as it could lead to conclusions which could be simulated and the advantages could be realized for other special Pre-university college.

3. Research Methodology:

4.1 Problem Statement (the research question)

The research is all about finding the critical success factors of “a new techniques of re-enforcement learning system for healthy relationship building in college environment by way of training “(& counseling programs on personal as well as general level addressing the gathering of students) to build an Indian society’s health and well-being. The aim of research is to find how the students excel in their PU exams and at the same time keep his cool with high degree of EI levels and creates a healthy competitive environment in colleges and training institutes and a society as a whole. As the present students are the future of society, it is responsibility of PU college to train them not only to become future engineers, doctors and lawyers and at the same time have mentally and spiritually strong with greater level emotional intelligence in the society they interact and face to build right kind of society where people live with peace, tranquility and harmony. The research question is to find the present level of EI - emotional intelligence among the students, at Pre-university college to find and explore what are the EI modifications required among students and the need of EI improvement required in them and the need for EI based training environment required to bring a healthy EI level in college environment. This is the research question of this research.

4.2 The Main Objectives of the Research:

The main research objective of the research project is survey of the problems of emotional intelligence among parents in PU college (to deal in their college environment with other students and with teachers with patience , perseverance, kindness , the ability to listen to others problems, ability to “listen before talk and reply “ and ability to “ take ownership of any problem between their relationships such as relationship between students , students and their teachers, as students feel in the college environment alone and emotionally confused, lack of control on their anger and despair, the tendency to blame others) at Mysore and to find solutions to this problems of lack of EI among the stake holders of the Pre-university education. The main focus of research is to explore, research and find the present level EI levels of the students at Pre-university colleges at Mysore and to find how the problems of emotional intelligence among them can be solved and what are findings and suggestions in this regard.

4.3 The major objectives designed for this research project are as follows:

- a) **First objective of research:** To find of the present level of EI and the emotional intelligence associated effects among students in PU colleges at Mysore.

- b) **Second objective of research:** To find the present levels of Problems and issues in emotional intelligence among students in PU colleges at Mysore. (based on S, W, O and T (the strengths, weaknesses, opportunities and threats) analysis.
- c) **Third objective of research:** To find the issues and processes in present educational delivery systems leading to lack of emotional intelligence among students in PU college at Mysore.
- d) **Fourth objective of research:** To map EI level improvements in the students in PU colleges and implement “re-enforcement EI learning and training systems for healthy relationship building” in colleges for better EI levels among students.
- e) **Fifth objective of research:** To identify the modifications in the present system of educational delivery methods and processes of pre-university colleges (to design and adopt research suggested new method of educational delivery systems to bring and implement healthy Emotionally balanced environment in the colleges.)
- f) **Sixth objective of research:** To find the present level of “teachers, HOD’s and principal’s (EI-counselors) - contribution in EI environment at these survey PU colleges (- and find the requirement mapping of changes in their way of counseling students to build better EI levels among them)
- g) **Seventh objective of research:** To find the present level of commitment level of college’s management in EI-initiatives and programs (- creating better and harmonious “friendly, EI balanced, reliable and psychologically healthy environment “) at these survey pre-university colleges at Mysore.
- h) **Eighth objective of research:** To understand anything related to this subject matter research.

Suitable specific objectives and hypothesis are framed on the above aspects of the major research objectives.

4.4 The major Hypothesis designed for this research project are as follows:

1. **First Hypothesis of research:** The EI and the associated problems of emotional intelligence is NOT significant among parents in PU colleges at Mysore.
2. **Second Hypothesis of research:** There is No requirement of S, W, O and T (the strengths, weaknesses, opportunities and threats) analysis related to emotional intelligence among students in PU colleges at Mysore.
3. **Third Hypothesis of research:** There are NO significant reasons in educational delivery systems responsible for the problems of emotional intelligence among students in PU college at Mysore.
4. **Fourth Hypothesis of research:** There are NO significant changes required in the EI level of students in PU college and to implement any EI improvement programs.
5. **Fifth Hypothesis of research:** There are NO significant the needs for modifications required in the present system of educational delivery of pre-university colleges.
6. **Sixth Hypothesis of research:** There are NO significant level of contributions from teachers / HOD’s and Principals in building EI balanced environment at these survey PU colleges.
7. **Seventh Hypothesis of research:** To find the present level of commitment level of college’s management in bringing EI balanced environment at these survey pre-university colleges at Mysore.

