

RELATIONSHIP BETWEEN STUDENT PSYCHOLOGICAL CONTRACT FULFILLMENT AND EMOTIONAL INTELLIGENCE

Abstract

Psychological contract theory is a framework for understanding the expectations and obligations that exist between individuals and organizations. In the context of education, students have certain expectations about what they will receive from their education, such as high-quality instruction, a supportive learning environment, and opportunities for personal growth.

Organizations, on the other hand, have certain expectations of their students, such as academic achievement, responsible behavior, and contributions to the campus community. When students' expectations are met, they are more likely to feel that their psychological contract has been fulfilled. This can lead to a number of positive outcomes, such as increased satisfaction with their education, improved academic performance, and stronger commitment to their institution. Emotional intelligence is the ability to understand and manage one's own emotions, as well as the emotions of others. It is a complex construct that includes a number of skills, such as self-awareness, self-regulation, empathy, and social skills.

There is a growing body of research that suggests that emotional intelligence is linked to a number of positive outcomes, such as academic success, job performance, and mental health. In the context of education, emotional intelligence can help students to cope with stress, manage difficult emotions, and build positive relationships with their teachers and peers.

Keywords: Understanding Emotions, Psychological Contract, Managing Emotions, Feelings, Weakness.

Author

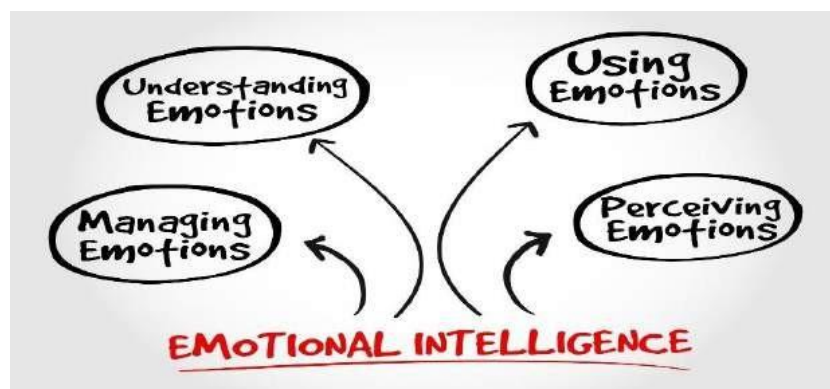
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I. INTRODUCTION

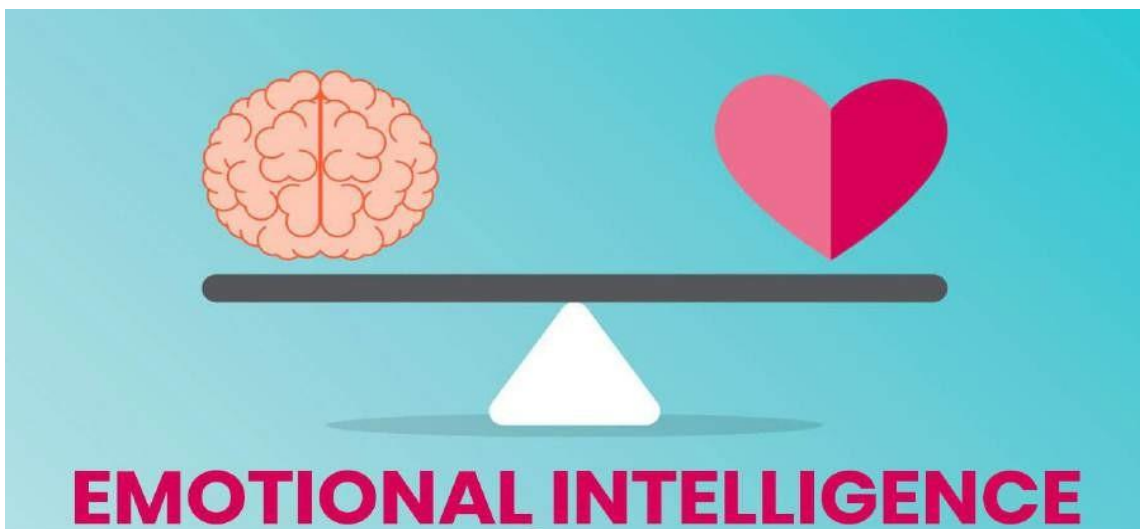
EI is described as the perception, evaluation, and management of emotions in yourself and others. It is a concept that tries to connect both emotion and cognition and metacognitive processes. Nowadays, working environments are more demanding and competitive due to a world economy which becomes more global with the mass influx of information and new technologies. The competition and demands that leaders and managers face today is intense and the excellence they need to succeed in their organizations hinges on learning and teamwork, as well as good intrapersonal and interpersonal relationships. As a set of significant abilities, EI is attractive to HR specialists because it provides a framework of skills, which preexist, and are responsible for behaviors considered to help people be successful and effective at work. Emotionally intelligent organizations can tap the talents of their workforce and tackle challenges more effectively. Managers and employees must be able to cooperate, to positively influence others and find faster and creative ways to accomplish tasks. Research shows that emotions, properly managed, can lead to trust, faith and commitment. Productivity, innovations, success as individuals, groups, or organizations can take place in such a context where EI plays a crucial role.

Reynolds and Vince (2004) comment on the centrality of emotion in the workplace: “Every organization is an emotional place because it is a human invention, serving human purposes and dependent on human beings to function... Emotion is what creates and sustains a system in its current form. Individuals and groups continually organize themselves both on the basis of their emotional responses to organizational issues and on the basis of avoiding emotion”. In a company or an organization leaders and employees should have emotional skills beyond technical ones. Leaders with EI can better understand their employees, create friendlier and more accessible working environments, solve problems and make decisions based on having more self-management and self-control.

It is highly probable that the performance of the company will grow under these conditions. Leaders with EI will be an inspiration, and will be able to transmit their thoughtfulness to their employees making them feel more efficient, happier and satisfied at work. Moreover, employees who have EI have better social awareness and social management skills; can be integrated into a group, and show greater performance results. Furthermore, they exhibit greater satisfaction, and the ability to manage stress.



Many people misinterpret their own emotional reactions, fail to control emotional outbursts, or act strangely under various pressures, resulting in harmful consequences to themselves, others, and society. Other people have a greater ability to perform sophisticated information processing about emotions and emotion-relevant stimuli and to use this information as a guide for their own thoughts and behaviors and for others, in general. Emotional intelligence (EI) is of great interest to scientists and researchers. Studies, from the past till today, continue to be made about the nature of emotional intelligence, its measurement, its structure, its positive and negative effects, and its relationship to many research fields. Its influence on daily life in the short and long-term is important as well. Intellectual ability is significant to succeed in everyday life within many different sectors.



Intelligence is an important aspect of the mind that includes a lot of cognitive abilities such as one's abilities in logic, planning, problem-solving, adaptation, abstract thinking, understanding of ideas, language use, and learning. However, there are some other important components that contribute to the success including social capabilities, emotional adaptation, emotional sensitivity, empathy, practical intelligence, and incentives. EI also focuses on the character and aspects of self-control, such as the ability to delay pleasures, the tolerance to frustrations, and the regulation of impulses (ego strength). Emotional intelligence also speaks to many areas of the psychological sciences—for example, the neuroscience of emotion, the theory of self-regulation, and metacognition—as well as the search for human cognitive abilities beyond what is traditionally known as academic intelligence.

II. LITERATURE REVIEW

- 1. Influence of Psychological Contract Fulfillment on Job Outcomes:** A case of the academic sphere in Jordan. Hammour et al. (2022): Explored psychological contract fulfillment's impact on academic employees in Jordan, uncovering its positive effects on satisfaction and productivity while negatively affecting turnover.
- 2. Role of Psychological Contract Breach and Violation in Generating Emotional Exhaustion:** The Mediating Role of Job Procrastination Abbas, Al Hasnawi, & Hurajah (2019): Examined psychological contract breach's consequences on emotional exhaustion among daily-wage employees, revealing its direct impact mediated by job procrastination.

3. **The Effects on the Perception of Alienation of Breach of Psychological Contract Occurred due to the Emotional Witlessness: Fettahlioglu & Afsar (2016):** Investigated psychological contract breaches and their effect on alienation, emphasizing the role of emotional intelligence in these occurrences.
4. **Relationship of Emotional Intelligence with Transformational Leadership and Organizational Citizenship Behavior: Singh & Modassir (July 2007):** Explored emotional intelligence's correlation with transformational leadership and organizational citizenship behavior, emphasizing its role in enhancing positive outcomes.
5. **Effects of Psychological Contract on Organizational Citizenship Behavior: The Mediating role of Professors' Emotional Labor Strategy: Xuan & Park (2012):** Studied the effects of psychological contracts on organizational citizenship behavior among professors, proposing a framework involving emotional labor strategy as a mediator.
6. **Communication and Participation as Antecedents of Affective Commitment and a Mediating Role of Psychological Contract Fulfillment: Neraasen (November 2016):** Explored HRM practices' impact on employees' psychological contract fulfillment and affective commitment, emphasizing communication practices' positive influence.
7. **Psychological Contract and Knowledge Sharing among Academicians: Mediating Role of Relational Social Capital: Abdullah & Hamzah (July 15, 2011):** Investigated the role of relational social capital in mediating psychological contract effects on knowledge sharing, highlighting the importance of trust and collaboration.
8. **When the Nature of Employment Matters in the Employment Relationship: A Cluster Analysis of Psychological Contracts and Organizational Commitment in the Non-Profit Sector: McDermott & Heffernan (January 8, 2015):** Explored psychological contracts and organizational commitment among non-profit sector employees, emphasizing their crucial role in understanding employee attitudes.
9. **Psychological Contract Breach and Feelings of Violation-Moderating Role of Age-Related Difference: Sharif, Abdul Wahab, & Sarip (2017):** Explored age-related differences in the perception of psychological contract breach and its impact, highlighting age as a moderator affecting breach outcomes.
10. **Psychological Contract Breaches and its Impact on Employee Turnover Intention and Job Satisfaction: Ahmad & Khan (November 10, 2015):** Investigated psychological contract breaches' impact on turnover intention and job satisfaction, underlining the importance of employee retention in competitive environments.

III. RESEARCH METHODOLOGY

1. **Statement of Research:** The statement of this research is how emotional intelligence is important for any human being especially the college students or the students who have started their career as fresher's. As a student all has some expectance from their college and their expectance has been met or not. If their expectance is not met then how they

react on the particular situation. EI also helps the students whose expectance doesn't have met. It helps students to motivate other students. EI also helps the people to motivate other people who are filling low as they put them self in the situation of other people.

2. Research Objective

- Investigating the relationship between the students' psychological contract fulfillment and emotional intelligence
- Examine the influence of demographic factors on the relationship between student psychological contract fulfillment and emotional intelligence:
- The objective is being to investigate whether cultural variables, such as collectivism or individualism, influence the association between psychological contract fulfillment and emotional intelligence among students.

3. Research Design: The research design serves as a blueprint for data collection, measurement, and analysis. The 'Descriptive Research Design' is used in this study.

4. Sampling Plan Sample Size: 305 Sampling Units: Sampling units include all the college students and the students who have started their career as fresher's.

- **Sampling Technique:** The sampling method utilized is a non-probability "Convenience Sampling method," which collects data from individuals of the population who are readily accessible to participate in the study.

5. Types of Data Primary Data: Primary data collected through Questionnaire. In our research Questionnaire is main instrument for collecting data.

- **Secondary Data:** Secondary data was gathered from numerous journals, magazines, and websites available on the internet.
- **Data collection method:** Data collection through Questionnaire.
- **Data Analysis tools:** Microsoft Excel is used to analyses the data and shows it in a graphical and tabular format. SPSS software use for Hypothesis testing.

6. A Hypothesis

- **Null Hypothesis**
 - **H0a:** There is no significant relationship between the students' psychological contract fulfillment and emotional intelligence.
 - **H0b:** There is no significant difference in the psychological contract fulfillment between male and female students.
 - **H0c:** There is no significant difference in the psychological contract fulfillment among different age groups.
 - **H0d:** There is no significant difference in the psychological contract fulfillment among students with different qualifications.
 - **H0e:** There is no significant difference in the psychological contract fulfillment among students belonging to different colleges.

- **Alternative Hypothesis**

- **H1a:** There is a significant relationship between the students' psychological contract fulfillment and emotional intelligence (Binary correlation).
- **H1b:** There is a significant difference in the psychological contract fulfillment among male and female students (independent sample t-test).
- **H1c:** There is a significant difference in the psychological contract fulfillment among different age groups (independent sample t-test).
- **H1d:** There is a significant difference in the psychological contract fulfillment among the students having different qualification (ANOVA).
- **H1e:** There is a significant difference in the psychological contract fulfillment among the students belonging from the different colleges (ANOVA).

