



Enrichment of Emotional Intelligence: Efforts towards Sustaining Psycho- Physiological State of Students

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Abstract: -

Purpose of the study is to find out To find out whether the Enrichment of Emotional Intelligence act as an Efforts towards Sustaining Psycho-Physiological State of Students, for this investigation sample of 120 subjects were taken for this study from the population which was equally classified in which Students doing enrichment programme of emotional intelligence 60 (30 Male & 30 Female) & students those not doing enrichment programme of emotional intelligence 60 (30 Male & 30 Female) from Marathwada region. Enrichment Programme of Emotional Intelligence & Gender are independent variable in this study, Sustainable Human Development i.e. dysfunctional psycho-physiological state of students is dependent variables in this study. For the present investigation 10 days enrichment programme of emotional intelligence were conducted on 60 Students. And another 60 students were selected those not doing any kind of enrichment or personality development programme. Dysfunctional psycho-physiological state of students was determined on the score obtained from the norms given in the Psycho-Physiological State Inventory (PPSI-VS) by Sanjay Vohra. Mean, S.D. & 'F' test was applied to find out the difference between groups. On the basis of the obtained results it may concluded that Enrichment of Emotional Intelligence act as an Efforts towards Sustaining Psycho-Physiological State of Students

Keywords: Enrichment of Emotional Intelligence, Psycho-Physiological State of Students, Gender.

Introduction: -

Psychophysiology is closely related to the field of neuroscience and social neuroscience, which primarily concerns itself with relationships between psychological events and brain responses. Psychophysiology is also related to the medical discipline known as psychosomatics. While psychophysiology was a discipline off the mainstream of psychological and medical science prior to roughly the 1960 and 1970s, more recently, psychophysiology has found itself positioned at the intersection of psychological and medical science, and its popularity and importance have expanded commensurately with the realization of the inter-relatedness of mind and body.

Psychophysiology measures exist in three domains; reports, readings, and behavior. Evaluative reports involve participant introspection and self-ratings of internal psychological states or physiological sensations, such as self-report of arousal levels on the self-assessment manikin, or measures of interceptive visceral awareness such as heartbeat detection (Cacioppo, John; Tassinary, Louis; Berntson, Gary 2007). Merits to self-report are an emphasis on accurately understand the participants' subjective experience and understanding their perception; however, its pitfalls include the possibility of participants misunderstanding a scale or incorrectly recalling events (Robinson, Michael; Clore, Gerald 2002).

Villon, O., and Lisetti, C. (2006, June) present a method applied to the emotional abstract understanding of the client for removing emotional semantic data from Autonomic Nervous System (ANS) physiological signals (skin conductance and pulse) detected through bio-sensors. We present a physiologically enlivened information structure based on intra-singular guideline extraction used to arrive at an elucidation of the physiological measure firmly identified with the client claim emotional experience.

Fletcher, I., Leadbetter, P., Curran, An., and O'Sullivan, H. (2009) researched whether emotional intelligence (EI) formative preparing workshops can prompt increments with the Bar-On Emotional Quotient (EQ-I) all out scores. A pilot study with a semi randomized controlled structure was utilized with self-report appraisals directed at pattern and post-intercession following a 7-month preparing program. Restorative understudies based at a UK-based medicinal

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school took an interest in the investigation, and 36 volunteer understudies were enlisted to the benchmark group with 50 understudies randomly appointed to get the mediation. An aggregate of 34 (68%) understudies in the intercession bunch went to the main mediation preparing workshop, 17 (34%) went to most of the month to month advancement sessions and finished the post-mediation evaluation. In the benchmark group just a single participant didn't finish the subsequent appraisal. The intercession bunch had significantly higher EQ-I change from pattern mean scores than the benchmark group. The intercession bunch mean scores had expanded crosswise over time, while the benchmark group mean scores somewhat diminished. The EI formative preparing workshops positively affected the restorative understudies in the intercession gathering.

Statement of the Problem:-

To study the Enrichment of Emotional Intelligence as an Efforts towards Sustaining Psycho-Physiological State of Students

Purpose and Objectives:-

To find out whether the Enrichment of Emotional Intelligence act as an Efforts towards Sustaining Psycho-Physiological State of Students

Hypotheses:-

- 1) Students doing enrichment programme of emotional intelligence exhibit lower level of dysfunctional psycho-physiological state than students those not doing enrichment programme of emotional intelligence.
- 2) Male students exhibit higher level of dysfunctional psycho-physiological state than female students.
- 3) There is significant interaction effect between enrichment programme of emotional intelligence and Gender on dysfunctional psycho-physiological state of students.