4.5 Research variables, design and settings in methodology research:

The research methodology of this research designed after a brief a preliminary sample study by way of discussions and interviews with the selected respondents comprising of students of the Pre-university college at Mysore. The methodology also includes besides this sample survey the secondary survey of Books, management journals, research organization records and research magazines, conference proceedings on general aspects of EI - emotional intelligence in Indian colleges as well as Karnataka scenario with a special reference to Pre-university colleges with additional information from web sources. . The research methodology is aimed at not only improving EI levels of students (gender classified) which will lead and positively able to motivate the performance and efficiency of the Pre-university college students. The research tries to find the relationship between these independent and dependent parameters and which parameter –factor and its sub-factor decide the level of re-enforcement learning system required to build a healthy relationship building in college environment at PU survey colleges i.e the learning

environment and in society as whole in generic and specific mode of analysis for each college with the present project research at Pre-university college.

4.6. Sampling requirements (sample units and sampling techniques): Sample survey

The survey Pre-university college at Mysore selected for the research are:

- a) Pre-university college – termed as unit 1 in research project
- b) Pre-university college – termed as unit 2 in research project
- c) Pre-university college – termed as unit 3 in research project
- d) Pre-university college - termed as unit 4 in research project
- e) Pre-university college – termed as unit 5 in research project

(These Pre-university colleges and their principals have requested to keep their names and identities secrete and confidential as they are giving out vital information about EI issues and problems of the students attending these Pre-university college.)

The study mainly goes into research through a primary sample survey to find the present level of EI-emotional intelligence (among students (gender classified) survey selected Pre-university colleges) of respondents who comprise the sample set of respondents of research i.e comprising of students classified under gender and colleges categories selected Pre-university college at Mysore. This is research - find the level of EI-emotional intelligence among these respondents and its relationship building present capabilities and how they maintain their compose in colleges to build and achieve in the learning environment in these five survey pre-university colleges. The selection of the survey PU colleges was made under convenient sampling and the selection of other respondents comprising of students is based on random sampling methods and respondent study is taken up through a structured questionnaire based– empirical survey conducted on selected Pre-university college at Mysore.

4.7 Methods of data collection (primary and secondary data collections)

This primary survey would be coupled with the discussions and interviews with respondents of research. The random sample of selected respondents will be drawn from the respondents (above mentioned) from survey Pre-university college at Mysore to ascertain the present level of EI-Emotional intelligence of pre-university students (gender classified) and re-enforcement learning system for healthy relationship building in college environment and in society as a whole by using new research suggested technique of re-enforcement learning by using training & counseling programs on personal as well as general level addressing the gathering of students.”

Research questionnaire is also aimed at finding the changes, improvements, modifications, innovations required in the research factors of EI - Emotional intelligence based training and counseling and how improvement of the holistic Pre-university college re-enforcement leaning environment could change the basic structure of present level EI - Emotional intelligence levels among students in college environment to bring a psychologically balanced and happy and a new fresh environment to Pre-university college having and possessing better EI health and well balanced pre-university learning environment. The research questionnaire is also aimed to ascertain the relationship EI - Emotional intelligence based training and counseling techniques parameters and sub factors with equally important overall students’ performance at exams in these survey pre-university colleges .The research has designed above listed the null hypothesis with regard to the objectives of the research and the same would be tested under statistical study using random sampling methods, stratification techniques and suitable statistical tests.

4.8. Procedure of data survey,

The primary data so collected will be analyzed using suitable statistical tools of like averaging, summarizing, chi-square tests, Anova , t-tests and the objectives are addressed and hypothesis are tested and the results are analyzed and suggestions are arrived at before the final conclusion are drawn.

