

The Role of Emotional Intelligence in Students' Classroom Participation at the University Level

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Abstract

The emotional intelligence of students is important for all sorts of academic and social lives. This study investigated the relationship between students' Emotional Intelligence and their classroom participation which is the cornerstone of students' academic success. The objectives of this study were to investigate emotional intelligence and to find out the level of students' classroom participation and the relationship between emotional intelligence and their classroom participation. For this purpose, the hypotheses were formulated, and a quantitative correlation research design was adopted to conduct the study. The research population was all the students of BS at the University of Swat from which five department students were selected and a total sample of 104 students was collected data through a questionnaire. The questionnaire for data collection was comprised of 40 items, 30 items for measuring emotional intelligence, and 10 items to measure the classroom participation of students. The collected data were analyzed following descriptive and inferential statistics. The results obtained from the study showed that students have an average level of emotional intelligence, and they have enough classroom participation at the university level. Furthermore, there was a positive and strong correlation between students' emotional intelligence and their classroom participation. It was concluded that students' emotional level is of average level due to multiple factors including effective student relationships and the encouragement of teachers to participate in classroom learning activities which are positively linked with their emotional intelligence. The study recommends that teachers work on students' emotional development, provide a conducive learning environment, provide proper care and training at home, and welcome their suggestions and opinions. This will enhance their emotional intelligence level and lead to effective classroom participation, ensuring the success of their learning.

Keywords: Emotional Intelligence; Classroom Participation; University Level

Introduction

Human beings are complex creatures among the whole creature, there are a lot beyond their physical outlook, and there are brains, intellect, and emotions that make them unique. According to Ekman (2019), six types of emotions include; *happy, sad, fear, anger, disgust, and wonder*. All these emotions are important for human beings and these emotions are the foundation of human feeling in different situations. According to Aristotle to be angry at the right time, at the right person and right level is not a bad emotion but it needs training and education. The use of emotions intelligently can make a significant contribution to the life of human beings. Therefore, it was Daniel Goleman who worked on the concept of emotional intelligence. According to psychologists, there are different types of intelligence and emotional intelligence is one among all those types. It is taken into consideration crucial for plenty purposes, however in advance emotional intelligence changed into utilized by Mayer (2004), to display one's very own and others' emotion and emotions, differentiate among them, and use these statistics to manual one's questioning used and described because the capacity to apply for actions. Likewise, according to Bradberry (2009), the functionality to understand and recognize feelings in oneself and others, in addition to the functionality to apply this alertness to adjust one's conduct and relationships known as emotional intelligence. According to Kumar (2019), emotional intelligence is the functionality to discover our very own emotions and others, encourage ourselves, and correctly control feelings in ourselves and our relationships. According to Goleman (1998), emotional intelligence refers to abilities that are remote from instructional intelligence or they simply cognitive skills evaluated with the aid of using intelligence quotient, however are complimentary to them. According to Mayer (1997), emotional intelligence is described because of the potential to get

admission to and generate feelings to recognize feelings, assist questioning, recognize feelings and emotional statistics, and adjust feelings reflectively to grow emotional and highbrow improvement.

Types of Emotional Intelligence

In 1997, the full four-branch model was published, which significantly improved and clarified the concept (Mayer & Salovey, 1997). What Are the Four Branches of the Tree?

The first, and maximum essential, thing issues the non-verbal reaction and expression of feelings. According to evolutionary scientists and psychologists, emotional expression is created as a shape of essential social conversation in animal species. The human facial expressions of *happiness, sadness, anger, and horror* had been normally known. According to emotion experts, evolutionary biologists, nonverbal behaviorists, and others have organized massive tendencies in our information of the way people stumble on specific feelings. The cap potential to efficiently study the feelings of others of their faces or voices is an essential first step closer to a deeper expertise of feelings. The second vicinity seemed exactly similar to the first. It has become the cap capacity of emotions to infiltrate the gadget of expertise and to persuade and stimulate questioning. For example, Cognitive scientists have stated that emotions take superiority over questioning. Put it a few different ways, something that triggers an emotional response is something that gets our attention. As a result, having a sturdy emotional input gadget should help guide questioning inside the course of troubles which may be surely important. As a few different examples, many educators have claimed that superb varieties of creativity require the presence of emotions. Mood swings and proper moods, for example, are related to the cap capacity to anticipate creatively.

