

# **Comprehensive Project Report**

On

**“Relationship between Student Psychological Contract fulfillment and Emotional Intelligence”**

Submitted To



Institute code: 769

**SHRI JAIRAMBHAI PATEL INSTITUTE OF BUSINESS MANAGEMENT  
AND COMPUTER APPLICATION**

(NICM)

**Under the Guidance of**

**Dr. Tanvi Kothari**

**(Assistant professor)**

In partial Fulfilment of the Requirement of the award of the degree of Master of  
Business Administration (MBA)

**Offered by**

Gujarat Technological University Ahmedabad

**Prepared by: -**

Digvijay Singh Shekhawat

&

Lucky Upadhyay

MBA (Semester-4)

June 2023

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## **STUDENTS DECLARATION**

I hereby declare that the **comprehensive project report** titled “**Relationship between Student Psychological Contract fulfillment and Emotional Intelligence**” is a result of our own work and our indebtedness to other work publications, references, if any, have been duly acknowledged. If we are found guilty of copying from any other report or published information and showing as our original work, or extending plagiarism limit, we understand that we shall be liable and punishable by the university, which may include ‘Fail’ in examination or any other punishment that university may decide.

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|-----------------------------|------------------|
| Digvijay Singh<br>Shekhawat |                  |
| Lucky Upadhyay              |                  |

**Place: Gandhinagar**

**Date**

# PLAGIARISM REPORT



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Chapter 1- Introduction Emotional intelligence is defined as the perception, assessment, and regulation of your own and other people's emotions. It is a theory that seeks to link the processes of emotion, cognition, and metacognition. Because of a global economy that is becoming more prevalent due to the massive flood of information and new technology, working settings are becoming more demanding and competitive. Leaders and managers face severe competition and pressures today, and the quality required to thrive in their organizations depends on learning, cooperation, and healthy intrapersonal and interpersonal connections. EI is appealing to HR professionals as a set of significant talents since it offers a framework of preexisting skills that are accountable for behaviors thought to help people succeed and be effective at work. Organizations with emotional intelligence can better utilize their workforce's abilities and meet difficulties. Both managers and employees must be able to work together, favorably influence others, and come up with quick and inventive solutions to problems. According to research, emotions can foster commitment, trust, and faith when they are appropriately controlled. In such a situation, when EI plays a critical role, productivity, inventions, and success as people, groups, or organizations can occur. When discussing the importance of emotion in the workplace, Reynolds and Vince (2004) state that "any organization is an emotional space because it is a human invention, fulfilling human aims, and depending on human beings to function... A system exists in its current shape because of emotion, which also sustains it. On the basis of their emotional reactions to organizational challenges as well as on the basis of avoiding emotion, people and groups continue to organize themselves. Leaders and staff in a firm or organization should have emotional intelligence in addition to technical intelligence. With greater self-management and self-control, leaders with EI may better understand their workforce, foster more welcoming and accessible work environments, solve issues, and make decisions. Under these circumstances, it is very likely that the company's performance will improve. Leaders with EI will be an inspiration and be able to communicate their thinking to their staff, increasing their productivity, happiness, and job satisfaction. Employees with EI are also more able to fit into a group, perform better, and have superior social awareness and social management skills. They also show increased pleasure and better stress management.

## Certificate of Examiner

This is to certify that project work embodied in this report entitled “**Relationship between Student Psychological Contract fulfillment and Emotional Intelligence**” was carried out by Digvijay Singh Shekhawat (217690592024) and Lucky Upadhyay of Shri Jairambhai Patel Institute of Business Management (NICM) Institute Code: 769

The Report is approved/ not approved.

Comment of External

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This report is for the partial fulfilment of the require of the award of the Degree of Master of Business Administration offered by Gujarat Technological University.