4.9. The stratification of data of respondents selected for the research is as follows: Sample Size

	students (male)	Students (female)	Total
Unit 1	60	60	120
Unit 2	60	60	120
Unit 3	60	60	120
Unit 4	60	60	120
Unit 5	60	60	120
TOTAL	300	300	600

The sample size and sample survey PU colleges were classified as follows for the sake of this research study.

4.10. Data collection and analysis methods:

The primary data collected out of questionnaire survey would be stratified, averaged, studied and after a proper analysis through a suitable statistical test and the interpretations would be drawn and hypothesis of the research are put to test of proof w.r.t the present research of study of emotional intelligence of pre-university students (gender classified) and re-enforcement learning system for healthy relationship building in college environment and in society. The statistical methods like factor analysis. T-tests, ANOVAs, and chi-square – test is used find to the strength of the data under each factor and to normalize the different size of samples from each category, class and cadre of respondents collected for decision purpose and to test the hypothesis.

5. Discussions (Discussions , statistical analysis tables and charts, Results, interpretations)

The interpretations of the research project will be based on the primary data collected and analyzed using suitable statistical tools of like averaging, summarizing, chi-square tests , ANOVAs , t-tests . In this process , the objectives are addressed and hypothesis are tested and the results are analyzed and suggestions are arrived at before the final conclusion are drawn.

5.1 Discussions , Statistical analysis of research data collected and interoperations:

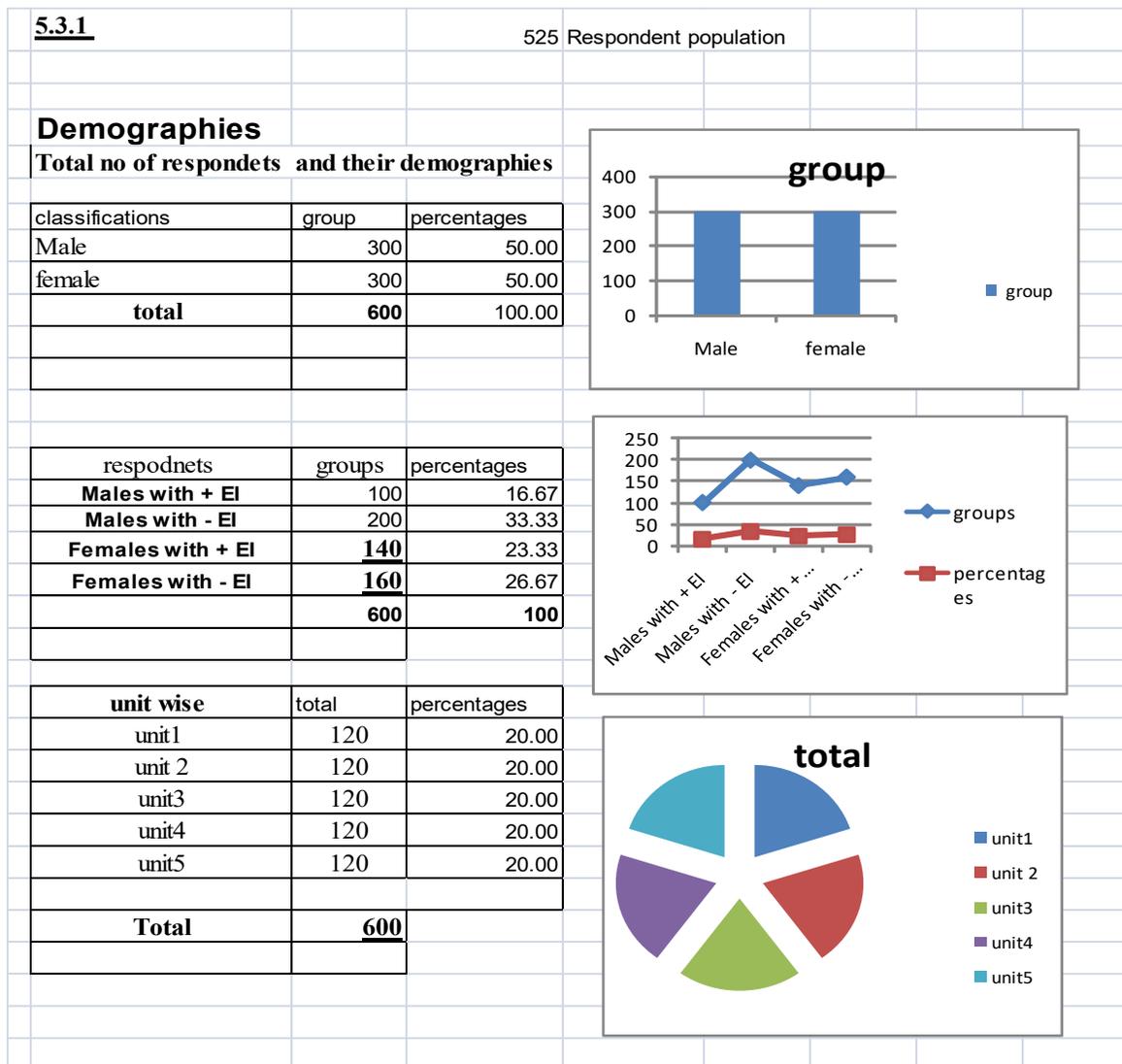
5.3. 1.. Major Factors of research and its research parameters were:

1. **First Factor:** The present level of EI and the emotional intelligence associated effects among students in PU colleges at Mysore.
2. **Second Factor:** The present levels of Problems and issues in emotional intelligence among students in PU colleges at Mysore. (based on S, W, O and T (the strengths, weaknesses, opportunities and threats) analysis.
3. **Third Factor:** The issues and processes in present educational delivery systems leading to lack of emotional intelligence among students in PU college at Mysore.
4. **Fourth Factor:** Mapping requirements for EI level improvements in the students in pu colleges and implement “re-enforcement EI learning and training systems for healthy relationship building” in colleges for better EI levels among students.

5. **Fifth Factor:** To identify the modifications in the present system of educational delivery methods and processes of pre-university colleges
6. **Sixth Factor:** To find the present level of “teachers, HOD’s and principal’s (EI-counselors) - contribution in EI environment at these survey PU colleges
7. **Seventh Factor:** To find the present level of commitment level of college’s management in EI-initiatives and programs at these survey pre-university colleges at Mysore. .

5.3.1 The detailed parameters of model and research factors and findings:

Demographic divisions of the research respondent’s profile shown in pictorial representations as follows:



5.3.1 The data of the research has been analysed and the following interpretations and tendency of the data with reference to each factor has been shown below :

5.3.1 – First factor - tendency analysis Present the present level of EI and the emotional intelligence associated effects among students in PU colleges at Mysore. 5 questions and sub factors
Total: medium and Low

5.3.2 – Second factor - tendency analysis Present of Problems and issues in emotional intelligence among students in pu colleges at Mysore. (based on S,W,O and T (the strengths, weaknesses, opportunities and threats) analysis .. 5 qns. five questions and sub factors
Total : high

5.3.3 – Third factor– tendency analysis the issues and processes in present educational delivery systems leading to lack of emotional intelligence among students in PU college at Mysore. 5 qns. five questions and sub factors **Total : high and medium**

5.3.4 – Fourth factor– tendency analysis map EI level improvements in the students in pu colleges and implement “re-enforcement EI learning and training systems for healthy relationship building” in colleges for better EI levels among students 5 qns. five questions and sub factors **Total : high**

5.3.5 – Fifth factor– tendency analysis the requirement of modifications in the present system of educational delivery methods and processes of pre-university colleges. 5 qns. five questions and sub factors
Total : high and medium

5.3.6 – Sixth factor– tendency analysis the present level of “teachers, HOD’s and principal’s (EI-counselors) - contribution in EI environment at these survey PU colleges 5 qns. five questions and sub factors **Total : medium and Low**

5.3.7 – Seventh factor– tendency analysis To find the present level of commitment level of college’s management in EI-initiatives and programs 5 qns. five questions and sub factors **Total: medium and low**

5.2 Final Results of the research (. Findings And Suggestions of the Research with Reference to Each Objectives □

(I) First objective of research: To find of the present level of EI and the emotional intelligence associated effects among students in PU colleges at Mysore.