Understanding Emotion

Happiness, for example, normally shows a need to be with distinct people. Anger, on the opportunity hand, is a need to attack or injure others. On the opportunity hand, fear; the need to run away, etc. Each emotion has its private set of ability messages and actions that go along with it. For example, an angry message also can moreover show that the sender believes he or she has been treated unfairly. Anger, in turn, can be connected to severe actions, in conjunction with organizing peace, attacking, seeking out revenge and revenge, or taking flight to calm down. A critical part of this skill set is the ability to recognize emotional messages and the actions that go along with them. Once a person can find out such messages and possible behaviors, the ability to reason on those emotional messages and actions becomes critical.

Managing Emotions

Finally, emotions can often be controlled. One desires to be alert to the manner emotions transfer information. One also can moreover pick to be open to emotional gestures as long as they'll be now not too painful, and can clear out subjects that may be too much, as long as it is deliberately underneath control. To promote one's very personal and others' non-public and social goals, it will become feasible to put together and control one's very personal and others' emotions interior one's very personal emotional comfort zone. Over the decades, there has been a growing body of research into emotional self-control techniques and methods. (John D. Mayer, 1997).

Factors Affecting Emotional Intelligence

According to Goleman (1995), emotional intelligence is stricken by 5 elements. These encompass *self-popularity, self-control, social skills, empathy, and drive*. He moreover stated how communication impacts all of these things. The first one is that Self-popularity is the potential to select out and understand emotions, and further understand how one's and special human being's behavior, mood, and emotions have an impact on oneself. This includes being able to show emotions and apprehend specific emotional responses, further to being able to apprehend emotions nicely. Acknowledging how we experience and what we do are connected, further to being aware of our non-public strengths and limitations, are all part of self-popularity. Self-popularity is about accepting new research and ideas, and further to gaining knowledge from social interactions. The 2nd one is Self-regulation Right expression of emotions is a part of emotional intelligence. Adaptation, tackling change, and managing conflicts are all examples of self-discipline. As nicely as reducing stress or unpleasant situations, it is

also aware of how one's actions have an impact on others and taking responsibility for them the 3rd Social skill is this issue of emotional intelligence refers to how nicely you interact with others. It uses our information of our private and others' feelings to speak and interact with others on an everyday basis. Active listening, vocal communication skills, non-verbal communication skills, leadership, and building harmony are all examples of social skills The 4th one is Empathy is defined due to the fact the potential to understand how others are feeling. This issue of emotional intelligence lets a person answer special people efficaciously by identifying their feelings. It lets people discover power dynamics which may be observed in all social interactions, but significantly in administrative center interactions. Empathy entails an in-depth popularity of power dynamics and the manner they have an impact on feelings and behavior, further to the potential to apprehend times in which power dynamics are at play further in line with Goleman the very last effect of emotional intelligence is motivation Intrinsic motivation is stated even as motivation is considered a component of emotional intelligence. Intrinsic motivation refers to a person's preference to satisfy his or her private needs and goals alternatively to being induced through outdoor factors consisting of money, fame, or popularity. By being engrossed in an activity, people who are induced experience an experience of 'flow.' They are more likely to be goal-oriented and to take action. These people are driven by a preference to be successful and are continuously looking for techniques to better. They're moreover more likely to be committed and proactive. The 5th one is to drive the inner drive to accomplish objectives and keep a cheerful outlook in the face of difficulties. This promotes tenacity and dedication to both professional and personal growth. Boost focus and positivity despite a hectic schedule. Encourages goal-setting and self-improvement while fostering a growth mentality. This modified right into a quick examination of the five elements of Emotional Intelligence: self-popularity, self-regulation, social skills, empathy, and motivation or Drive (Goleman,1995). Emotional intelligence, inside the lecture room, is an organization stage assembled primarily based totally on organization members' subjective emotional studies. These shared studies make contributions to the improvement of hard and fast behavioral requirements that manual emotional experience (Wolff, 2006). Understanding motivation and gaining knowledge of styles among college students calls for expertise of feelings inside the classroom (Ramirez, 2011).