7. Hypothesis for Emotional Intelligence

- **Null Hypothesis**

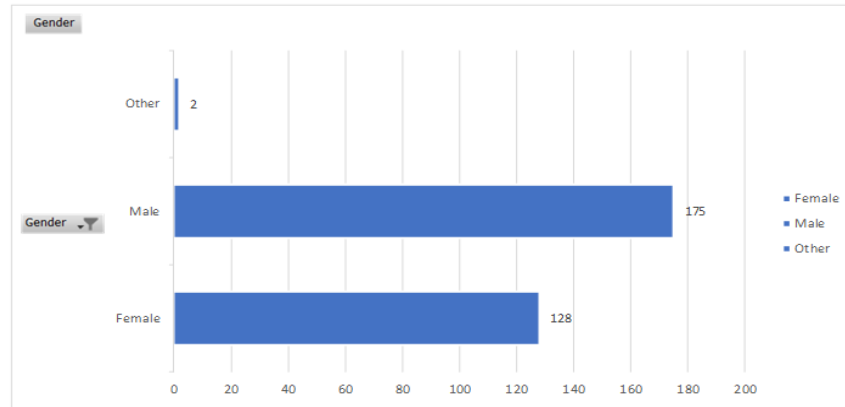
- **H0a:** There is no significant relationship between the students' psychological contract fulfillment and emotional intelligence.
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IV. HYPOTHESIS AND DATA ANALYSIS

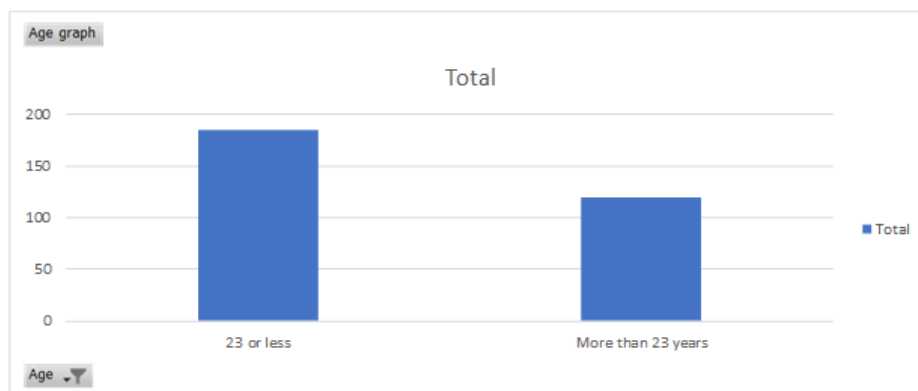
1. Gender



- **Female:** 128 individuals identified as female, representing approximately 42% of the total respondents.
- **Male:** 175 individuals identified as male, representing approximately 57% of the total respondents.
- **Other:** 2 individuals identified as a gender other than female or male, representing less than 1% of the total respondents.

The majority of respondents identified as male, followed by female. The data also indicates that there were a small number of respondents who identified as a gender other than female or male.

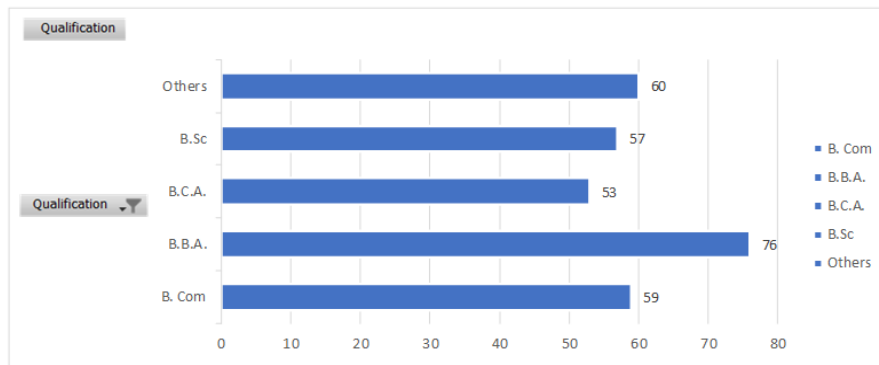
2. Age



- **Category "23 or less":** There are 185 observations in this category, implying that we have 185 individuals that are 23 years old or younger.
- **Category "More than 23 years":** There are 120 observations in this category, indicating that we have individuals that are older than 23 years.
- **Total:** The total count of observations in both categories combined is 305.

We have categorized a group of individuals based on their age, distinguishing between those who are 23 years old or younger and those who are older than 23. 185 respondents are below the age of 23 which accounts of 61% of total data collection and 120 respondents are above the age of 23 years.

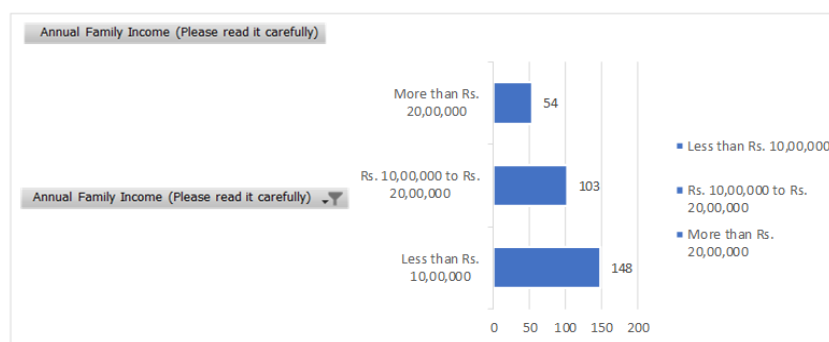
3. Qualification



- **B.Com:** There are 59 students pursuing a Bachelor of Commerce degree (B.Com).
- **B.Sc:** There are 57 students pursuing a Bachelor of Science degree (B.Sc).
- **B.B.A:** There are 76 students pursuing a Bachelor of Business Administration degree.
- **B.C.A:** There are 53 students pursuing a Bachelor of Computer Applications degree (B.C.A).
- **Others:** There are 60 students pursuing degrees that are not specified in the given categories.
- **Total:** The total count of students across all categories is 305.

We you have collected data on the number of students enrolled in different undergraduate degree programs. Each category represents a specific degree program, and the counts indicate the number of students enrolled in each program. The "Others" category represents students pursuing degrees that are not explicitly mentioned in the given categories.

4. Annual Family Income

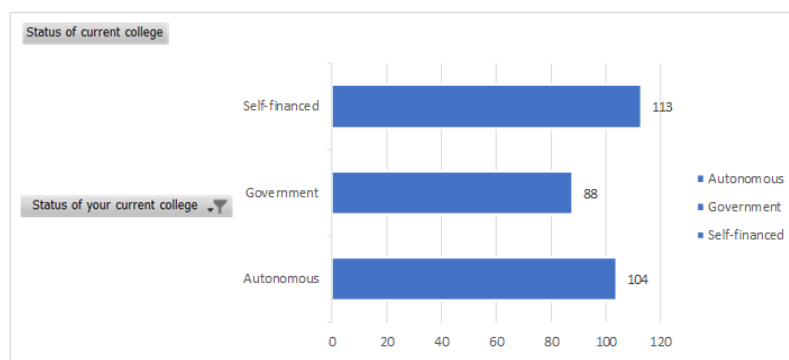


- **Less than Rs. 10, 00,000:** There are 148 individuals with an income level of less than Rs. 10, 00,000 (10 lakh).

- **Rs. 10,00,000 to Rs. 20,00,000:** There are 103 individuals with an income level between Rs. 10,00,000 and Rs. 20,00,000 (10 lakh to 20 lakh).
- **More than Rs. 20, 00,000:** There are 54 individuals with an income level exceeding Rs. 20, 00,000 (20 lakh).

In the above question representing annual income of the respondents According to the responses there are total 148 respondents' annual income is less than 10, 00,000. 103 respondents' income is between Rs. 1000000 to 2000000. And the remaining respondent's annual income is more than 20 lakhs.

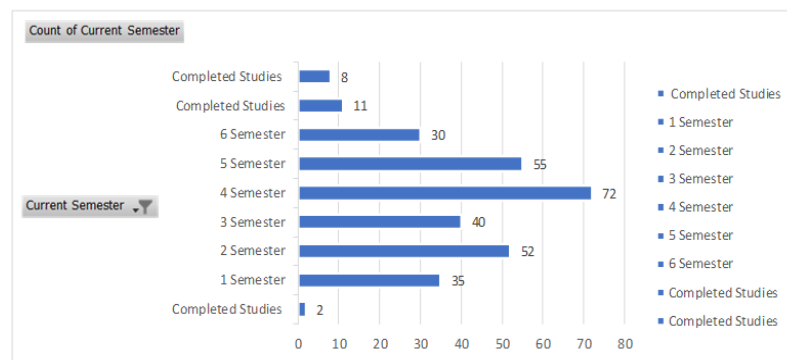
5. Status of Your Current College



- **Self-financed:** There are 113 institutions or organizations that are self-financed.
- **Autonomous:** There are 104 institutions or organizations that are autonomous.
- **Government:** There are 88 institutions or organizations that are government-funded.
- **Total:** The total count of institutions or organizations across all categories is 305.

We have collected data on the financing and governance status of a group of institutions or organizations. The categories represent different types of institutions based on their financing or governance structure, and the counts indicate the number of institutions falling within each category. The data shows the distribution of institutions across self-financed, autonomous, and government-funded categories.

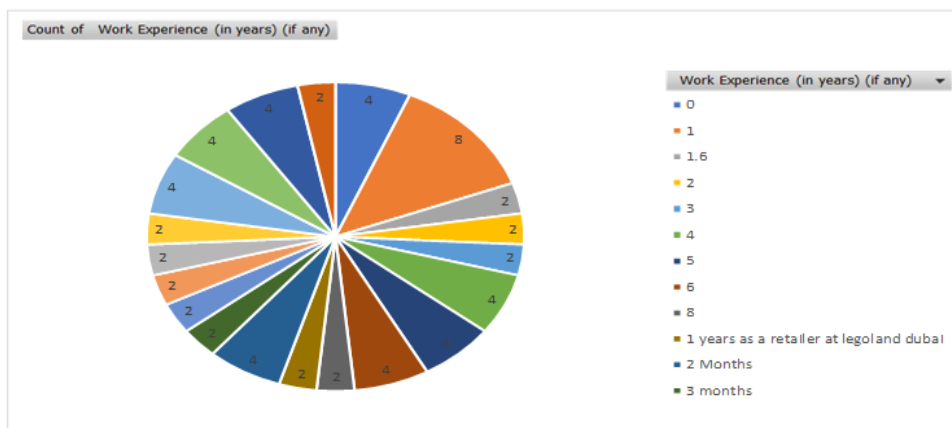
6. Current Semester



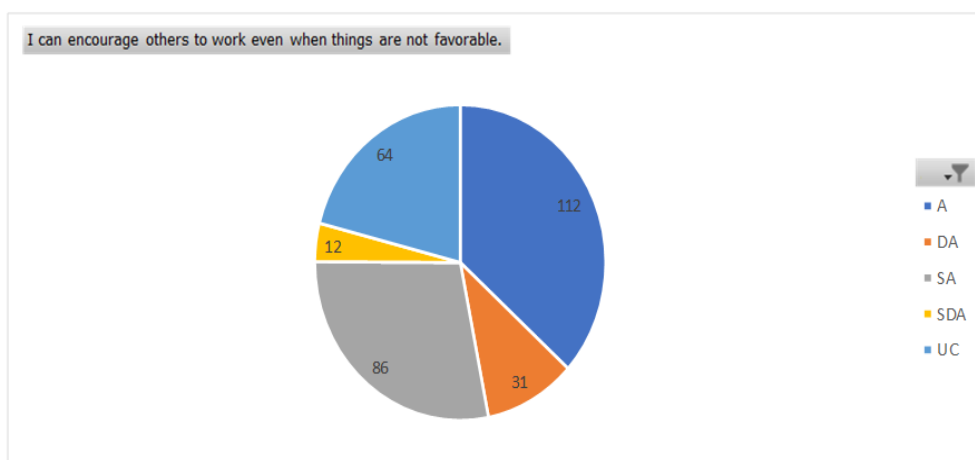
- **1 Semester:** There are 35 individuals currently in their first semester.
- **2 Semester:** There are 52 individuals currently in their second semester.
- **3 Semester:** There are 40 individuals currently in their third semester.
- **4 Semester:** There are 72 individuals currently in their fourth semester.
- **5 Semester:** There are 55 individuals currently in their fifth semester.
- **6 Semester:** There are 30 individuals currently in their sixth semester.
- **Completed Studies:** There are 21 individuals who have completed their studies.
- **Total:** The total count of individuals across all categories is 305.