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(Examiner’s sign)

Name of Examiner:

External Examiner Institute:

External Examiner Institute Code:

Date:

Place:

## **PREFACE**

This project report and research study have been prepared in partial fulfillment of the requirement for a Comprehensive Project Report (C.P.) of the M.B.A. course in a semester- IV in the academic year 2021-23. As a part of the course curriculum and to deepen and widen practical knowledge of the concept of corporate learning we were supposed to make a comprehensive project report.

This project exposed us to a new horizon where we could come up with new and creative ideas to deal with real-lifeful situation in the working environment. This experience was heart whelming where we could derive professional & personal learning from our guide and mentor at our college as well as office.

Completing the project within the given tenure under supervision of guide and working with other colleagues showed us the magnitude of co-operation, co-ordination, and synergy that a task requires along with its importance in corporate world.

We look forward to your appreciation, condemnation, or feedback if any.

## **ACKNOWLEDGEMENT**

We would like to express our deepest gratitude and appreciation to all those who have contributed to the successful completion of this research project. Without their support, guidance, and assistance, this work would not have been possible.

First and foremost, we are immensely grateful to our supervisor, **DR. Tanvi Kothari**, for their invaluable guidance and mentorship throughout the entire research process. Their expertise, patience, and encouragement were instrumental in shaping this project and enhancing its quality. I am truly thankful for their unwavering support and dedication

We would like to express our gratitude towards our University, **Gujarat Technological University** for providing us with such a prodigious opportunity to conduct our own little research to make us comprehend the theories we have learned.

We would like to thank our College, **Shri Jairambhai Patel Institute of Business Management, Gandhinagar** for supporting us in the **Comprehensive Project Report**.

We would like to faithfully acknowledge our **Director, Dr. Harishchandra Singh Rathod**, for providing us the opportunity to prepare this report.

We would like to express my gratitude to my colleagues and fellow researchers who provided assistance and collaboration throughout this project. Their valuable discussions, brainstorming sessions, and feedback greatly contributed to the development and improvement of this research.

We are also grateful to the participants of this study, whose willingness to contribute their time and insights made this research possible. Their cooperation and involvement are highly appreciated.

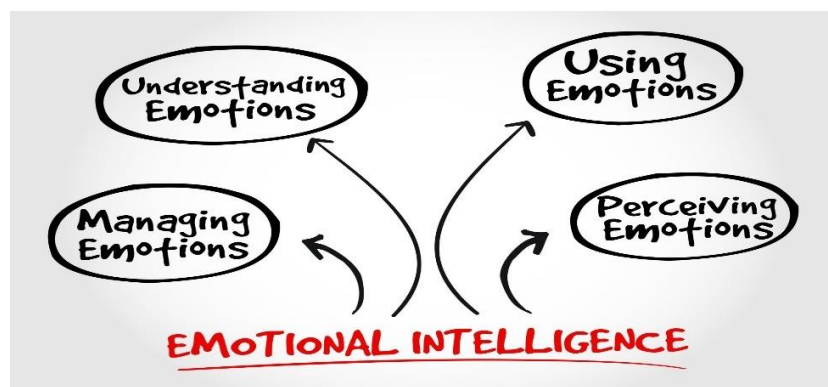
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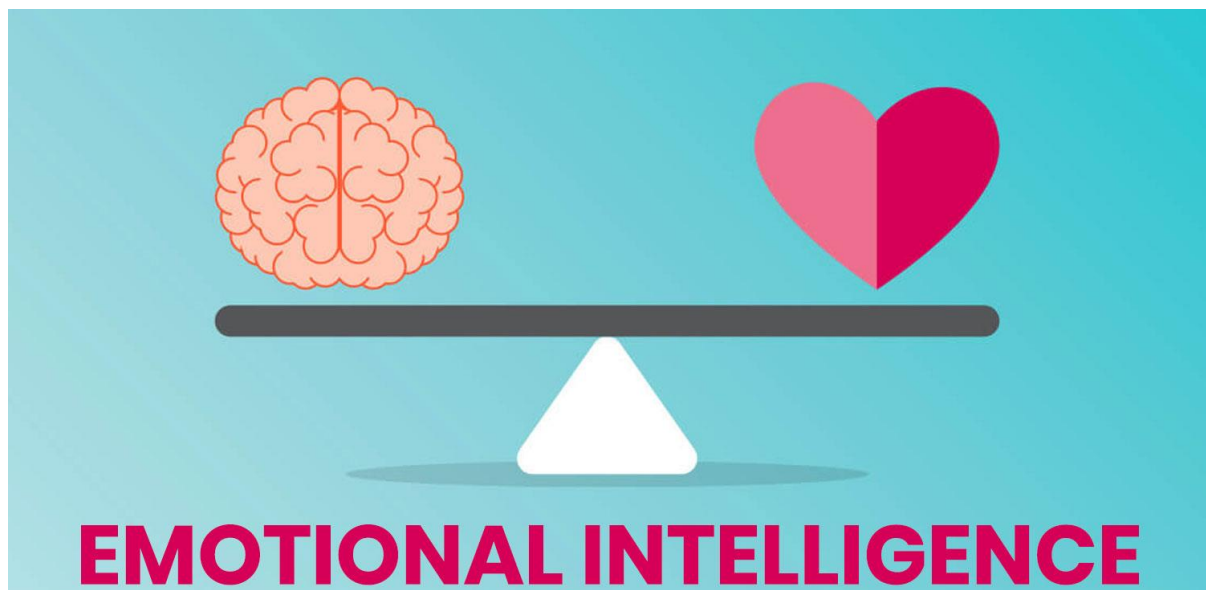
# **Chapter 1- Introduction**