Statements of the problem

Mostly in academic systems, attention is given to students' highbrow and memory aspects. A little hobby is paid to the emotional intelligence in a lecture room or magnificence participation. Therefore, the existing observation seems to aim to find out the student's emotional intelligence and their schoolroom participation in many of the university degree students.

Research objective

1. To Investigate the relationship between emotional intelligence and classroom participation among university students
2. To Identify the level of emotion and classroom participation among university-level students
3. To Find out the relationship between emotional intelligence and classroom participation among university-level students

Research hypothesis

The students face a lot of psychological problems which affect the student's academic life. This research investigates emotional intelligence and classroom participation among the level of university students and also finds the relationship between student's emotional intelligence and classroom participation among university students.

Delimitation of the Study

The researcher delimited the study to the University of Swat due to a lack of resources and financial issues. The researcher further delimited the study to some specific departments of the University of Swat because the total population of the university is 6031 the researcher couldn't collect data from all of them for this purpose the researcher further delimits the study to more some specific department

which includes the department of Psychology, zoology, chemistry, microbiology, and journalism department are selected for the data collection.

Research Design

In previous literature studies the scholar used the quantitative nature of design because the data collection of the study was statistical also the researcher found out the result statistically, using the quantitative design research. That's why the Quantitative design is suitable for this study.

Research population

The researcher selects the University of Swat for the data collection, the total population of the University of Swat is 6031 in 35 program degree. However, the researcher selected the 1 degree program for the pilot study which was selected from the social sciences in five programs for actual study to the applied science.

Sample and Sampling Technique

The population of the study was delimited to five department students of the University of Swat which include; 1. Psychological Studies Department 2. Zoology department 3. Chemistry Department 4. Journalism department 5. Micro Biology from all these departments a total number of respondents 160 were selected through simple random sampling techniques. However, only 104 students filled out the questionnaires. So, therefore, the total number of the sample group respondents was 104 BS students.

Data Collection Tool

The researcher collected data through a questionnaire which included 40 items to measure the emotional intelligence and classroom participation among the university students. The emotional intelligence participation items were 40 and to find out the result. The scale of emotional intelligence and classroom participation was Denial Goldman's scale. Through these scales, the researcher found the relationship between emotional intelligence and classroom participation among university students. For the emotional intelligence scale, the option includes (5) strongly agree (4), agree, (3) undecided (2), disagree (1) strongly disagree. For the classroom participation scale, the options include (5), Always (4), frequently (3), some-time (2), rarely (1) Not at all.

Reliability and Validity

The researcher finds the data through a pilot study to check the reliability and co-efficient of the data collection scale. The reliability coefficient of the data collection scale of emotional intelligence and classroom participation for questionnaire α value = .730 which was acceptable for the social applied science according to Giraffe (2012). Therefore, the questionnaires were trusted and were administered to the sample group respondents. The researcher checked the validity of the data collection scale through Dr. Nasir Ahmad who checked the validity of the scale and passed out the scale to start the collection of data to the students.

Data Analysis

The data were collected through a self-developed questionnaire and were analyzed with the support of SPSS version 26. Initially, the demographic information was analyzed followed by descriptive and inferential statistics. Analysis and results are followed.