We have collected data on the academic progression of a group of individuals. The categories represent different semesters or levels of study, and the counts indicate the number of individuals in each category. The data shows the distribution of individuals across different stages of their academic journey, ranging from first semester to completed studies.

7. Work Experience (in years) (if any)



8. I Can Encourage Others to Work Even When Things are not Favorable.

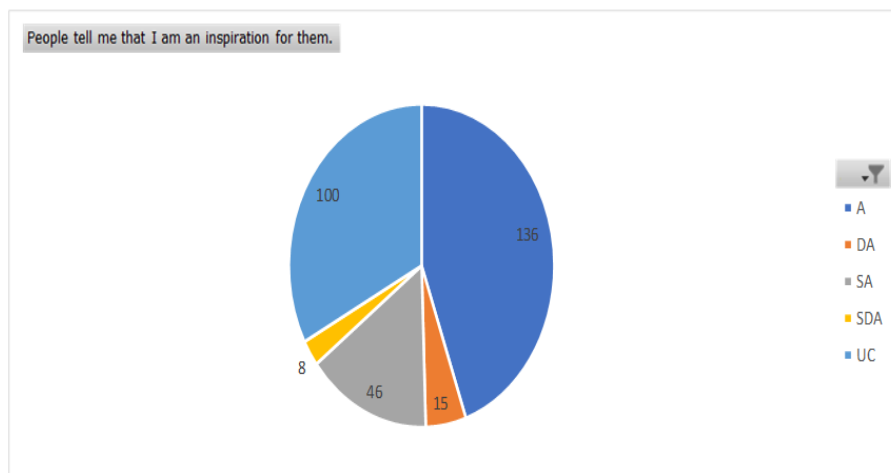


- **SA (Slightly agree):** There are 30 individuals who slightly agree with the statement.
- **A (Agree):** There are 89 individuals who agree with the statement.

- **UC (Unconditional):** There are 139 individuals who unconditionally agree with the statement.
- **DA (Disagree):** There are 37 individuals who disagree with the statement.
- **SDA (Slightly disagree):** There are 10 individuals who slightly disagree with the statement.
- **Total:** The total count of individuals across all response categories is 305.

The data reflects the distribution of individuals' agreement or disagreement with the statement regarding their ability to encourage others to work even in unfavorable situations. The responses range from "Slightly Agree" to "Agree" to "Unconditional" for those who agree with the statement, while "Disagree" and "Slightly Disagree" represent those who hold a different viewpoint.

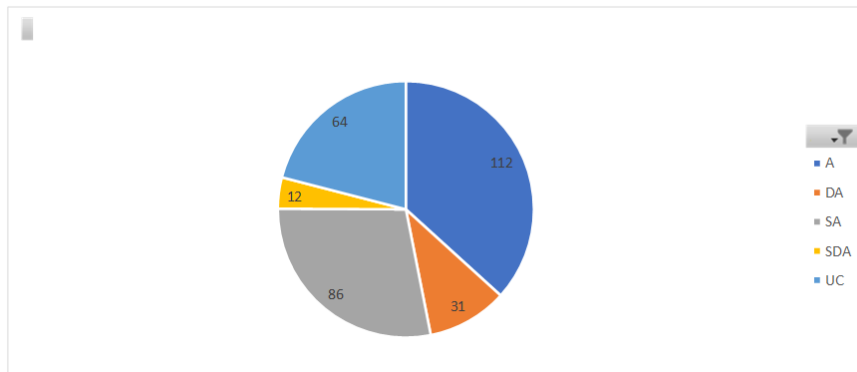
9. People Tell Me That I am an Inspiration for Them.



- **SA (Slightly agree):** There are 46 individuals who slightly agree that you are an inspiration for them.
- **A (Agree):** There are 136 individuals who agree that you are an inspiration for them.
- **UC (Unconditional):** There are 100 individuals who unconditionally agree that you are an inspiration for them.
- **DA (Disagree):** There are 15 individuals who disagree that you are an inspiration for them.
- **SDA (Slightly disagree):** There are 8 individuals who slightly disagree that you are an inspiration for them.
- **Total:** The total count of individuals across all response categories is 305.

The data indicates how people perceive themselves as an inspiration. The responses range from "Slightly Agree" to "Agree" to "Unconditional" for those who believe they are an inspiration, while "Disagree" and "Slightly Disagree" represent those who do not share the same view.

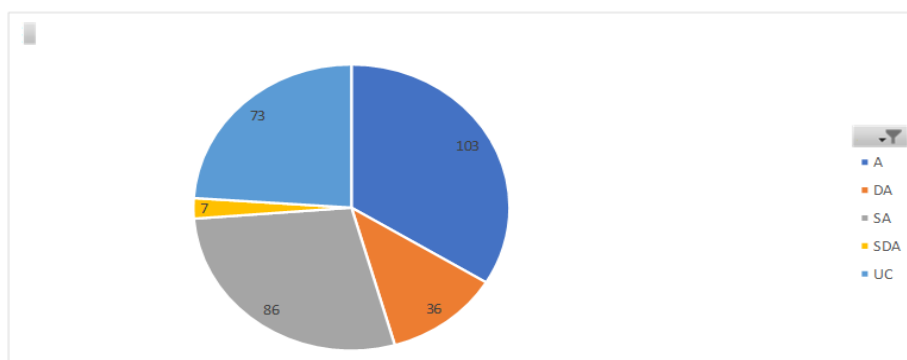
10. I am Able to Encourage People to Take Initiative.



- **SA (Slightly agree):** There are 86 individuals who slightly agree that you are able to encourage people to take initiative.
- **A (Agree):** There are 112 individuals who agree that you are able to encourage people to take initiative.
- **UC (Unconditional):** There are 64 individuals who unconditionally agree that you are able to encourage people to take initiative.
- **DA (Disagree):** There are 31 individuals who disagree that you are able to encourage people to take initiative.
- **SDA (Slightly disagree):** There are 12 individuals who slightly disagree that you are able to encourage people to take initiative.
- **Total:** The total count of individuals across all response categories is 305.

The data reflects the perception of individuals regarding their ability to motivate and inspire them to take initiative. The responses range from "Slightly Agree" to "Agree" to "Unconditional" for those who believe that they can encourage initiative, while "Disagree" and "Slightly Disagree" represent those who hold a different viewpoint.

11. I am Able to Make Intelligent Decisions Using a Healthy Balance of Emotions and Reason.

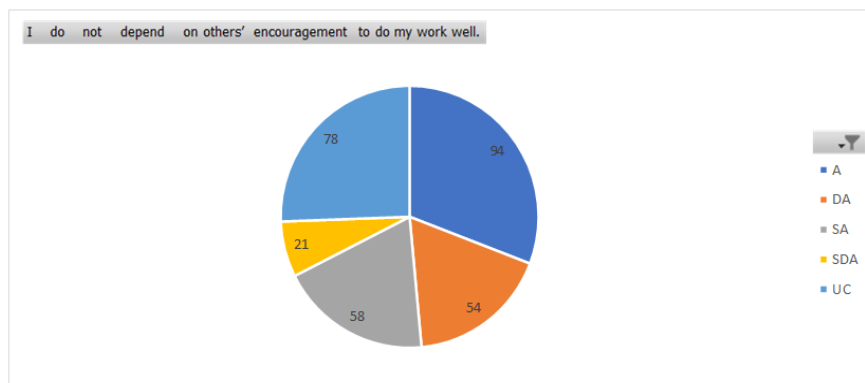


- **SA (Slightly agree):** There are 86 individuals who slightly agree that you are able to make intelligent decisions using a healthy balance of emotions and reason.

- **A (Agree):** There are 103 individuals who agree that you are able to make intelligent decisions using a healthy balance of emotions and reason.
- **UC (Unconditional):** There are 73 individuals who unconditionally agree that you are able to make intelligent decisions using a healthy balance of emotions and reason.
- **DA (Disagree):** There are 36 individuals who disagree that you are able to make intelligent decisions using a healthy balance of emotions and reason.
- **SDA (Slightly disagree):** There are 7 individuals who slightly disagree that you are able to make intelligent decisions using a healthy balance of emotions and reason.
- **Total:** The total count of individuals across all response categories is 305.

The data reflects the perception of individuals regarding their ability to make intelligent decisions by considering both emotions and reason in a healthy balance. The responses range from "Slightly Agree" to "Agree" to "Unconditional" for those who believe that they possess this ability, while "Disagree" and "Slightly Disagree" represent those who hold a different viewpoint.

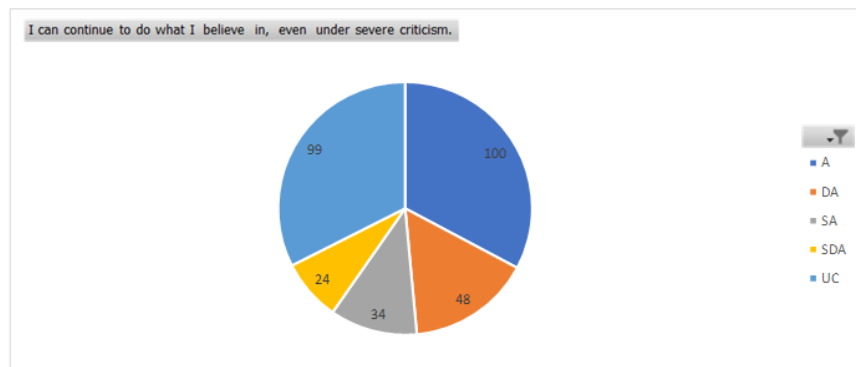
12. I Do Not Depend on Others Encouragement to Do My Work Well.



- **SA (Slightly agree):** There are 58 individuals who slightly agree that you do not depend on others' encouragement to do your work well.
- **A (Agree):** There are 94 individuals who agree that you do not depend on others' encouragement to do your work well.
- **UC (Unconditional):** There are 78 individuals who unconditionally agree that you do not depend on others' encouragement to do your work well.
- **DA (Disagree):** There are 54 individuals who disagree that you do not depend on others' encouragement to do your work well.
- **SDA (Slightly disagree):** There are 21 individuals who slightly disagree that you do not depend on others' encouragement to do your work well.
- **Total:** The total count of individuals across all response categories is 305.

The data reflects the perception of individuals regarding their ability to work well without depending on others' encouragement. The responses range from "Slightly Agree" to "Agree" to "Unconditional" for those who believe that they are self-motivated, while "Disagree" and "Slightly Disagree" represent those who hold a different viewpoint.

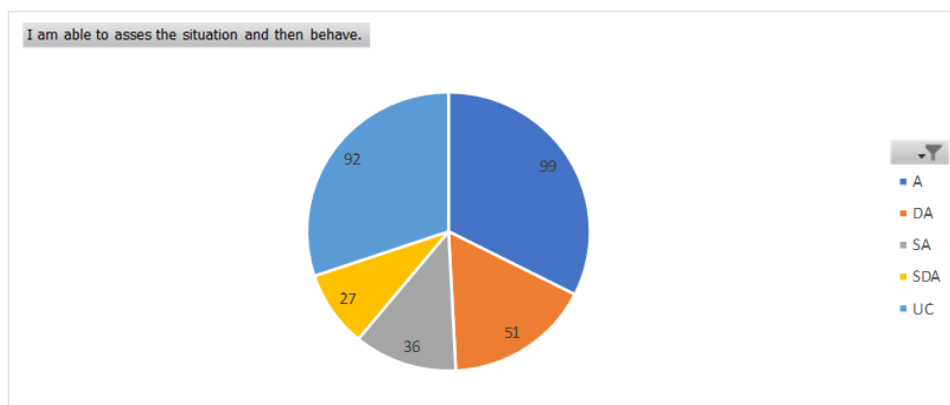
13. I Can Continue to Do What I Believe in, Even Under Severe Criticism.



- **SA (Slightly agree):** There are 34 individuals who slightly agree that you can continue doing what you believe in, even under severe criticism.
- **A (Agree):** There are 100 individuals who agree that you can continue doing what you believe in, even under severe criticism.
- **UC (Unconditional):** There are 99 individuals who unconditionally agree that you can continue doing what you believe in, even under severe criticism.
- **DA (Disagree):** There are 48 individuals who disagree that you can continue doing what you believe in, even under severe criticism.
- **SDA (Slightly disagree):** There are 24 individuals who slightly disagree that you can continue doing what you believe in, even under severe criticism.
- **Total:** The total count of individuals across all response categories is 305.

The data reflects the perception of individuals regarding their ability to persevere in doing what you believe in despite facing severe criticism. The responses range from "Slightly Agree" to "Agree" to "Unconditional" for those who believe in their resilience, while "Disagree" and "Slightly Disagree" represent those who hold a different viewpoint.