Enrichment of Emotional Intelligence: Efforts towards Sustaining Psycho-Physiological State of Students**Participants:-**

Sample of 120 subjects were taken for this study from the population which was equally classified in which Students doing enrichment programme of emotional intelligence 60 (30 Male & 30 Female) & students those not doing enrichment programme of emotional intelligence 60 (30 Male & 30 Female) from Marathwada region irrespective of area of living. The sampling was simple random. The efforts were made to have the sample as representative as possible in terms of education. All the subjects were similar kind of socio-economic status.

The distribution of effective sample

Variables	Students Doing Enrichment Programme of Emotional Intelligence	Students Those Not Doing Enrichment Programme of Emotional Intelligence	Total
Male	30	30	60
Female	30	30	60
Total	60	60	N = 120

Variables:-

- 1) Enrichment Programme of Emotional Intelligence & Gender are independent variable in this study.
- 2) Sustainable Human Development i.e. dysfunctional psycho-physiological state of students is dependent variables in this study.

Operational Definition of Variables:-

Enrichment of Emotional Intelligence: For the present investigation 10 days enrichment programme of emotional intelligence were conducted on 60 Students. And another 60 students were selected those not doing any kind of enrichment or personality development programme.

Design:-

To attain objectives of the present study, 2 X 2 factorial design was employed to find out the significance differences between variables.

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		A	
		A1	A2
B	B1	A1B1	A2B1
	B2	A1B2	A2B2

- **A** = Enrichment Programme of Emotional Intelligence
 - **A1** = Students Doing Enrichment Programme of Emotional Intelligence
 - **A2** = Students Those Not Doing Enrichment Programme of Emotional Intelligence
- **B** = Gender
 - **B1** = Male
 - **B2** = Female

Measurement Tools:-

1. **Psycho-Physiological State Inventory (PPSI-VS):** - Dysfunctional psycho-physiological state of students was determined on the score obtained from the norms given in the Psycho-Physiological State Inventory (PPSI-VS) by Sanjay Vohra. (It tells the psychological and physiological experience of late adolescents or adult group of either sex. It helps to differentiate the psycho-neurotic from the normal. The test having 0.87 reliability score with higher descriptive validity.

Procedure:-

After having the sample selected, the researcher administered the tests on 120 subjects and recorded the scores of the tests. Thus, the collected data were analyzed by statistical techniques.

Statistical Treatment:-

The sample was available for statistical analysis consisted of 120 subjects after data collection. For the each subject, initially data of each group was separately scrutinized by employing descriptive statistics. The statistical analysis was mainly consisted of Mean, S.D. Analysis of Variance i.e. F Test on Variables.

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Hypothesis 1: Students doing enrichment programme of emotional intelligence exhibit lower level of dysfunctional psycho-physiological state than students those not doing enrichment programme of emotional intelligence.

Table 1.1. Showing Mean & S.D. Value for enrichment programme of emotional intelligence on dysfunctional psycho-physiological state of students.

Variables	N	Mean	S.D.
Students Doing Enrichment Programme of Emotional Intelligence	60	63.7500	27.56177
Students Those Not Doing Enrichment Programme of Emotional Intelligence	60	87.3607	15.89127

Table 1.2. Showing F value for Enrichment Programme of Emotional Intelligence on dysfunctional psycho-physiological state of students.

Source	Sum of Squares	df	Mean Square	F	Sig.
Enrichment Programme of Emotional Intelligence	520.714	1	520.714	25.037	0.01
Error	11480.543	118	20.798		
Total	238936.000	160			

Results shows that the mean score of the (63.75) Students doing enrichment programme of emotional intelligence is found lower than the mean score of the (87.37) students those not doing enrichment programme of emotional intelligence on dysfunctional psycho-physiological state. Further inferential statistics i.e. Analysis of Variance ($F(1, 118) = 25.04$, $P < 0.01$) indicate that the there is significant difference between Students doing enrichment programme of emotional intelligence and students those not doing enrichment programme of emotional intelligence on

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dysfunctional psycho-physiological state. Thus it can be concluded that the **Students doing enrichment programme of emotional intelligence exhibit lower level of dysfunctional psycho-physiological state than students those not doing enrichment programme of emotional intelligence.**

Finding are in line with study conducted by Jerritta, S., Murugappan, M., Nagarajan, R., and Wan, K. (2011, March) saw that ongoing examination in the field of Human Computer Interaction targets perceiving the client's emotional state so as to give a smooth interface among humans and PCs. This would make life simpler and can be utilized in immense applications including regions, for example, instruction, prescription and so on. Human emotions can be perceived by a few methodologies, for example, motion, facial pictures, physiological signals and neuro imaging methods. The greater part of the scientists have created client subordinate emotion recognition framework and accomplished most extreme characterization rate. Not many scientists have attempted to build up a client autonomous framework and got lower order rate. Effective emotion improvement method, bigger information tests and clever sign preparing strategies are basic for improving the arrangement pace of the client free framework. In this paper, we present a survey on emotion recognition utilizing physiological signals. The different speculations on emotion, emotion recognition methodology and the ebb and flow advancements in emotion look into are talked about in ensuing themes. This would give a knowledge on the ebb and flow condition of research and its difficulties on emotion recognition utilizing physiological signals, with the goal that exploration can be advanced to acquire better recognition.