Table 4.1 Representation of male and female respondents in the sample group

		Frequency	Percent	Valid Percent
Valid	Male	57	54.8	54.8
	Female	47	45.2	45.2
	Total	104	100.0	100.0

Table 4.1 revealed the gender-wise details of the sample group participants. According to the above table, 57 respondents were male and 47 respondents were female. The percentage of male respondents was 54.8% and for females, it was 45.2%. Therefore, it was concluded that the majority of the study respondents were male having 54.8% representation.

Table 4.2 Program-wise details of the study participants

S no	Department	Frequency	Percent	Valid Percent	Cumulative Percent
1	Psychology	35	33.7	33.7	33.7
2	Zoology	6	5.8	5.8	39.4
3	Chemistry	12	11.5	11.5	51.0
4	Microbiology	39	37.5	37.5	88.5
5	Journalism	12	11.5	11.5	100.0
	Total	104	100.0	100.0	

Table 4.2 displays the program-wise details of the respondents. According to the above table, the frequency of the respondent of Psychology was 35 in the given study. The percentage of Psychology was 33.7% the valid present was also the same at 33.7% and the cumulative percent of Psychology was 33.7%. The second department was Zoology in the given study which the frequency of the respondent was 6 in which the percentage of the Zoology was 5.8%, the valid percentage was also 5.8% and the cumulative percentage of the BBA was 39.4%. The third department was chemistry in which the frequency of the respondents was 12. The percentage of chemistry was 11.5, the valid percentage was also the same 11.5% and the cumulative percentage was 51.0%. The 4th department was Micro biology in which the frequency of the respondents was 39, the percentage of Microbiology was 37.5% the valid percentage was also the same 37.5% and the cumulative percentage of Microbiology was 88.5%. The final program-wise detail of the respondent to the above table was Journalism in which the frequency of the respondent was 12 the percentage of Journalism was 11.5% the valid percentage was also the same 11.5% and the cumulative percentage was 100%.

Therefore it was concluded the high-frequency respondent department was Micro biology in which the frequency of the respondents was 39 the percentage was 37.5% and the cumulative percentage was 88.5%. The lowest frequency department was Zoology in which the frequency of the respondent was 6 the percentage was 5.8% and the cumulative percentage was 39.4%. (Table 4.2)

Table 4.3 Students' responses on the first five components of Emotional Intelligence

S No	Statements	Mean	Std. Deviation
1	I realize immediately when I lose my temper	4.5192	4.02174
2	I know when I am happy.	4.5288	.68204
3	I know when I am stressed	4.1346	1.02453
4	When I am being 'emotional' I am aware of this	3.9327	1.08175
5	When I feel anxious I know the reason(s)	3.8173	1.06820

Table 4.3 intimate the responses of students on emotional intelligence aspects. Item number 1, 2, and 3 mean scores of 4.51, 4.52, and 4.13, with SD 4.021, .682, and 1.024, showed that respondents were strongly agreed that they realize immediately when they lose their temper, know that when they happy, they know that when they are in stress. However, items no 4 and 5 mean scores of 3.93, and 3.81 with SD 1.081, and 1.068 reflected that they agreed when they get emotional they are aware of this, and when they feel anxious they know the reason for this.

The results of the mean score of the first three items were in the range of 5.0 to 4.51 showing the majority of the respondents' emotional intelligence as when they realize when they lose their temper, they know that when they are happy, they know that when they are stressed. (Table 4.3)

The mean scores of the 4, and 6 items are 3.93, and 3.81 reflected that the respondents are emotional they are aware of this, and when they feel anxious they know the reason for this. (Table 4.3)

Table 4.4 Students' responses on the other five components of Emotional Intelligence

S No	Statements	Mean	Std. Deviation
6	I know when I'm being unreasonable	3.5096	1.12341
7	Awareness of my own emotions is very important to me at all times	4.0481	1.09171
8	I can tell if someone has upset or annoyed me.	3.9904	.99020
9	I can let anger 'go' quickly so that it no longer affects me	3.5673	1.18046
10	I know what makes me happy	4.1827	.93232