14. I am Able to Assess the Situation and then Behave.

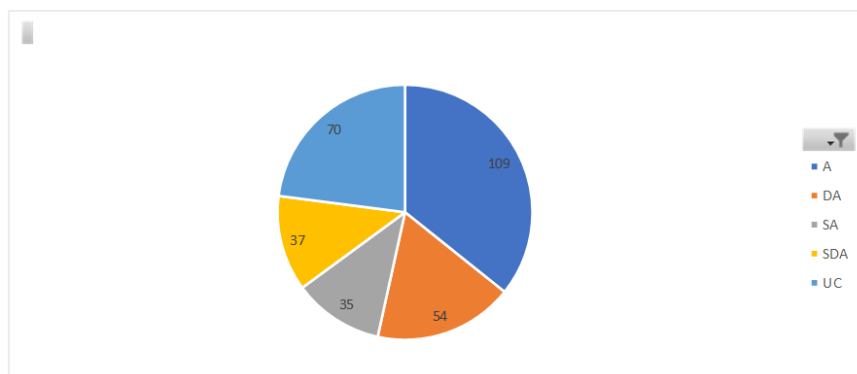


- **SA (Slightly agree):** There are 36 individuals who slightly agree that you are able to assess the situation and then behave accordingly.

- **A (Agree):** There are 99 individuals who agree that you are able to assess the situation and then behave accordingly.
- **UC (Unconditional):** There are 92 individuals who unconditionally agree that you are able to assess the situation and then behave accordingly.
- **DA (Disagree):** There are 51 individuals who disagree that you are able to assess the situation and then behave accordingly.
- **SDA (Slightly disagree):** There are 27 individuals who slightly disagree that you are able to assess the situation and then behave accordingly.
- **Total:** The total count of individuals across all response categories is 305.

The data reflects the perception of individuals regarding their ability to evaluate the situation and adapt your behaviour accordingly. The responses range from "Slightly Agree" to "Agree" to "Unconditional" for those who believe in their capacity to assess and adjust, while "Disagree" and "Slightly Disagree" represent those who hold a different viewpoint.

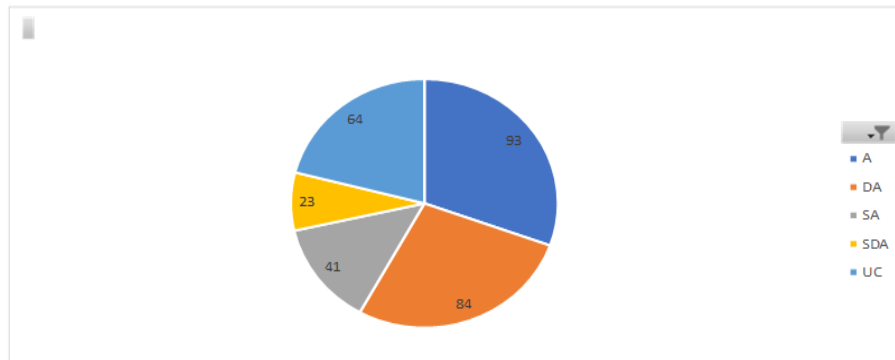
15. I can concentrate on the Task at Hand in Spite of Disturbances.



- **SA (Slightly agree):** There are 35 individuals who slightly agree that you can concentrate on the task at hand despite disturbances.
- **A (Agree):** There are 109 individuals who agree that you can concentrate on the task at hand despite disturbances.
- **UC (Unconditional):** There are 70 individuals who unconditionally agree that you can concentrate on the task at hand despite disturbances.
- **DA (Disagree):** There are 54 individuals who disagree that you can concentrate on the task at hand despite disturbances.
- **SDA (Slightly disagree):** There are 37 individuals who slightly disagree that you can concentrate on the task at hand despite disturbances.
- **Total:** The total count of individuals across all response categories is 305.

The data reflects the opinions of the respondents and their perception of their ability to maintain focus on a task despite external disruptions. The responses range from "Slightly Agree" to "Agree" to "Unconditional" for those who believe in their concentration skills, while "Disagree" and "Slightly Disagree" represent those who hold a different viewpoint.

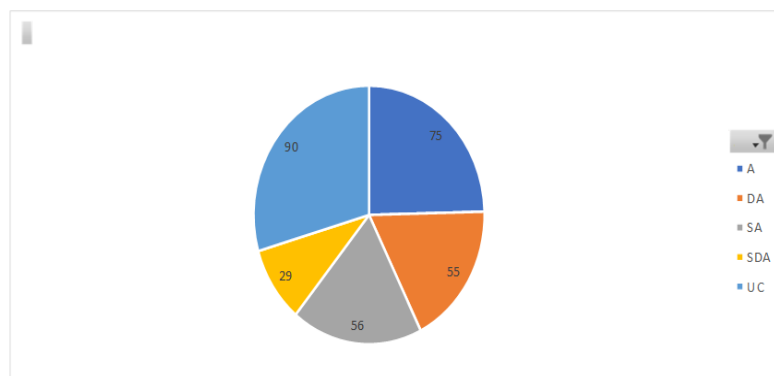
16. I Pay Attention to the Worries and Concerns of Others



- **A (Agree):** There are 93 individuals who agree that you pay attention to the worries and concerns of others.
- **UC (Unconditional):** There are 64 individuals who unconditionally agree that you pay attention to the worries and concerns of others.
- **DA (Disagree):** There are 84 individuals who disagree that you pay attention to the worries and concerns of others.
- **SA (Slightly agree):** There are 41 individuals who slightly agree that you pay attention to the worries and concerns of others.
- **SDA (Slightly disagree):** There are 23 individuals who slightly disagree that you pay attention to the worries and concerns of others.
- **Total:** The total count of individuals across all response categories is 305.

The data reflects the perception of individuals regarding their ability to be attentive and responsive to the worries and concerns of others. The responses range from "Slightly Agree" to "Agree" to "Unconditional" for those who believe in their attentiveness, while "Disagree" and "Slightly Disagree" represent those who hold a different viewpoint.

17. I can listen to someone Without the Urge to Say Something.

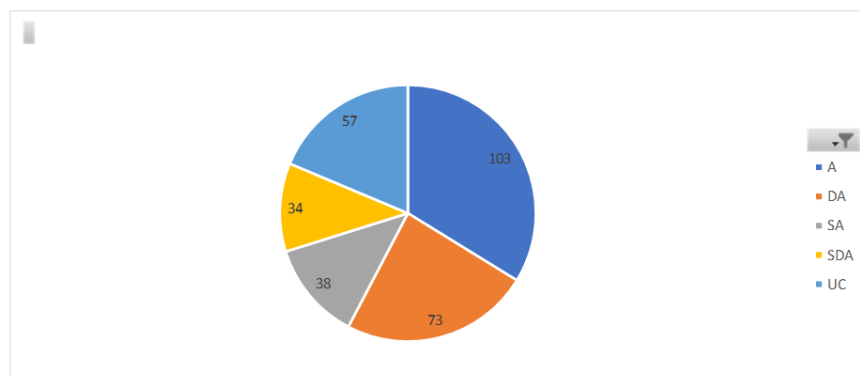


- **Agree:** 75 individuals agreed with the statement, indicating that they possess the ability to listen to someone without feeling the urge to interject or respond.

- **Disagree:** 55 individuals disagreed with the statement, suggesting that they often feel the urge to say something while listening to someone.
- **Slightly agree:** 56 individuals slightly agreed with the statement, indicating that they have some level of ability to listen without the urge to say something, but it may not be consistent or strong.
- **Slightly disagree:** 29 individuals slightly disagreed with the statement, suggesting that they may experience occasional urges to interject or respond while listening to others.
- **Unconditional:** 90 individuals expressed an unconditional response, which could indicate that they strongly agree or disagree with the statement without any reservations.

There is a mixed response to the statement. While a significant number of individuals agreed or slightly agreed that they can listen without the urge to say something, there is also a substantial portion of respondents who either disagreed or slightly disagreed. This suggests that a considerable number of people experience the urge to respond or interject while listening to others.

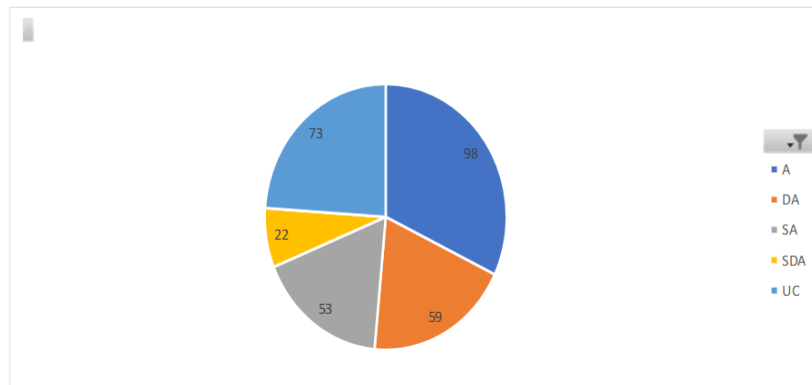
18. I am Perceived as Friendly and Outgoing.



- **Agree:** 103 - 103 respondents agree that they are perceived as friendly and outgoing.
- **Disagree:** 73 - 73 respondents disagree that they are perceived as friendly and outgoing.
- **Slightly agree:** 38 - 38 respondents slightly agree that they are perceived as friendly and outgoing.
- **Slightly disagree:** 34 - 34 respondents slightly disagree that they are perceived as friendly and outgoing.
- **Unconditional:** 57 - 57 respondents have an unconditional perception of being friendly and outgoing.
- **Grand Total:** 305.

Based on these interpretations, we can see that the majority of respondents either agree or slightly agree (103 +38) that they are perceived as friendly and outgoing. However, there are a significant number of respondents who either disagree or slightly disagree (73 + 34) with the statement. Additionally, there are 57 respondents who have an unconditional perception of being friendly and outgoing

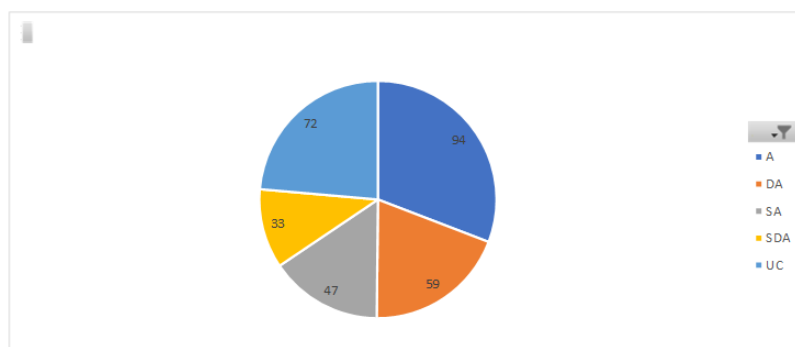
19. I have My Priorities Clear.



- **Agree:** 98 - 98 respondents agree that they have their priorities clear.
- **Disagree:** 59 - 59 respondents disagree that they have their priorities clear.
- **Slightly agree:** 53 - 53 respondents slightly agree that they have their priorities clear.
- **Slightly disagree:** 22 - 22 respondents slightly disagree that they have their priorities clear.
- **Unconditional:** 73 - 73 respondents have an unconditional belief that they have their priorities clear.
- **Grand Total:** 305

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (98 + 53) that they have their priorities clear. However, there is also a notable number of respondents who either disagree or slightly disagree (59 + 22) with the statement. Additionally, 73 respondents have an unconditional belief that they have their priorities clear.

20. I can Handle Conflicts around Me.

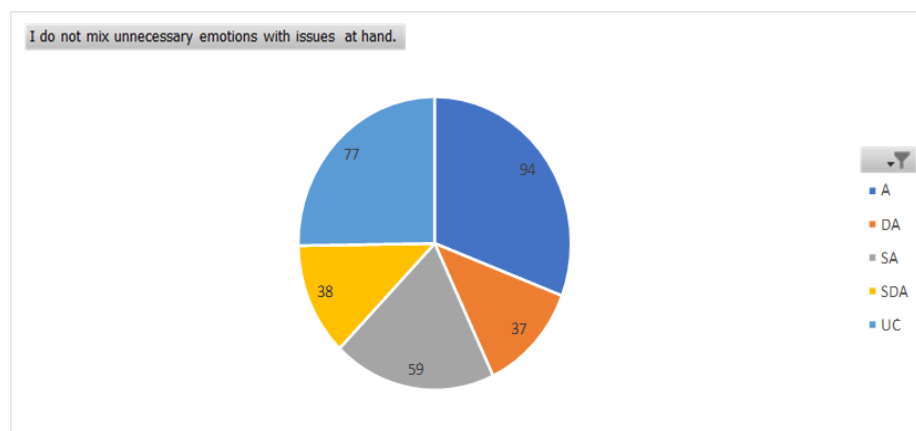


- **Agree:** 94 - 94 respondents agree that they can handle conflicts around them.
- **Disagree:** 59 - 59 respondents disagree that they can handle conflicts around them.
- **Slightly agree:** 47 - 47 respondents slightly agree that they can handle conflicts around them.
- **Slightly disagree:** 33 - 33 respondents slightly disagree that they can handle conflicts around them.

