

REVIEW ARTICLE

AN ANALYSIS OF HOW "EMOTIONAL AND SOCIAL INTELLIGENCE" CAN INCREASE STUDENTS' INVOLVEMENT IN HIGHER EDUCATION

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ABSTRACT

In order to sustain and improve the learning and teaching in higher education, "student involvement" has recently attracted the attention of many. There is more to engagement than involvement or participation. We encounter many issues in the classroom as higher education participants, particularly when it comes to "student engagement". We are having trouble getting more students to participate in class. The class is being disrupted by students using their phones, not paying attention, and not participating in the conversation. Most students are also willing to take the back seats. Instead of taking an active interest in the class activities, they merely demonstrate their presence. Their attendance in the class is the only reason they are there. The main topic of this paper is how to raise student involvement. Emotional intelligence and social intelligence are the two topics that the paper will explore. In addition, advice from the students is solicited on how to enhance their participation in class so that the subject is more clearly understood. As a result, my opinions as well as the insightful criticism provided by the students will be used to analyse the article. I used a systematic, closed-ended questionnaire to get the opinions of 50 students of BCA third semester.

KEYWORDS

Student Engagement, Emotional intelligence, Higher education

1. INTRODUCTION

Engagement develops interpersonal connections and a sense of belonging, but, some individuals with a lower need for belonging may find fulfilment in fewer encounters, whereas individuals with a higher need for belonging may require many such contacts (Are, 2016). The definition of student engagement given is "the time and effort students dedicate to activities that are empirically linked to desirable outcomes of college and what institutions undertake to urge students to participate in these activities (Are, 2022)." Trowler offers a more thorough examination of the phrase, drawing on global literature (McDonald, 2010). Students not paying attention in class, smartphone addiction, distractions during lectures, and the attitude that attending lectures won't help them in any way are all issues that all faculty members who work in higher education encounter regularly (Fredericks et al., 2004). These are the difficulties that the faculties are dealing with as they work to boost student participation. There is an engagement disparity among the participants based on their race, gender, and ethnicity. Girl students are more engaged as a whole than guy students are (Ayish, 2015).

1.1 Objectives

1. To comprehend the idea behind "student engagement"
2. To evaluate "Emotional and Social Intelligence" as a concept.
3. To examine how faculty members might improve "Student Engagement."
4. To evaluate other strategies and initiatives for boosting student participation.

2. LITERATURE REVIEW

2.1 Student Engagement

The time, energy, and other resources put forth by students and their institutions with the goal of maximizing the educational experience, enhancing students' learning and development, and improving the performance and reputation of the institution are referred to as student engagement. It refers to the level of concentration, interest, optimism, and passion that students display when learning or being taught, as well as the degree of drive they exhibit to advance their education (Lopes, 2004). The idea of "student engagement" is generally based on the idea that learning is generally better when students are curious, interested, or inspired, and that learning generally suffers when students are bored, disinterested, disillusioned, or otherwise "disengaged." Teachers frequently state that their teaching goals are to increase or strengthen student involvement.

2.2 Emotional and Social Intelligence

The science of controlling oneself and interacting with others is known as emotional and social intelligence. It is described as "the capacity to modify one's behavior based on awareness of one's own emotions and sensitivity to those of others." It is the underlying competency for all inter- and intrapersonal competencies. Understanding someone's ideas and feelings is important for building strong relationships with pupils since they both influence behavior and actions. Even those who don't usually react based on their feelings still find that their feelings frequently influence the decisions they make (Parsons and Taylor, 2011). Therefore, we may relate to individuals in a far more meaningful way if we can comprehend their feelings.

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For these genuine emotions, it is crucial to pay attention to nonverbal behavior (such as gestures, postures, vocal cues, and expressions). If we can identify someone's emotional state from their nonverbal behavior, we can more accurately predict the decisions they may make and, as a result, be better prepared to respond in the most effective way. We can use this information for our own benefit as well as the benefit of others (Thomas, 2012). For instance, if we can identify someone's conduct at an early stage of rage, we can take action to prevent a possibly unpleasant outcome. Or, in a classroom, you may provide assistance if you notice signs of a student's distress that they are unable to communicate.

There are micro-expressions, which can be spotted with observation and practice and also that can be controlled, in the initial stage of an emotional stimulation. Putting together the works of Charles Darwin, Duchenne, Ernst Huber, Robert Plutchik and Silvan Tomkins, two famous researchers Paul Ekman and Wallace V. Friesen found that there are seven emotions that human face can convey. They are:

1. Surprise
2. Fear
3. Disgust
4. Contempt
5. Anger

6. Happiness and

7. Sadness

Only by pinpointing the precise feeling can one choose the most appropriate & purposeful reaction. We can detect discomfort, intrigue, or enthusiasm by analyzing someone's bodily signals. That is the distinction between a layperson who uses common sense and someone who has emotional and social intelligence. For instance, it's critical to determine whether a student is angry, disgusted, or contemptuous when a teacher and students argue since different actions call for different responses from the teacher in each situation. Emotional & social intelligence is centered on one's capacity to adjust or improve their responses in behavioral situations.