Table 4.4 intimate the responses of students on emotional intelligence aspects. Item numbers 6, 7, 8, 9, and 10 mean scores of 3.50, 4.048, 3.99, 3.56 with SD 1.123, 1.091, .990, 1.180 showed that respondents agreed that they know when they are being unreasonable, aware emotions are very important to him all the times, they can tell when someone has upset, let the anger go quickly so that it no longer affects him. However, item number 10 mean score of 4.182 with SD .9323 shows that were strongly agreed that they know what makes them happy. The results of the mean score of given items number 6, 7, 8, and 9 were in the range of 4.0 to 3.51 to showing the majority of the respondents agreed that they know when they are being unreasonable, aware emotions are very important to him all the times, they can tell when someone has upset, let anger go quickly so that it no longer affect (Table 4.6) The mean score of the given item number 10 were in the range of 5.0 to 4.51 shows that the respondents were strongly agreed that they knows that what makes him happy. (Table 4.4)

Table 4.5 Students' responses on the other five components of Emotional Intelligence

S No	Statements	Mean	Std. Deviation
11	I can 'reframe' bad situations quickly	3.5673	1.21291
12	I do not wear my 'heart on my sleeve'	3.3365	1.23548
13	Others cannot tell what kind of mood I am in	3.7500	1.23658
14	Other people can manipulate me	3.1538	1.14713
15	Difficult people do not annoy me	3.5577	1.22139

Table 4.5 intimate the responses of students on their Emotional Intelligence aspects. Item numbers 11, 12, 13, 14, and 15 mean scores of 3.56, 3.33, 3.75, 3.15, 3.15, and 3.55 with SD 1.212, 1.235, 1.236, 1.147, and 1.221 showed that respondents were agreed that they can reframe bad situation quickly, not wear my heart on my sleeve, other cant says that in which mood I am in, others can manipulate him, difficult people cannot annoy him.

The results of the mean score of given items were in the range of 4.0 to 3.51 showing the majority of the respondents agreed that they can reframe bad situations quickly, not wear their heart on their sleeve, others can say that in which mood I am in, others can manipulate him, difficult people cannot annoy him. (Table 4.5)

Table 4.6 Students' responses on the other five components of Emotional Intelligence

Statements	Mean	Std. Deviation
16 I can consciously alter my frame of mind or mood	3.7115	1.04902
17 I do not let stressful situations or people affect me once I have left work	3.6635	1.20364
18 I rarely worry about work or life in general	3.3846	1.36038
19 I can suppress my emotions when I need to	3.6731	1.26524
20 Others often do not know how I am feeling about things	3.8173	1.11272

Table 4.6 intimate the responses of students on their emotional intelligence aspects. Items number 16, 17, 18, 19, and 20 mean scores of 3.71, 3.66, 3.38, 3.38, 3.67, and 3.81 with SD 1.049, 1.203, 1.360, 1.265, and 1.112 showed that respondents were agreed that they can consciously after my frame of mind, people affect me I have left work, they rarely worry about work or life in general, can suppress his emotion when they need to, other can't know when they feel about some things.

The results of the mean score of the items of 16-20 Emotional Intelligence were in the range of 4.0 to 3.51 showing the majority of the respondents agreed that they can consciously after my frame of mind, people affect me I have left work, they rarely worry about work or life in general, can suppress his emotion when they need to, other can't know when they feel about some (Table 4.6)

Table 4.7 Students' responses on the other five components of Emotional Intelligence

S NO	Statements	Mean	Std. Deviation
21	I can motivate myself to do difficult tasks	4.0481	1.14383
22	I can prioritize important activities at work and get on with them	3.7212	1.15293
23	I always meet deadlines	3.3462	1.30547
24	I never waste time	3.3942	1.29539
25	I do not prevaricate	3.6154	1.13469