- **Unconditional:** 72 - 72 respondents have an unconditional belief that they can handle conflicts around them.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (94 + 47) that they can handle conflicts around them. However, there is also a notable number of respondents who either disagree or slightly disagree (59 + 33) with the statement. Additionally, 72 respondents have an unconditional belief that they can handle conflicts around them.

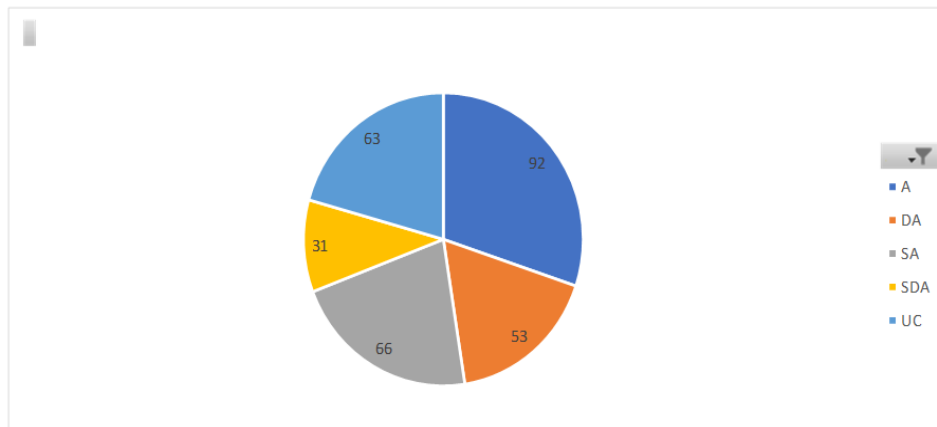
21. I Do Not Mix Unnecessary Emotions with Issues at Hand.



- **Agree:** 94 - 94 respondents agree that they do not mix unnecessary emotions with the issues at hand.
- **Disagree:** 37 - 37 respondents disagree that they do not mix unnecessary emotions with the issues at hand.
- **Slightly agree:** 59 - 59 respondents slightly agree that they do not mix unnecessary emotions with the issues at hand.
- **Slightly disagree:** 38 - 38 respondents slightly disagree that they do not mix unnecessary emotions with the issues at hand.
- **Unconditional:** 77 - 77 respondents have an unconditional belief that they do not mix unnecessary emotions with the issues at hand.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (94 + 59) that they do not mix unnecessary emotions with the issues at hand. However, there are also a notable number of respondents who either disagree or slightly disagree (37 + 38) with the statement. Additionally, 77 respondents have an unconditional belief that they do not mix unnecessary emotions with the issues at hand.

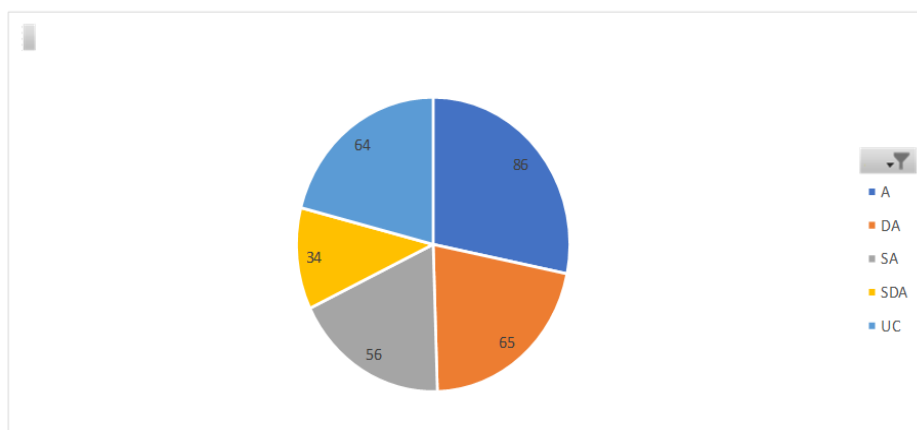
22. I Try to See the Other Person's Point of View.



- **Agree:** 92 - 92 respondents agree that they try to see the other person's point of view.
- **Disagree:** 53 - 53 respondents disagree that they try to see the other person's point of view.
- **Slightly agree:** 66 - 66 respondents slightly agree that they try to see the other person's point of view.
- **Slightly disagree:** 31 - 31 respondents slightly disagree that they try to see the other person's point of view.
- **Unconditional:** 63 - 63 respondents have an unconditional belief that they try to see the other person's point of view.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (92 + 66) that they try to see the other person's point of view. However, there is also a notable number of respondents who either disagree or slightly disagree (53 + 31) with the statement. Additionally, 63 respondents have an unconditional belief that they try to see the other person's point of view.

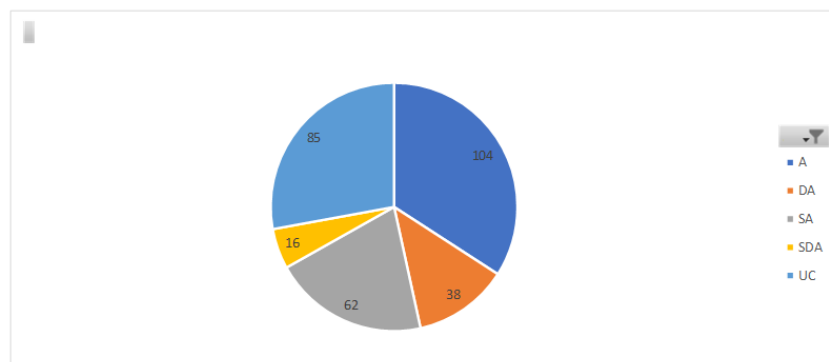
23. I can stand Up for My Beliefs.



- **Agree:** 86 - 86 respondents agree that they can stand up for their beliefs.
- **Disagree:** 65 - 65 respondents disagree that they can stand up for their beliefs.
- **Slightly agree:** 56 - 56 respondents slightly agree that they can stand up for their beliefs.
- **Slightly disagree:** 34 - 34 respondents slightly disagree that they can stand up for their beliefs.
- **Unconditional:** 64 - 64 respondents have an unconditional belief that they can stand up for their beliefs.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (86 + 56) that they can stand up for their beliefs. However, there is also a notable number of respondents who either disagree or slightly disagree (65 + 34) with the statement. Additionally, 64 respondents have an unconditional belief that they can stand up for their beliefs.

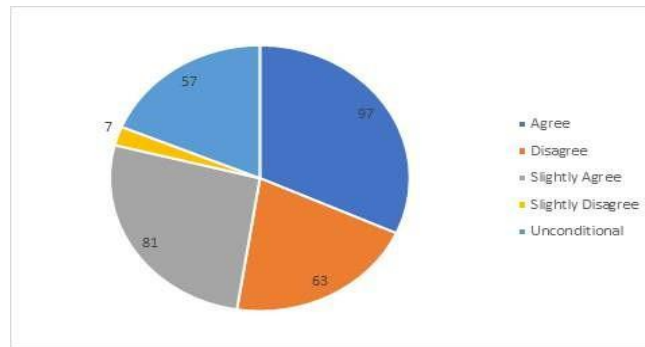
24. I can see the Brighter Side of My Situation.



- **Agree:** 104 - 104 respondents agree that they can see the brighter side of their situation.
- **Disagree:** 38 - 38 respondents disagree that they can see the brighter side of their situation.
- **Slightly agree:** 62 - 62 respondents slightly agree that they can see the brighter side of their situation.
- **Slightly disagree:** 16 - 16 respondents slightly disagree that they can see the brighter side of their situation.
- **Unconditional:** 85 - 85 respondents have an unconditional belief that they can see the brighter side of their situation.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (104 + 62) that they can see the brighter side of their situation. However, there is also a notable number of respondents who either disagree or slightly disagree (38 + 16) with the statement. Additionally, 85 respondents have an unconditional belief that they can see the brighter side of their situation.

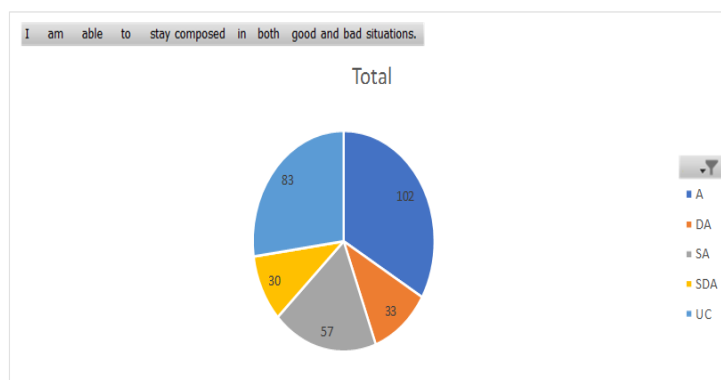
25. I Believe in Myself.



- **Agree:** 97 - 97 respondents agree that they believe in themselves.
- **Disagree:** 63 - 63 respondents disagree that they believe in themselves.
- **Slightly agree:** 81 - 81 respondents slightly agree that they believe in themselves.
- **Slightly disagree:** 7 - 7 respondents slightly disagree that they believe in themselves.
- **Unconditional:** 57 - 57 respondents have an unconditional belief in themselves.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (97 + 81) that they believe in themselves. However, there are also a notable number of respondents who either disagree or slightly disagree (63 + 7) with the statement. Additionally, 57 respondents have an unconditional belief in themselves.

26. I am Able to Stay Composed in Both Good and Bad Situations.



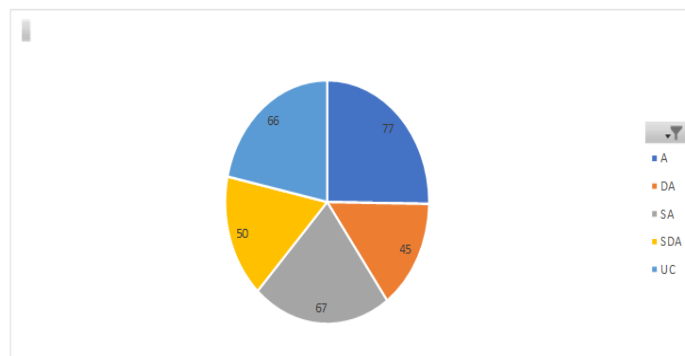
- **Agree:** 102 - 102 respondents agree that they are able to stay composed in both good and bad situations.
- **Disagree:** 33 - 33 respondents disagree that they are able to stay composed in both good and bad situations.
- **Slightly agree:** 57 - 57 respondents slightly agree that they are able to stay composed in both good and bad situations.
- **Slightly disagree:** 30 - 30 respondents slightly disagree that they are able to stay composed in both good and bad situations.

- **Unconditional:** 83 - 83 respondents have an unconditional belief that they are able to stay composed in both good and bad situations.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (102 + 57) that they are able to stay composed in both good and bad situations. However, there is also a notable number of respondents who either disagree or slightly disagree (33 + 30) with the statement. Additionally, 83 respondents have an unconditional belief that they are able to stay composed in both good and bad situations.

The ability to stay composed in different situations can vary from person to person based on various factors such as personality traits, coping mechanisms, and life experiences.

27. I am Able to Stay Focused Even Under Pressure.

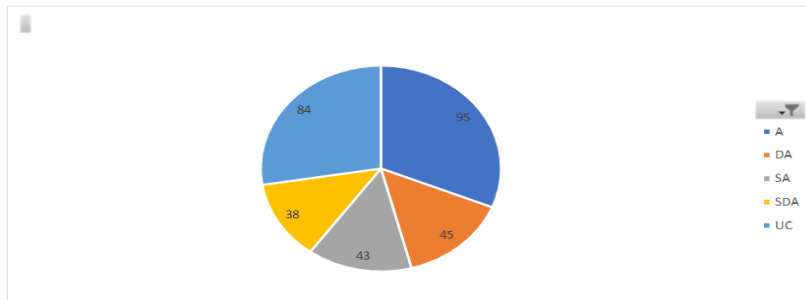


- **Agree:** 77 - 77 respondents agree that they are able to stay focused even under pressure.
- **Disagree:** 45 - 45 respondents disagree that they are able to stay focused even under pressure.
- **Slightly agree:** 67 - 67 respondents slightly agree that they are able to stay focused even under pressure.
- **Slightly disagree:** 50 - 50 respondents slightly disagree that they are able to stay focused even under pressure.
- **Unconditional:** 66 - 66 respondents have an unconditional belief that they are able to stay focused even under pressure.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (77 + 67) that they are able to stay focused even under pressure. However, there is also a notable number of respondents who either disagree or slightly disagree (45 + 50) with the statement. Additionally, 66 respondents have an unconditional belief that they are able to stay focused even under pressure.