2.3 Analysis and Interpretation

The question elicited responses from every student. The survey was organized with closed-ended questions and used a Likert scale with a maximum of five points. Due to the fact that the questionnaire was distributed in class and collected before the students left, all of them were returned. The majority of the students' questions were addressed, and their ages ranged from 18 to 20. Two components made up the questionnaire: 1. Personal information and 2. Variants of Student engagement.

Table 1: Variants of Student Engagement

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Do the teachers are committed towards their teaching	80%	20%			
2.	There should be ban on the use of mobile phones in the classroom.		50%	20%	30%	
3.	There should be a participative style of teaching & learning.		90%	10%		
4.	Content and the delivery of the subject matter increases the involvement.	70%	30%			
5.	Teaching should be aligned more with the practical aspects of learning.	90%				
6.	Simulation games must be introduced to improve the quality of teaching.	80%	20%			
7.	Assessment of student's capability (Slow learners & fast learners) must be done before delivering subject matter.	80%		20%		
8.	Teaching must be employment focused.	100%				
9.	Supportive nature of management encourages the engagement of students.	100%				
10.	Back to back classes somewhere affect the engagement of students.	100%				

2.4 Findings of The Survey

Result suggests that 'student engagement' can be improved through the involvement of teachers as well as supportive nature of management also encourages the engagement of students.

- 100% students agreed that they pay attention in the class but sometimes tiring & lengthy sessions and back to back classes were the major concern for their disengagement.
- 80% students pointed out that there must be bifurcation of 'slow learners & fast learners' because the one who are slow learners needs more explanation which becomes boring for rest of the students that leads to disengagement.
- 100% students agreed that teaching must be employment focused. Also 90% of students also showed their concern about the relevancy of the subject matter and focus on application based learning.
- 90% students agreed that teaching must be in participative style means there must be an open discussion on the topic so that all the students can provide their suggestions which leads to develop the creativity among students but 10% students were neutral on the issue.
- 50% of the students agreed that mobile phones should not be allowed during the sessions until and unless it is required because that distracts the mind of the students whereas 30% students disagree and 20% were not able to give their opinion on this issue.

3. CONCLUSIONS

Today's students require guidance on what has to be done and when. The most effective technique for a faculty to promote student involvement is by boosting their self-confidence. Their strengths and weaknesses must be

evaluated. The following discussion includes some recommendations for ensuring student participation. The entire analysis is founded on the previously mentioned discussion points as well as the student response that was gathered:

- Executing the concept of 'Emotional and Social intelligence': Through this idea, we can quickly establish a connection with our pupils and foster a sense of comprehension and belonging. While lecturing in the classroom, we must keep an eye on each student's comprehension level so that any necessary corrective action can be taken.
- Enhance students self- belief and allow them to work autonomously: It's crucial for pupils to believe in themselves as learners. They must have the belief that they are capable of learning, including how to overcome and grow from failure. Giving kids a say in their education fosters their confidence and dedication to learning. Students are more likely to be motivated, to participate, and to achieve when educational institutions give them opportunities to study independently as well as collaboratively and to grow in their sense of competence.
- Mentor Mentee session: With the use of these kinds of sessions, an effort can be made to increase student participation. Wherever it is necessary, slow learners can be inspired or trained. But to promote student involvement in these sessions, appropriate mentoring should be provided for that precise reason. Through effective mentoring, complaints from students about their lack of participation in class or other management-related difficulties can be gathered, and remedies must be given in accordance. But once more, for greatest success, the session needs to be well planned and carried out. Students must feel as though their questions and comments are being appreciated and taken into consideration because this will undoubtedly inspire them.

- Extra-Curricular activities: Students must engage in extracurricular activities in addition to their academic pursuits as a means of relaxation. In addition to these activities, sessions for students' personal development must be started. The student must have confidence in their ability to learn and succeed despite setbacks. As educators, we can help our students grow by developing and offering opportunities that will help them gain confidence. Also Giving students the chance to self-assess is the best approach to boost their engagement and help them better understand their personalities, strengths, and weaknesses. This will also help them advance their careers.
- Enabling simulation techniques: Role playing, case study methods, and brainstorming sessions can all be utilised to make the session engaging and dynamic. In addition, a variety of management games can be added to raise student interest. Activities that foster teamwork, communication, and decision-making should be incorporated into effective teaching since these will undoubtedly boost student involvement.

LIMITATIONS OF THE STUDY

This study is limited to only one institution and the analysis is done on the above discussed points as well as the feedback collected from the students of the institute. For further research, more educational institutions can be covered, and the study can be analyzed more effectively by including some more points.

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