Table 4.7 intimate the responses of students on their emotional intelligence aspects. Items number 21, 22, 23, 24, and 25 mean scores of 4.048, 3.721, 3.346, 3.394, 3.615 with SD 1.143, 1.1520, 1.305, 1.295, and 1.134 showed that respondents agreed that they can motivate himself to do difficult tasks, Important activities at work and get on with them, the always meet deadlines, they never waste time, they can't prevaricate. The results of the mean score of the items of 20-25 Emotional Intelligence were in the range of 4.0 to 3.51 showing the majority of the respondents agreed that they can motivate themselves to do difficult tasks and important activities at work and get on with them, the always meet deadlines, they never waste time, and they can't prevaricated (Table 4.7)

Table 4.8 Students' responses on the last five components of Emotional Intelligence

S No	Statements	Mean	Std. Deviation
26	I believe you should do the difficult things first	3.7596	1.23458
27	Delayed gratification is a virtue that I hold to	3.7404	1.12341
28	I believe in 'Action this Day'	3.7981	1.10057
29	I can motivate myself even when I feel low	3.8942	1.26888
30	Motivation has been the key to my success	4.1923	1.15814

Table 4.8 intimate the responses of students on their emotional intelligence aspects. Item number 26, 27, 28, and 29 mean scores of 3.75, 3.74, 3.79, and 3.89 with SD 1.234, 1.123, 1.100, 1.268 showed that respondents agreed that they should do the difficult things first, gratification is a virtue that I hold to, believe in action this day, motivate himself even when they feel low.

However, item number 30 mean score was 4.192 with SD 1.158 reflecting that they strongly agree that motivation has been the key success to.

The results of the mean score of the first five items were in the range of 4.0 to 3.51 showing the majority of the respondents agreed that they should do the difficult things first, gratification is a virtue that I hold to, believe in action this day, and motivate himself even when they feel low. (Table 4.10)The items no 30 mean score of 4.192 with SD 1.158 reflected that they strongly agree that motivation has been the success to him. (Table 4.8)

Table 4.9 Students' responses on the first five components of classroom participation

S No	Statements	Mean	Std. Deviation
1	I ask questions during the teaching-learning process	3.8077	1.26243
2	I ask questions from my teachers to generate discussion.	3.7308	1.24815
3	I like to discuss the difficult concepts of learning in the classroom	3.8462	1.22885
4	I like to listen to the questions and queries of classroom fellows and teachers	4.0000	1.20678
5	I like to give answers with justification and not the discussion ends	3.8654	1.29268

Table 4.9 intimate the responses of students on their classroom participation aspects. Items number 1, 2, 3, 4, and 5 mean scores of 3.807, 3.730, 3.846, 4.000, 3.865 with SD 1.242, 1.248, 1.228, 1.206, and 1.292 showed that respondents were frequently that they can ask question during the learning process, ask questions from teachers to generate discussion, to discuss the difficult concepts of classroom learning, to listen the questions of classroom fellows and teachers, to give answers with justification and not the discussion ends.

The results of the mean score of the items of 1-5 classroom participation were in the range of 4.0 to 3.51 showing the majority of the respondents frequently that they can ask questions during the learning process, ask questions from teachers to generate discussion, discuss the difficult concepts of classroom learning, to listen the questions of classroom fellows and teachers, to give answers with justification and not the discussion ends (Table 4.9)

Table 4.10 Students' responses on the last five components of classroom participation

S No	Statements	Mean	Std. Deviation
6	I like to participate in classroom discussions either generated by class fellows or teachers	3.9135	1.22364
7	My teachers provide opportunities to students for active participation in class	3.8269	1.16953
8	When I am in class, I participate in classroom activities	4.0096	1.12772
9	I pay keen attention to classroom teaching	4.0673	1.15131
10	When I am in the classroom, I just act like I am working	3.6154	1.38162

Table 4.10 intimate the responses of students on their classroom participation aspects. Items number 6, 7, 8, 9, and 10 mean scores of 3.913, 3.826, 4.009, 4.067, 3.615 with SD 1.223, 1.169, 1.127, 1.151, and 1.381 showed that respondents were frequently that they like to participate in classroom discussion with class fellows and teachers, teachers provide opportunities for active class participation, they participate in classroom activities, pay teen attention to classroom teaching, in-class classroom they just act like they are working.