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 a 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

# **Chapter 2 Literature review**

| Sr. No | Year of research | Authors   | Title of research paper  | Problem identification | Research objective  | Variable and its types                                   | hypotheses  | context                | Data collection tools | Data analysis tools    | Major findings  |
|--------|------------------|---|--|------------------------|---|--|---|------------------------|-----------------------|------------------------|---|
| 1      | 08 June 2022     | Qais Hammour, Asmahan Majed Alaher Ahmad Rabaa'i Heba Khatabeh Jassim Al-Gasawnah | “Influence of psychological contract fulfillment on job outcomes: A case of the academic sphere in Jordan” |                        | Most organizations are striving to strengthen such relationships by focusing on psychological contract fulfillment that allows for trust leading to job stability and career advancement. | psychological contract fulfillment on academic employees | H1: Psychological contract fulfillment negatively affects employee turnover.<br>H2: Psychological contract fulfillment positively affects employee satisfaction.<br>H3: Psychological contract fulfillment positively | a quantitative method, | questionnaire         | Least square Structure | The findings indicated that psychological contract fulfillment positively influences both employee productivity and satisfaction. In addition, the results revealed that psychological contract fulfillment negatively influences employee turnover. Furthermore, the |

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|   |              |  |   |   |   |  | affects employee productivity .   |               |  |  | study findings have managerial implications through enhancing organizational citizenship behavior that leads to increased employee productivity and satisfaction. |
| 2 | 23 July 2019 | Ali Abd ulhasan Abbas, Hussein Hurajah. Al Hasnawi | Role of Psychological Contract Breach and Violation in Generating Emotional Exhaustion: The Mediating Role of Job | The research problem can be identified by considering the increasing rates of emotional exhaust | This search aims to study the extent to which Psychological Contract Breach affects and produces Emotional Exhaustion amongst employees |  | Hypothesis (1): There is a significant effect of violation and breach of the psychological contract in causing job procrastination. | questionnaire |  | The study also concluded that there is a direct impact of both the breach and violation of the psychological contract on emotional exhaustion, and |   |