Hypothesis 2: Male students exhibit higher level of dysfunctional psycho-physiological state than female students.

Table 1.3. Showing Mean & S.D. Value for Gender on dysfunctional psycho-physiological state of students.

Variables	N	Mean	S.D.
Male	60	106.0286	7.52382
Female	60	87.3607	15.89127

Enrichment of Emotional Intelligence: Efforts towards Sustaining Psycho-Physiological State of Students**Table 1.4. Showing F Value for Gender on dysfunctional psycho-physiological state of students.**

Source	Sum of Squares	df	Mean Square	F	Sig.
Gender	621.607	1	621.607	29.888	0.05
Error	11480.543	118	20.798		
Total	238936.000	160			

Outcome of result shows that the mean score of the (106.03) male students is found higher than the mean score of the (87.37) female students on dysfunctional psycho-physiological state. Further inferential statistics i.e. Analysis of Variance ($F(1, 118) = 29.89$, $P < 0.01$) indicate that there is significant difference between male and female students on dysfunctional psycho-physiological state. **Thus it can be concluded that the male students exhibit higher level of dysfunctional psycho-physiological state than female students.**

Finding is concordance with study conducted by Salovey, P., Stroud, L. R., Woolery, An., and Epel, E. S. (2002). Inspected the connection between perceived emotional intelligence (PEI), estimated by the Trait Meta-Mood Scale (TMMS), and psychophysiological proportions of versatile adapting. The TMMS surveys perceived capacity to (a) take care of mind-sets (Attention), (b) segregate plainly among mind-sets (Clarity), and (c) control dispositions (Repair). Concentrate 1 demonstrated significant constructive relationship among PEI and mental and relational working. In Study 2, aptitude at temperament Repair was related with less detached adapting and view of rehashed lab stressors as less compromising; Clarity was identified with more prominent increments in negative state of mind, yet lower cortisol discharge during rehashed stress. In Study 3, Repair was related with dynamic adapting and lower levels of rumination; Attention was related with brought down cortisol and circulatory strain reactions to intense research facility challenges. These discoveries propose that psychophysiological reactions to stress might be one potential mechanism basic the connection between emotional working and wellbeing.

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Hypothesis 3: There is significant interaction effect between Maternal Employment and Gender on dysfunctional psycho-physiological state of students.

Table 1.5. Showing F Value for interaction between Enrichment Programme of Emotional Intelligence and Gender on dysfunctional psycho-physiological state of students.					
Source	Sum of Squares	df	Mean Square	F	Sig.
Enrichment Programme of Emotional Intelligence * Gender	1537.829	1	1537.829	73.941	0.01
Error	11480.543	118	20.798		
Total	238936.000	160			

Statistical investigation indicate that the significant interaction effect were found ($F(1, 156) = 6.11, P < 0.05$) between enrichment programme of emotional intelligence and Gender on dysfunctional psycho-physiological state of students. **It means interaction between enrichment programme of emotional intelligence and Gender of students affect the level of dysfunctional psycho-physiological state of students.**

Findings are in line with study conducted by Luneski, An., and Bamidis, P. D. (2007). Presents beginning endeavors towards an emotion specification method for physiological signals. The center components of a total emotion record are distinguished and their structure is spoken to. The XML annotation is proposed as the most proper since it gives stage independency and simpler intercommunication. The emotion record is portrayed in both quantitative factual and subjective analytical manners. The previous is a standard method for representing signals by determining their actual numerical qualities. The second, however is extra depiction that is trademark for each sign and portrays the principle highlights of the sign in an all the more free and casual annotation.

Conclusions: -

- 1) Enrichment of Emotional Intelligence act as an Efforts towards Sustaining Psycho-Physiological State of Students
- 2) Students doing enrichment programme of emotional intelligence exhibit lower level of dysfunctional psycho-physiological state than students those not doing enrichment programme of emotional intelligence.
- 3) Thus it can be concluded that the male students exhibit higher level of dysfunctional psycho-physiological state than female students.
- 4) It means interaction between enrichment programme of emotional intelligence and Gender of students affect the level of dysfunctional psycho-physiological state of students.

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