The results of the mean score of the items of 6-10 Classroom participation were in the range of 4.0 to 3.51 showing the majority of the respondents frequently like to participate in classroom discussion with class fellows and teachers, teachers provide opportunities for active participation in class, they participate in classroom activities, pay teen attention to classroom teaching, in-class classroom they just act like they are working (Table 4.10)

Table 4.11 Students' relationship between Emotional Intelligence and classroom participation

		Emotional Intelligence	Classroom Participation
Emotional Intelligence	Pearson Correlation	1	.513**
	Sig. (2-tailed)		.000
	N	104	104
Classroom Participation	Pearson Correlation	.513**	1
	Sig. (2-tailed)	.000	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

The above table shows the relationship between students' emotional intelligence and their classroom participation. The r value of emotional intelligence was .513 and the sig value of .000 showed that there is a strong correlation significant relationship between the two variables of this study. Furthermore, in the above study the relation of classroom participation the R-value of classroom participation of .000 and the sig value of .513 of the two variables therefore it was concluded that students have a strong correlation between emotional intelligence and their classroom participation at the university level.

Table 4.12 Students' relationship between Emotional Intelligence and classroom participation

		Emotional Intelligence	Classroom Participation
Emotional Intelligence	Pearson Correlation	1	.513**
	Sig. (2-tailed)		.000
	N	104	104
Classroom Participation	Pearson Correlation	.513**	1
	Sig. (2-tailed)	.000	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

The above table shows the relationship between students' emotional intelligence and their classroom participation. The r value of emotional intelligence was .513 and the sig value of .000 showed that there is a strong correlation significant relationship between the two variables of this study. Furthermore, in the above study the relation of classroom participation with the R-value of classroom participation of .000, and the sig value of .513 of the two variables therefore it was concluded that students had have strong correlation between emotional intelligence and their classroom participation at the university level.

Research findings

The majority of the study respondents were male having 54.8% representation as compared to female 45.2%. (Table 4.1)

1. The high-frequency respondent department was microbiology in which the frequency of the respondent was 39. The percentage was 37.5% and the cumulative percentage was 88.5%. Table (4.2)
2. The lowest frequency department was chemistry in which the frequency of the respondents was 6. The percentage was 5.8% and the cumulative percentage was 39.4%. Table (4.2)
3. The majority of the participants of the study age wise frequency 20-22. The percentage was 62.5 and the cumulative percentage was 62.5%. Table (4.3)
4. The participants of the study with the lowest age 20-26 was 39 the percentage was 37.5 and the cumulative percentage was 37.5%. Table (4.3)
5. Program-wise details the total population was BS 104. In which the percentage of the participants was 100.0 the cumulative percent is also the same as 100.0 (Table 4.4)
6. The majority of the respondent's emotional intelligence is when they realize when they lose their temper, they know that when they are happy, they know that when they are stressed. (Table 4.5)