The ability to stay focused under pressure can vary from person to person based on various factors such as individual resilience, coping strategies, and experience managing stressful situations.

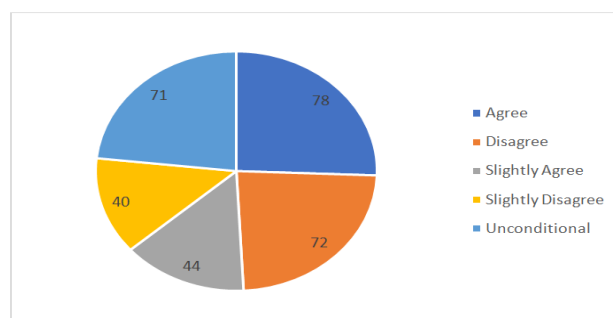
28. I am Able to Maintain the Standards of Honesty and Integrity.



- **Agree:** 95 - 95 respondents agree that they are able to maintain the standards of honesty and integrity.
- **Disagree:** 45 - 45 respondents disagree that they are able to maintain the standards of honesty and integrity.
- **Slightly agree:** 43 - 43 respondents slightly agree that they are able to maintain the standards of honesty and integrity.
- **Slightly disagree:** 38 - 38 respondents slightly disagree that they are able to maintain the standards of honesty and integrity.
- **Unconditional:** 84 - 84 respondents have an unconditional belief that they are able to maintain the standards of honesty and integrity.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (95 + 43) that they are able to maintain the standards of honesty and integrity. However, there is also a notable number of respondents who either disagree or slightly disagree (45 + 38) with the statement. Additionally, 84 respondents have an unconditional belief that they are able to maintain the standards of honesty and integrity. The ability to maintain standards of honesty and integrity can vary from person to person based on personal values, ethical considerations, and individual behavior.

29. I am Able to Comfort Unethical Actions of Others.

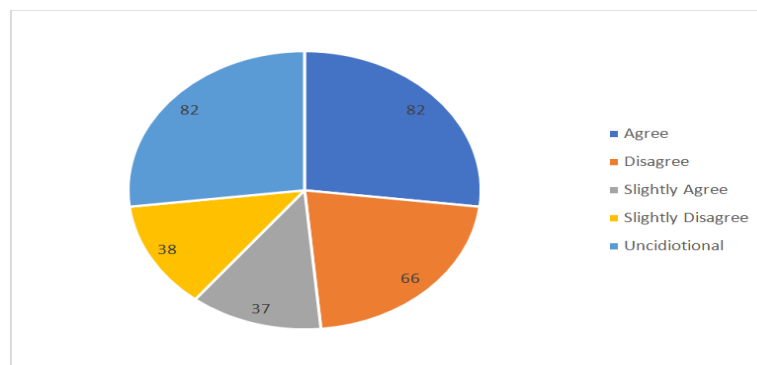


- **Agree:** 78 - 78 respondents agree that they are able to comfort unethical actions of others.
- **Disagree:** 72 - 72 respondents disagree that they are able to comfort unethical actions of others.
- **Slightly agree:** 44 - 44 respondents slightly agree that they are able to comfort unethical actions of others.
- **Slightly disagree:** 40 - 40 respondents slightly disagree that they are able to comfort unethical actions of others.
- **Unconditional:** 71 - 71 respondents have an unconditional belief that they are able to comfort unethical actions of others.
- **Grand Total:** 305.

Based on these interpretations, we can see that there is no majority agreement or disagreement regarding the ability to comfort unethical actions of others. The responses are relatively evenly distributed among the options. However, the highest number of respondents falls into the disagree category (72), indicating that a significant portion of respondents do not feel they are able to comfort unethical actions of others.

Comforting unethical actions can vary depending on personal values, ethical considerations, and individual approaches to addressing unethical behavior

30. I am Able to Meet Commitments and Keep Promises.

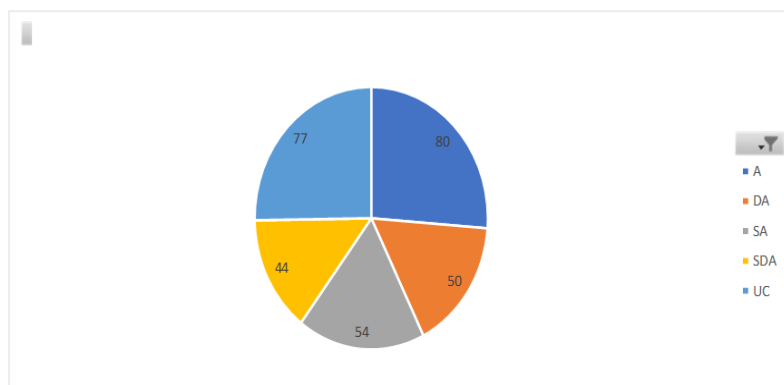


- **Agree:** 82 - 82 respondents agree that they are able to meet commitments and keep promises.
- **Disagree:** 66 - 66 respondents disagree that they are able to meet commitments and keep promises.
- **Slightly agree:** 37 - 37 respondents slightly agree that they are able to meet commitments and keep promises.
- **Slightly disagree:** 38 - 38 respondents slightly disagree that they are able to meet commitments and keep promises.
- **Unconditional:** 82 - 82 respondents have an unconditional belief that they are able to meet commitments and keep promises.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (82 + 37) that they are able to meet commitments and keep promises. However, there is also a notable number of respondents who either disagree or slightly disagree (66 + 38) with the statement. Additionally, 82 respondents have an unconditional belief that they are able to meet commitments and keep promises.

The ability to meet commitments and keep promises can vary from person to person based on personal values, time management skills, and individual reliability.

31. I am Organized and Careful in My Work.

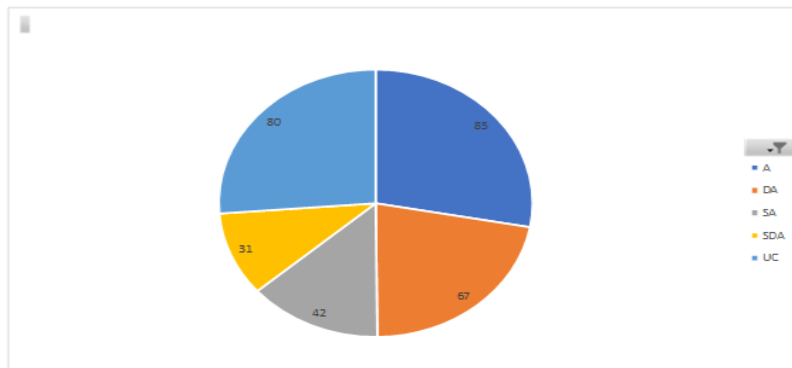


- **Agree:** 80 - 80 respondents agree that they are organized and careful in their work.
- **Disagree:** 50 - 50 respondents disagree that they are organized and careful in their work.
- **Slightly agree:** 54 - 54 respondents slightly agree that they are organized and careful in their work.
- **Slightly disagree:** 44 - 44 respondents slightly disagree that they are organized and careful in their work.
- **Unconditional:** 77 - 77 respondents have an unconditional belief that they are organized and careful in their work.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (80 + 54) that they are organized and careful in their work. However, there is also a notable number of respondents who either disagree or slightly disagree (50 + 44) with the statement. Additionally, 77 respondents have an unconditional belief that they are organized and careful in their work.

The level of organization and carefulness in work can vary from person to person based on personal work habits, attention to detail, and individual approaches to task management.

32. I am Able to Handle-Multiple Demands.

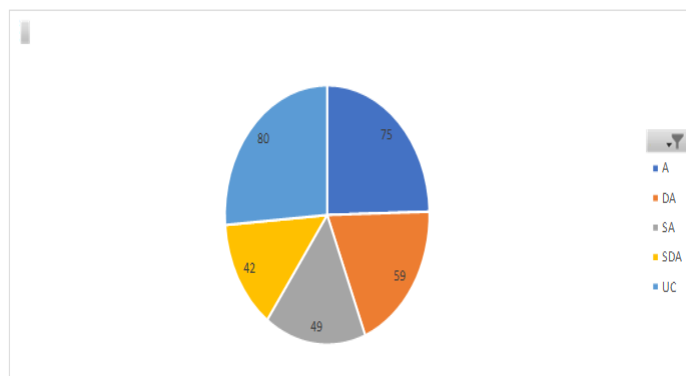


- **Agree:** 85 - 85 respondents agree that they are able to handle multiple demands.
- **Disagree:** 67 - 67 respondents disagree that they are able to handle multiple demands.
- **Slightly agree:** 42 - 42 respondents slightly agree that they are able to handle multiple demands.
- **Slightly disagree:** 31 - 31 respondents slightly disagree that they are able to handle multiple demands.
- **Unconditional:** 80 - 80 respondents have an unconditional belief that they are able to handle multiple demands.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (5 +) that they are able to handle multiple demands. However, there is also a notable number of respondents who either disagree or slightly disagree (7 + 3) with the statement. Additionally, 0 respondents have an unconditional belief that they are able to handle multiple demands.

The ability to handle multiple demands can vary from person to person based on factors such as time management skills, organizational abilities, and individual capacity for multitask

33. I am Comfortable with the Open to Novel Ideas and New Information.

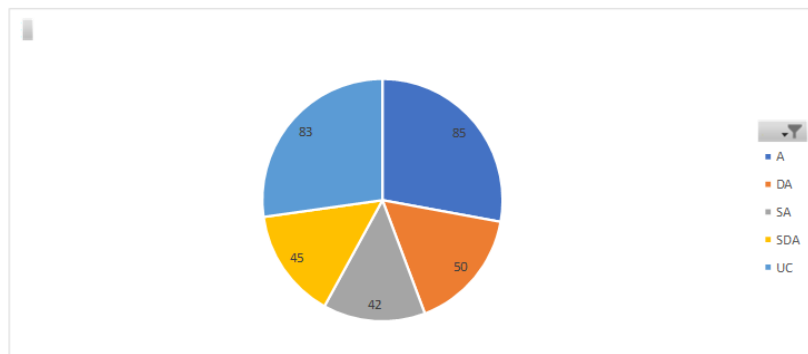


- **Agree:** 75 - 75 respondents agree that they are comfortable with being open to novel ideas and new information.
- **Disagree:** 59 - 59 respondents disagree that they are comfortable with being open to novel ideas and new information.
- **Slightly agree:** 49 - 49 respondents slightly agree that they are comfortable with being open to novel ideas and new information.
- **Slightly disagree:** 42 - 42 respondents slightly disagree that they are comfortable with being open to novel ideas and new information.
- **Unconditional:** 80 - 80 respondents have an unconditional belief that they are comfortable with being open to novel ideas and new information.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (75 + 49) that they are comfortable with being open to novel ideas and new information. However, there are also a notable number of respondents who either disagree or slightly disagree (59 + 42) with the statement. Additionally, 80 respondents have an unconditional belief that they are comfortable with being open to novel ideas and new information.

Comfort and openness to novel ideas and new information can vary from person to person based on factors such as personal preferences, adaptability, and willingness to embrace change.

34. I Pursue Goals beyond What is Required and Expected to Me.

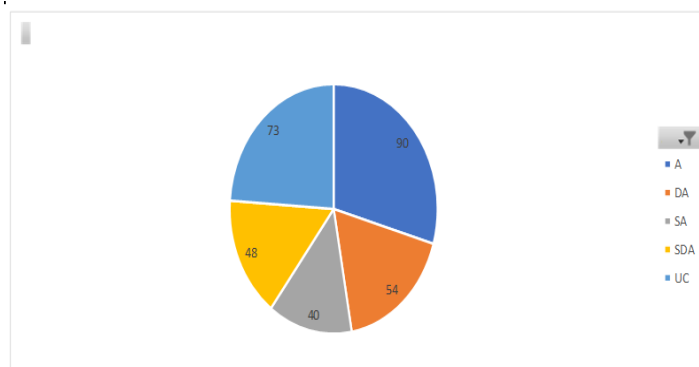


- **Agree:** 85 - 85 respondents agree that they pursue goals beyond what is required and expected of them.
- **Disagree:** 50 - 50 respondents disagree that they pursue goals beyond what is required and expected of them.
- **Slightly agree:** 42 - 42 respondents slightly agree that they pursue goals beyond what is required and expected of them.
- **Slightly disagree:** 45 - 45 respondents slightly disagree that they pursue goals beyond what is required and expected of them.
- **Unconditional:** 83 - 83 respondents have an unconditional belief that they pursue goals beyond what is required and expected of them.
- **Grand Total:** 305

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (85 + 42) that they pursue goals beyond what is required and expected of them. However, there are also a notable number of respondents who either disagree or slightly disagree (50 + 45) with the statement. Additionally, 83 respondents have an unconditional belief that they pursue goals beyond what is required and expected of them.