Findings : The overall research survey revealed that the present level present level of EI and the emotional intelligence among students in PU colleges at Mysore at Mysore are in shown low level and most cases it is Medium level as per survey .The aspect that present EI level is in medium level in these survey colleges there is scope for the present new technique “re-enforcement EI learning and training systems for healthy relationship building” to increase the EI levels and bring a more fruitful and happy EI environment at these colleges. There is no much difference between the male and female students with regard to the EI levels in the college . But the females take things lightly in human relations aspects than the male students ,but take things more seriously with regard to their scoring in the exams, tests and internals etc. The research show a better EI levels in female /girl students than the boys students.

(II)_Second objective of research: To find the present levels of Problems and issues in emotional intelligence among students in PU colleges at Mysore. (based on S, W, O and T (the strengths, weaknesses, opportunities and threats) analysis.

Findings : The overall research survey revealed that there is high level of requirements of S,W,O and T (the strengths, weaknesses, opportunities and threats) of EI survey of pre-university colleges and their students at Mysore as per survey . **The** there is high level of requirements of S,W,O and T (the strengths, weaknesses, opportunities and threats) of EI survey of pre-university colleges and their students at Mysore as per survey. The present level of EI is in medium and low level , so there is high EI associated problems among students it is leading to isolated students and consequent stress problems and issues among students .

The following are the strength and weakness analysis of the survey PU colleges .

Strengths and opportunities : These PU colleges are good at teaching and preparing students sincerely only for exams., There are good teachers who are professionals in their subjects.

Weaknesses and threats : These PU colleges are not having good counselors, and their teachers and other staff members are not good motivators for happy relationship building among the students and their EI levels are degrading ad there is serious education delivery and requirement of stress filled result oriented environment in education delivery system design. The teachers , principal and others look into their teaching work and don't go beyond to help students for healthy , stress free happiness and relationship management between themselves.

The threats of the system : This present system education delivery system and the stress and strain filled PU students are unable keep good level of EI between themselves and leading to negative effect in building future a healthy society It is the social responsibility of PU colleges in keeping and maintaining healthy levels of EI between students and keep them happy and psychologically healthy to fit to the future of society . The top management should consider this EI training and building a healthy and happy relationship based environment in their colleges as top priority besides educational delivery and result orientations among students.

(III) Third objective of research: To find the issues and processes in present educational delivery systems leading to lack of emotional intelligence among students in pu college at Mysore.

Findings : The research revealed that there are “high” linking of the issues and processes in present educational delivery systems leading to lack of emotional intelligence among students in pu college and requires changes and modifications in the present system of educational delivery to bring a stress free learning environment among their colleges to see that it helps also healthy EI levels among students .

(IV) Fourth objective of research: To map the requirement of EI level improvements in the students in PU colleges and implement “re-enforcement EI learning and training systems for healthy relationship building” in colleges for better EI levels among students .

Findings : The research revealed there is great requirement for the better EI levels and it requires a high level of improvements among students in PU colleges and there is a need to implement “re-enforcement EI learning and training systems for healthy relationship building” in colleges for better EI levels among students. There is a immediate need to improve EI which are emergently required for future of each students , their career and their personal happy family and social lives . There is need of same type of sessions for both the male and female students (boy and girl students) in these survey colleges .

(V) Fifth objective of research: To identify the modifications in the present system of educational delivery methods and processes of pre-university colleges .(to design and adopt research suggested new method of educational delivery systems to bring and implement healthy Emotionally balanced environment in the colleges.)