7. Items number 4, and 6 items are 3.93 and, 3.81 reflecting that the respondents being emotional they aware of this, when they feel anxious they know the reason for this. (Table 4.5)
8. Items number 6, 7, 8, and 9 were in the range of 4.0 to 3.51 showing the majority of the respondents were agreed that they know when they are being unreasonable, aware emotions are very important to them all the time, they can tell when someone has upset, let the anger go quickly so that it no longer affects (Table 4.6)
9. Item number 10 was in the range of 5.0 to 4.51 showing that the respondents strongly agreed that they know what makes them happy. (table 4.6)
10. The students' mean scores of given items were in the range of 4.0 to 3.51 showing the majority of the respondents agreed that they can reframe bad situations quickly, and not wear their heart on their sleeve, others can't say that in which mood I am in, others can manipulate him, difficult people cannot annoy him. (Table 4.7)
11. The students' mean scores of the items of 16-20 Emotional Intelligence were in the range of 4.0 to 3.51 showing the majority of the respondents agreed that they can consciously after my frame of mind, people affect me I have left work, they rarely worry about work or life in general, can suppress his emotion when they need to, other can't know when they feel about some (Table 4.8)
12. The students' mean scores of the items 20-25 Emotional Intelligence were in the range of 4.0 to 3.51 showing the majority of the respondents agreed that they can motivate themselves to do difficult tasks and important activities at work, and get on with them, the always meet deadlines, they never waste time, they can't prevaricate (Table 4.9)\
13. The last four items of Emotional Intelligence mean score were in the range of 4.0 to 3.51 showing the majority of the respondents agreed that they should do the difficult things first, gratification is a virtue that I hold to, believe in action this day, and motivate himself even when they feel low. (Table 4.10)
14. Item no 30 mean score of 4.192 with SD 1.158 reflected that they strongly agree that motivation has been a success for him. (Table 4.10)
15. In the first five items of classroom participation, The mean scores 3.8077, 3.7308, 3.8462, and 4.0000 showing the majority of the respondents frequently that they can ask questions during the learning process, ask questions from teachers to generate discussion, discuss difficult concepts of classroom learning, to listen to the questions of classroom fellows and teachers, to give answers with justification and not the discussion ends (Table 4.11)
16. The last five items of the classroom participation showed the majority of the respondents frequently that they like to participate in classroom discussion with class fellows and teachers, teachers provide opportunities for active participation in class, they participate in classroom activities, pay teen attention to classroom teaching, in-class classroom they just act like they are working (Table 4.11)

Conclusions

Based on the above findings of the study the following conclusions were drawn;

The majority of the students realized that they were losing their temper emotionally all of the time they were known, whether they were happy or sad, or if they were stressed. Similarly, they were emotionally anxious because they did not know the reason for the problem.

In the above study majority of the respondents agreed that they were aware emotion is very important all the time when someone was upset they did not tell him anything time the anger was not too longer affected and all the time they knew what they could make happy similarly they were reframed bad situation quickly, Whenever bad situation can be faced they were handle all the time.

The majority of the students with emotional intelligence could not be motivated in a difficult task similarly when they were getting important activities they were always in a high mood decline they were never a time in any situation when they did any work and all the time motivation can encourage them with the success.

The majority of the students in the classroom participating in the above study were asked questions when the teacher giving a lecture or any learning process to generate the discussion to gain more information about the topic, to discuss more difficult concepts about the given topics, and all the time listing the question of student and teacher carefully and also justified the question for the purpose to improve the knowledge.

The last item of classroom participation the majority of the students would like classroom participation i.e. discussion, and debits, with their classmates and teachers

All of the time the teacher provides the opportunity for the student to participate in the classroom activity similarly the students pay attention to the classroom activity to improve better knowledge.

Recommendations

Based on the conclusions of the study the following recommendations were made for different stakeholders of the findings of this study;

1. The teachers are recommended to orient the students about different emotions including, fear, happiness, wonder, disgust, etc. with the purpose of understanding and using these emotions effectively. Through classroom discussions and life-related actual situations.
2. The teachers are further recommended to appreciate the efforts of students to work for the high morale of students this will enable them to work on their own emotions.
3. Likewise, parents are also recommended to provide a congenial atmosphere at home so that the emotional development of children may properly take place. In this regard taking suggestions and opinions from them in family matters would be more effective.
4. Teachers may also try to create more opportunities for students' classroom participation and may help them with effective classroom participation.
5. Working on trust, motivation, and real-life relevance may be productive in this regard.

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