The pursuit of goals beyond expectations can vary from person to person based on personal drive, ambition, and individual aspirations.

35. I am Persistent in Pursuing Goals Despite Obstacles and Setbacks.

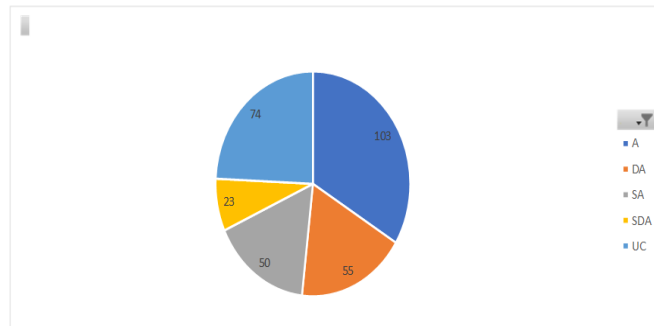


- **Agree:** 90 - 90 respondents agree that they are persistent in pursuing goals despite obstacles and setbacks.
- **Disagree:** 54 - 54 respondents disagree that they are persistent in pursuing goals despite obstacles and setbacks.
- **Slightly agree:** 40 - 40 respondents slightly agree that they are persistent in pursuing goals despite obstacles and setbacks.
- **Slightly disagree:** 48 - 48 respondents slightly disagree that they are persistent in pursuing goals despite obstacles and setbacks.
- **Unconditional:** 73 - 73 respondents have an unconditional belief that they are persistent in pursuing goals despite obstacles and setbacks.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (90 + 40) that they are persistent in pursuing goals despite obstacles and setbacks. However, there is also a notable number of respondents who either disagree or slightly disagree (54 + 48) with the statement. Additionally, 73 respondents have an unconditional belief that they are persistent in pursuing goals despite obstacles and setbacks.

Persistence in pursuing goals despite obstacles and setbacks can vary from person to person based on factors such as determination, resilience, and individual mindset.

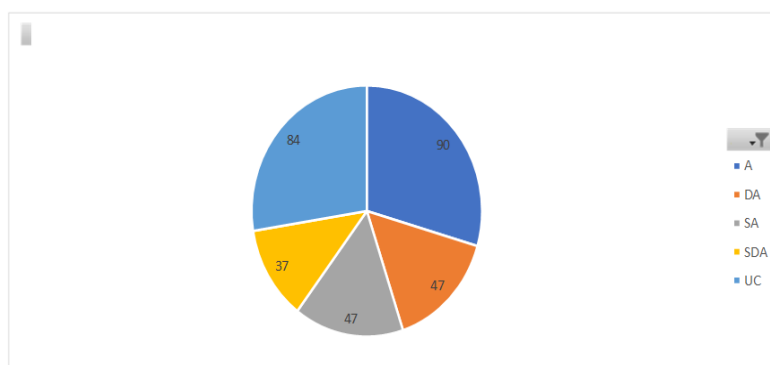
36. I have Built Rapport and Made and Maintained Personal Friendships with Work Associates.



- **Agree:** 103 individuals agreed with the statement, indicating that they have successfully built rapport and maintained personal friendships with their work associates.
- **Disagree:** 55 individuals disagreed with the statement, suggesting that they have not been able to establish rapport or maintain personal friendships with their work associates.
- **Slightly agree:** 50 individuals slightly agreed with the statement, indicating that they have made some efforts to build rapport and maintain personal friendships with work associates, but the level of success may vary.
- **Slightly disagree:** 23 individuals slightly disagreed with the statement, suggesting that they may have made some attempts to build rapport and maintain personal friendships, but they have not been entirely successful.
- **Unconditional:** 74 individuals expressed an unconditional response, which could indicate that they strongly agree or disagree with the statement without any reservations.

The majority of respondents either agreed or slightly agreed with the statement, suggesting that a significant number of individuals have successfully built rapport and maintained personal friendships with their work associates. However, there is also a portion of respondents who disagreed or slightly disagreed, indicating that not everyone has been able to establish such relationships in the workplace.

37. I am Able to Identify and Separate My Emotions.

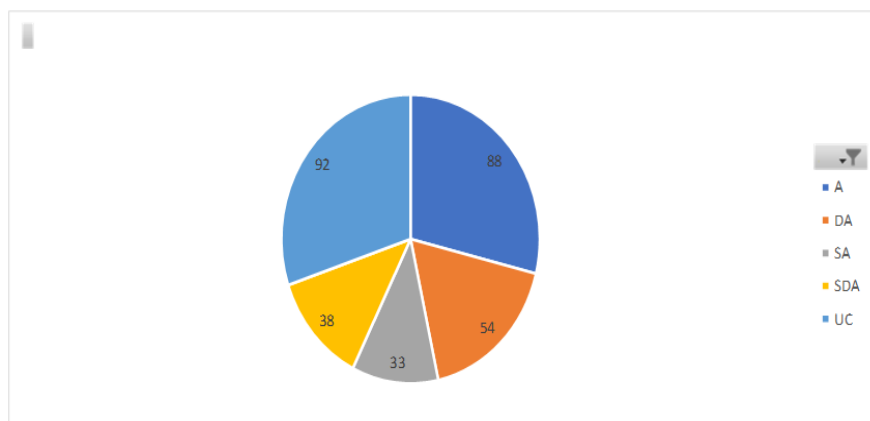


- **Agree:** 90 - 90 respondents agree that they are able to identify and separate their emotions.
- **Disagree:** 47 - 47 respondents disagree that they are able to identify and separate their emotions.
- **Slightly agree:** 47 - 47 respondents slightly agree that they are able to identify and separate their emotions.
- **Slightly disagree:** 37 - 37 respondents slightly disagree that they are able to identify and separate their emotions.
- **Unconditional:** 84 - 84 respondents have an unconditional belief that they are able to identify and separate their emotions.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree ($90 + 47 + 47$) that they are able to identify and separate their emotions. However, there is also a notable number of respondents who either disagree or slightly disagree ($47 + 37$) with the statement. Additionally, 84 respondents have an unconditional belief that they are able to identify and separate their emotions.

The ability to identify and separate emotions can vary from person to person based on self-awareness, emotional intelligence, and individual coping mechanisms.

38. I think that Feelings Should be Managed.

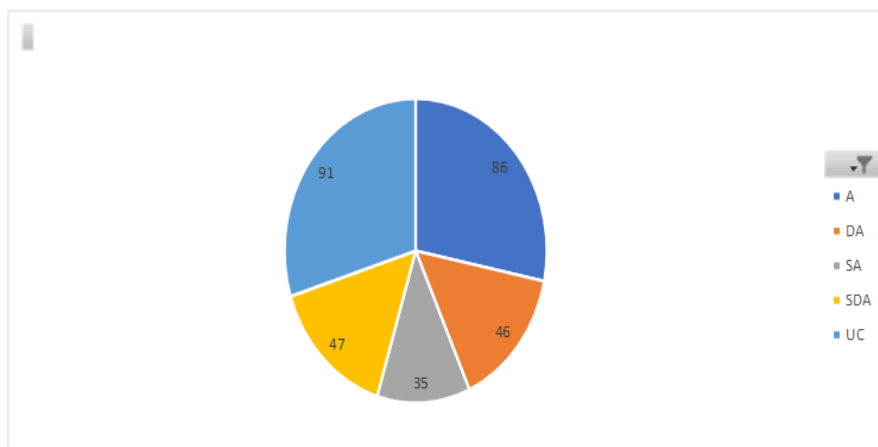


- **Agree:** 88 - 88 respondents agree that feelings should be managed.
- **Disagree:** 54 - 54 respondents disagree that feelings should be managed.
- **Slightly agree:** 33 - 33 respondents slightly agree that feelings should be managed.
- **Slightly disagree:** 38 - 38 respondents slightly disagree that feelings should be managed.
- **Unconditional:** 92 - 92 respondents have an unconditional belief that feelings should be managed.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (88 + 33) that feelings should be managed. However, there is also a notable number of respondents who either disagree or slightly disagree (54 + 38) with the statement. Additionally, 92 respondents have an unconditional belief that feelings should be managed.

The belief regarding the management of feelings can vary from person to person based on factors such as personal beliefs, cultural background, and individual experiences.

39. I am Aware of My Weaknesses.

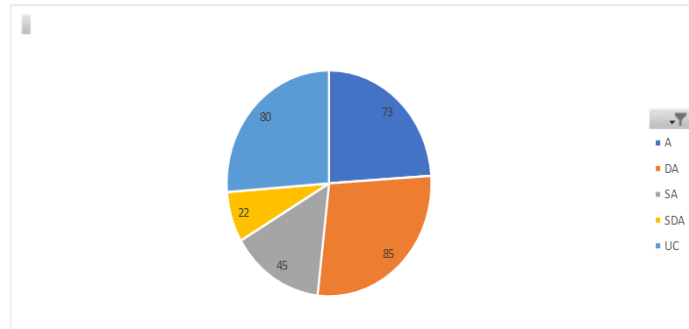


- **Agree:** 86 - 86 respondents agree that they are aware of their weaknesses.
- **Disagree:** 46 - 46 respondents disagree that they are aware of their weaknesses.
- **Slightly agree:** 35 - 35 respondents slightly agree that they are aware of their weaknesses.
- **Slightly disagree:** 47 - 47 respondents slightly disagree that they are aware of their weaknesses.
- **Unconditional:** 91 - 91 respondents have an unconditional belief that they are aware of their weaknesses.
- **Grand Total:** 305.

Based on these interpretations, we can see that a significant number of respondents either agree or slightly agree (86 + 35) that they are aware of their weaknesses. However, there is also a notable number of respondents who either disagree or slightly disagree (46 + 47) with the statement. Additionally, 91 respondents have an unconditional belief that they are aware of their weaknesses.

Self-awareness and the ability to recognize weaknesses can vary from person to person based on individual introspection, feedback from others, and personal growth efforts.

40. I Feel That I Must Develop Myself Even When My Job Does Not Demand it.

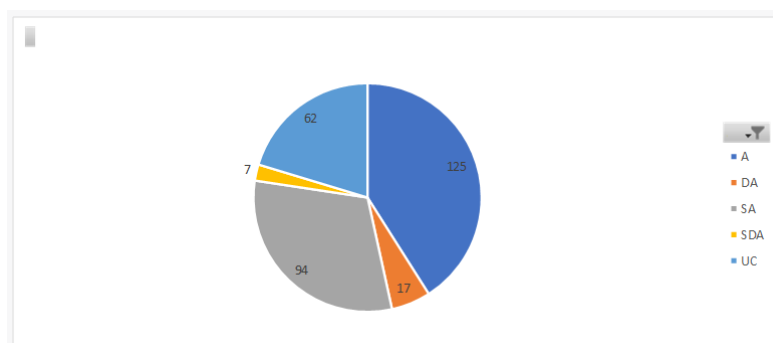


- **Agree:** 73 - 73 respondents agree that they feel the need to develop themselves even when their job does not demand it.
- **Disagree:** 85 - 85 respondents disagree that they feel the need to develop themselves even when their job does not demand it.
- **Slightly agree:** 45 - 45 respondents slightly agree that they feel the need to develop themselves even when their job does not demand it.
- **Slightly disagree:** 22 - 22 respondents slightly disagree that they feel the need to develop themselves even when their job does not demand it.
- **Unconditional:** 80 - 80 respondents have an unconditional belief that they feel the need to develop themselves even when their job does not demand it.
- **Grand Total:** 305.

Based on these interpretations, we can see that there is a mix of responses regarding the statement. While a significant number of respondents either agree or slightly agree (73 + 45) that they feel the need to develop themselves even when their job does not demand it, there is also a notable number of respondents who either disagree or slightly disagree (85 + 22) with the statement. Additionally, 80 respondents have an unconditional belief that they feel the need to develop themselves even when their job does not demand it.

Personal motivations for self-development can vary from person to person based on factors such as personal growth aspirations, career goals, and individual values.