Findings : The research revealed that there is high requirement of modifications in the present system of educational delivery methods and processes of pre-university colleges . They need to design and adopt new method EI based educational delivery systems to bring and implement good healthy EI based education teaching environment at the Pu colleges .

(VI) Sixth objective of research: To find the present level of “teachers, HOD’s and principal’s (EI-counselors) - contribution in EI environment at these survey PU colleges (- and find the requirement mapping of changes in their way of counseling students to build better EI levels among them)

Findings : The research revealed that there is medium and low level of contribution from the “teachers, HOD’s and principal’s “(EI-counselors) in bringing healthy levels of EI environment at these survey PU colleges so there is need for separate expert driven EI training programs to redefine their (counselors training) HR skills to bring better EI levels among students besides their teaching and education-knowledge delivery. The research revealed that there is high degree of requirement of changes in their way of the teachers and principals deal students w.r.t attendance , marks and internals (in student–teacher meetings and their personal interaction with individual students) and also counseling students to build better EI levels among them .

(VII) Seventh objective of research: To find the present level of commitment level of college’s management in EI-initiatives and programs (:- creating better and harmonious “friendly, EI balanced, reliable and psychologically healthy environment “) at these survey pre-university colleges at Mysore. .

Findings : The research revealed that there is just a marginal “medium and low “ level of commitment level of college’s management in EI-initiatives and programs as they are presently concentrating only on the pu academic score and ranks seriously and about the –“career change education and training students on the NEET , Advanced GEE, CET and Pu board examinations” rather than creating a better and harmonious “friendly, EI balanced, reliable and psychologically healthy environment at these survey pre-university colleges at Mysore. .

(VIII) Eighth objective of research: To understand anything related to this subject matter research .

Findings : The research revealed that there many issues and problems of the EI in these PU colleges which has to be tacked and they need to be addressed properly to build a healthy future society , where our children will live and lead their lives.

5.2.1 Suggestions :

The Research suggest .every Pu colleges to hold a meeting with regard to designing and adopt a new method of educational delivery systems which not only bring a quality education (which is not competition based and tension-stress based) but also bring and implement healthy Emotionally balanced environment in college between students , students and teachers and their parents . This also requires to design and mapping of changes in their way the teachers counseling students for their educational progress (without comparison within his class mates and others) to build better EI levels among them and build a friendly healthy relationship between students .

5.2.2. Conclusions : - The major conclusions of research are as follows :

A)..The study conclude that the research found that the overall present level EI level among students are in the low ebb (and showing dangerous out-braking situations between students, in the form of jealousy, comparison and high level neck to neck competition to excel only in exams) needs immediate action from the teachers community with a committed support of top-management bring a harmonious relationship between students , so that they remain friends for ever in their lifetimes to support each other. i.e a very high level of EI levels building in the students .

B)..The research conclude that by immediately Implementing the regular training and counseling sessions for students (besides just teachers and parents meet for lack of attendance and less marks in tests and internals) with reference to EI based personality development training and on “better relationship building communication” (polite and friendly chats between) to bring better EI levels and leadership qualities which make them succeed in any spear of life and career. .

C)..The research conclude that there is requirement of a focused revised methodology of working and delivery of education of these PU colleges – focusing both on preparing students for examinations and also developing better career progressive EI levels between students to create better tomorrow’s society.

D)... The research conclude that on the basis of research assessed current EI levels among students and reasons for its deficiencies , there is requirement of design "re-enforcement learning systems" through training and counseling, to provide improved EI health among students , leading to a psychologically balanced, happy, and successful educational and societal environment.

5.2.3 Final Conclusion:

The research finally conclude that the research found - new technique of EI based programme sessions, "re-enforcement learning systems" through training and counseling and redefined EI based education delivery systems and teachers-parents meets will go a long way in helping these PU colleges to build a healthy EI based e PU college environment paving way to conducive happy relationship-based society.

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