41. I Believe that Happiness is a Positive Attitude.



- **Agree:** 125 - 125 respondents agree that happiness is a positive attitude.
- **Disagree:** 17 - 17 respondents disagree that happiness is a positive attitude.
- **Slightly agree:** 94 - 94 respondents slightly agree that happiness is a positive attitude.
- **Slightly disagree:** 7 - 7 respondents slightly disagree that happiness is a positive attitude.
- **Unconditional:** 62 - 62 respondents have an unconditional belief that happiness is a positive attitude.
- **Grand Total:** 305.

Based on these interpretations, we can see that a majority of respondents either agree or slightly agree (125 + 94) that happiness is a positive attitude. However, there are a smaller number of respondents who either disagree or slightly disagree (17 + 7) with the statement. Additionally, 62 respondents have an unconditional belief that happiness is a positive attitude.

Beliefs about happiness and its relationship with a positive attitude can vary from person to person based on personal experiences, cultural influences, and individual perspectives.

V. HYPOTHESIS

- **H0a:** There is no significant relationship between the students' psychological contract fulfillment and emotional intelligence.
- **H1a:** There is a significant relationship between the students' psychological contract fulfillment and emotional intelligence

Correlations

| | PSY MEAN | EI |
|-------------------------|----------|------|
| Pearson Correlation | 1 | .013 |
| PSYMEAN Sig. (2-tailed) | | .824 |
| N | 305 | 305 |
| Pearson Correlation | .013 | 1 |
| EI Sig. (2-tailed) | .824 | |
| N | 305 | 305 |

The Sig of test is 0.824 and is greater than 0.5 it prescribes value so the H0 is rejected.

Therefore, we fail to reject the null hypothesis (H0a) that there is no significant relationship between the students' psychological contract fulfillment and emotional intelligence.

- **H0b:** There is no significant difference in the psychological contract fulfillment between male and female students.
- **H1b:** There is a significant difference in the psychological contract fulfillment among male and female students.

Group Statistics

| | Mean | N | Mean | Std. Deviation | Std. Error Mean |
|-------------|------|----|--------|----------------|-----------------|
| Gender 1.00 | | 7 | 1.0000 | .00000 | .00000 |
| 2.00 | | 28 | 1.3571 | .48795 | .09221 |

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Gender | Equal variances assumed | 74.250 | .000 | -1.915 | 33 | .064 | -.35714 | .18651 | -.73660 | .02232 |
| | Equal variances not assumed | | | -3.873 | 27.000 | .001 | -.35714 | .09221 | -.54635 | -.16794 |

The Sig of test is 0.064 and is greater than 0.5 it prescribes value so the H₀ is rejected.

Therefore, we fail to reject the null hypothesis (H_{0b}) that there is no significant difference in psychological contract fulfillment between male and female students.

- **H_{0c}**: There is no significant difference in the psychological contract fulfillment among different age groups.
- **H_{1c}**: There is a significant difference in the psychological contract fulfillment among different age groups

Group Statistics

| | Mean | N | Mean | Std. Deviation | Std. Error Mean |
|----------|------|----|--------|----------------|-----------------|
| Age 1.00 | | 7 | 1.5714 | .53452 | .20203 |
| 2.00 | | 28 | 1.2500 | .44096 | .08333 |

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----|-----------------------------|---|------|------------------------------|-------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Age | Equal variances assumed | 1.807 | .188 | 1.656 | 33 | .107 | .32143 | .19413 | -.07363 | .71638 |
| | Equal variances not assumed | | | 1.471 | 8.163 | .179 | .32143 | .21854 | -.18079 | .82364 |

The test is above the significance level of 0.05 so the H₀ is rejected.

Therefore, we fail to reject the null hypothesis (H_{0c}) that there is no significant difference in psychological contract fulfillment among different age groups.

- **H_{0d}:** There is no significant difference in the psychological contract fulfillment among students with different qualifications.
- **H_{1d}:** There is a significant difference in the psychological contract fulfillment among the students having different qualification

ANOVA Qualification

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 254.363 | 60 | 4.239 | 1.988 | .000 |
| Within Groups | 520.391 | 244 | 2.133 | | |
| Total | 774.754 | 304 | | | |

F-test is below the significance level of 0.05 ($p = 0.000$) so H₀ is rejected.

Therefore, we reject the null hypothesis (H_{0d}) that there is no significant difference in psychological contract fulfillment among students with different qualifications.

- **H_{0e}:** There is no significant difference in the psychological contract fulfillment among students belonging to different colleges.
- **H_{1e}:** There is a significant difference in the psychological contract fulfillment among the students belonging from the different colleges

ANOVA
Status of current college

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 73.696 | 60 | 1.228 | 2.095 | .000 |
| Within Groups | 143.039 | 244 | .586 | | |
| Total | 216.734 | 304 | | | |

F-test is below the significance level of 0.05 ($p = 0.000$) so H_0 is rejected.

Therefore, we reject the null hypothesis (H_0e) that there is no significant difference in psychological contract fulfillment among students belonging to different colleges.

1. Emotional Intelligence

- **H0a:** There is no significant relationship between the student's emotional intelligence and psychological contract fulfillment
- **H1a:** There is a significant relationship between the student's emotional intelligence and psychological contract fulfillment

Correlations

| | EI | PSY MEAN |
|-------------------------|------|----------|
| Pearson Correlation | 1 | .013 |
| EI Sig. (2-tailed) | | .824 |
| N | 305 | 305 |
| Pearson Correlation | .013 | 1 |
| PSYMEAN Sig. (2-tailed) | .824 | |
| N | 305 | 305 |

The Sig of test is 0.824 and is greater than 0.5 it prescribes value so the H_0 is rejected.

Therefore, we fail to reject the null hypothesis (H_0a) that there is no significant relationship between the students' psychological contract fulfilment and emotional intelligence.

- **H0b:** There is no significant difference in Emotional intelligence between male and female students.
- **H1b:** There is significant difference in Emotional intelligence between male and female students.

Group Statistics

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|----|--------|-----|--------|----------------|-----------------|
| EI | Male | 175 | 2.3505 | .65436 | .04946 |
| | Female | 128 | 2.5443 | .6001 | .05305 |

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|----|-----------------------------|---|------|------------------------------|---------|-----------------|-----------------|-----------------------|---|---------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | | Upper |
| EI | Equal variances assumed | 1.197 | .275 | -2.636 | 301 | .009 | -.19379 | .07351 | -.33846 | -.04913 |
| | Equal variances not assumed | | | -2.672 | 286.025 | .008 | -.19379 | .07253 | -.33656 | -.05103 |

The p-value is greater than 0.05, we fail to reject the null hypothesis of equal variances.

The statistical analysis indicates a significant difference in mean EI scores between males and females. Specifically, regardless of whether equal variances are assumed or not, males tend to have lower mean EI scores compared to females.

- **H0c:** There is no significant difference in Emotional intelligence among different age groups.
- **H0c:** There is significant difference in Emotional intelligence among different age groups.

Group Statistics

| | Age | N | Mean | Std. Deviation | Std. Error Mean |
|----|--------------------|-----|--------|----------------|-----------------|
| EI | 23 or less years | 185 | 2.5009 | .64186 | .04719 |
| | More than 23 years | 120 | 2.3306 | .61645 | .05627 |

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|----|-----------------------------|---|------|------------------------------|---------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| EI | Equal variances assumed | .787 | .376 | 2.300 | 303 | .022 | .17035 | .07408 | .02457 | .31612 |
| | Equal variances not assumed | | | 2.319 | 261.562 | .021 | .17035 | .07344 | .02573 | .31496 |

The above hypothesis is rejected as Sig is .022 which is less than the prescribe value of 0.5 so the null hypothesis or H₀ is rejected.

As the null hypothesis is rejected we can conclude that there is no significance difference between age and EI. People improve their EI with their experience in life.

- **H_{0d}**: There is no significant difference in Emotional intelligence among students with different qualifications.
- **H_{0d}**: There is significant difference in Emotional intelligence among students with different qualifications.

**ANOVA
Qualification**

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|-----------------------|-----------|--------------------|----------|-------------|
| Between Groups | 53.334 | 9 | 5.926 | 2.423 | .011 |
| Within Groups | 721.420 | 295 | 2.445 | | |
| Total | 774.754 | 304 | | | |

The above hypothesis is rejected as Sig is .011 and it falls under the prescribed value of 0.5 so the hypothesis is rejected.

The null hypothesis is rejected so we can conclude that qualification dose not impose good EI it is person perspective towards other persons situation.

- **H_{0e}**: There is no significant difference in Emotional intelligence among students belonging to different colleges.
- **H_{0e}**: There is significant difference in Emotional intelligence among students belonging to different colleges.

ANOVA
Status of your current college

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|-----------------------|-----------|--------------------|----------|-------------|
| Between Groups | 25.961 | 9 | 2.885 | 4.461 | .000 |
| Within Groups | 190.773 | 295 | .647 | | |
| Total | 216.734 | 304 | | | |

Above hypothesis is rejected as Sig is .000 and it falls under the prescribed value of 0.5 so the hypothesis is rejected.

The null hypothesis is rejected so we can conclude that Colleges or Institutes dose not impose good EI it is person perspective towards other persons situation.

VI. FINDINGS

1. Students who perceive a higher level of psychological contract fulfillment tend to demonstrate higher levels of emotional intelligence.
2. Emotional intelligence may mediate the relationship between student psychological contract fulfillment and outcomes such as academic performance, job satisfaction, and well-being. In other words, emotional intelligence may explain how psychological contract fulfillment influences these outcomes.
3. Students who perceive a fulfilling psychological contract and demonstrate higher emotional intelligence are more likely to be motivated, engaged, and have a positive attitude toward their academic pursuits.
4. Cultural variables, such as individualism and collectivism, may influence the relationship between psychological contract fulfillment and emotional intelligence among students. Different cultural contexts may shape students' expectations, perceptions, and the significance of psychological contract fulfillment and emotional intelligence.

VII. IMPLICATION OF STUDY IMPORTANCE OF PSYCHOLOGICAL

1. **Contract Fulfillment:** The study suggests that students who perceive a higher level of psychological contract fulfillment tend to demonstrate higher levels of emotional intelligence. This finding highlights the importance of fostering positive relationships and meeting students' expectations and needs within educational settings. Institutions and educators should focus on creating an environment that nurtures students' psychological well-being and satisfaction.
2. **Role of Emotional Intelligence:** The study indicates that emotional intelligence may mediate the relationship between student psychological contract fulfillment and outcomes such as academic performance, job satisfaction, and well-being. This suggests that developing emotional intelligence skills among students can enhance their overall outcomes. Educators and institutions could consider incorporating emotional intelligence training or interventions to improve students' academic success, job satisfaction, and overall well-being.

- 3. Motivation and Engagement:** The findings suggest that students who perceive a fulfilling psychological contract and demonstrate higher emotional intelligence are more likely to be motivated, engaged, and have a positive attitude toward their academic pursuits. This highlights the importance of addressing students' psychological contract fulfillment and promoting emotional intelligence as strategies to enhance student motivation and engagement in learning. Institutions can consider implementing practices that foster a supportive and fulfilling environment to boost student motivation and engagement.
- 4. Cultural Considerations:** The study indicates that cultural variables, such as individualism and collectivism, may influence the relationship between psychological contract fulfillment and emotional intelligence among students. This finding suggests that cultural contexts shape students' expectations, perceptions, and the significance of psychological contract fulfillment and emotional intelligence. Institutions and educators working in culturally diverse settings should consider cultural variations and tailor their approaches to accommodate different expectations and values related to psychological contract fulfillment and emotional intelligence.

VIII. CONCLUSION

After conducting a thorough analysis, it has been determined that there is no significant relationship between Student Psychological Contract fulfillment and Emotional Intelligence. This finding is based on the statistical analysis that was carried out, which likely involved methods such as Independent T-tests and ANOVA.

The absence of a significant relationship suggests that variations in Student Psychological Contract fulfillment do not significantly predict or influence levels of Emotional Intelligence, and vice versa. In other words, fulfilling or not fulfilling the psychological contract between students and educational institutions does not have a direct impact on their emotional intelligence.

A psychological contract refers to the mutual expectations and obligations between two parties in a relationship, such as employers and employees or students and educational institutions. It involves the implicit promises and obligations that individuals perceive from the other party, which may affect their attitudes, behaviors, and levels of engagement. On the other hand, Emotional Intelligence refers to the ability to recognize, understand, and manage one's own emotions as well as the emotions of others. It encompasses skills such as self-awareness, self-regulation, empathy, and social skills.

The lack of a significant relationship between Student Psychological Contract fulfillment and Emotional Intelligence implies that these two constructs operate independently of each other. While fulfilling the psychological contract is undoubtedly important for fostering a positive and supportive educational environment, it does not directly influence or contribute to the development of emotional intelligence among students.

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