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|   |      |  | Procrasti<br>nation   | ustion<br>amongst<br>daily<br>-<br>wage<br>employee<br>s in<br>the<br>Coll<br>eges<br>of<br>Karb<br>ala<br>Univ<br>ersit<br>y, | through<br>the<br>emergen<br>ce of a<br>state of<br>procrasti<br>nation at<br>the level<br>of a<br>sample<br>of daily<br>wage<br>employee<br>s in the<br>Colleges<br>of<br>Karbala<br>Universi<br>ty in<br>Iraq |  | on.<br>Hypot<br>hesis<br>(2):<br>There<br>is a<br>signifi<br>cant<br>effect<br>of job<br>procrasti<br>nation in<br>the<br>emerg<br>ence<br>of emoti<br>onal<br>exhau<br>stion   |  |                       |  | indirectl<br>y<br>through<br>procrasti<br>nation,<br>which<br>was<br>manifest<br>in the<br>staff<br>feeling<br>emotion<br>ally   |
| 3 | 2016 | Öwe<br>r<br>Oka<br>ÿ<br>FET<br>TA<br>HLI<br>OĞ<br>LU,<br>Ali<br>Đaÿ<br>AFŞ<br>AR | The<br>Effect<br>s on<br>the<br>Percep<br>tion of<br>Aliena<br>tion of<br>Breac<br>h of<br>Psych<br>ologic<br>al<br>Contra<br>ct<br>Occur<br>red<br>due to<br>the<br>Emoti<br>onal<br>Witles<br>sness |  | it was<br>investig<br>ated<br>whether<br>the of<br>percepti<br>on<br>psychol<br>ogical<br>contract<br>breaches<br>. Has<br>effect on<br>the<br>concept<br>of<br>alienatio<br>n                                  |  | Hypot<br>hesis<br>1:<br>"Ther<br>e is a<br>signifi<br>cant<br>positiv<br>e<br>relatio<br>n<br>betwe<br>en<br>emoti<br>onal<br>intelli<br>gence<br>and<br>psych<br>ologic<br>al<br>contra<br>ct<br>breach<br>".<br>Hypot |  | quest<br>ionna<br>ire | Coef<br>ficie<br>nt,<br>Regr<br>essio<br>n | a factor<br>that<br>depends<br>on the<br>personal<br>percepti<br>ons of<br>the<br>individu<br>als<br>included<br>within<br>the<br>contract.<br>As<br>emotion<br>al<br>intellige<br>nce<br>requires,<br>percepti<br>ons<br>related<br>to<br>psychol<br>ogical |

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|   |           |                                      |   |  |  | <p>thesis 2: "There is a significant positive relationship between psychological contract breach and alienation".</p>                                |               |                                   |   | <p>contracts is also one of the factors that regulates the quality of the work life.</p> |
| 4 | July.2007 | Prof . Tripti Singh Atik a Mod assir | Relationship of Emotional Intelligence with Transformational Leadership and Organizational Citizenship Behavior |  | This manuscript examines the relationship of emotional intelligence (EI) with transformational leadership (TL) and organizational citizenship behavior (OCB) of the followers. | <p>Hypothesis 1: Transformational leaders are likely to be high on emotional intelligence. Hypothesis 2: Subordinates of transformational leader</p> | questionnaire | Simple multiple linear regression | <p>EI plays a big role in enhancing the OCBs of followers, specifically qualities such as conscientiousness, civic virtue and altruism. Organizations need to give importance to EI for enhanci</p> |  |

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|---|--------------|------------------------------|--|--|---|--|--|--|----------------|----------------------|---|
|   |              |                              |  |  |   |  | s are likely to have high level of OCB   |  |                |                      | ng positive outcomes like OCB.  |
| 5 | 28 May, 2012 | Jiang Xuan and Dong Soo Park | Effects of psychological contract on organizational citizenship behavior: The mediating role of professors' emotional labor strategy |  | The objective of this study was based on the social exchange theory (SET) to investigate the effect of psychological contract (PC) on organizational citizenship behavior (OCB) and the mediating effects of the professors' emotion labor strategy (ELS) on the relationship between |  | H1: PC has a significant effect on OCB<br>H2: PC has significant effect on ELS |  | questionnaires | Correlation analysis | The results provide not only some evidence by which the nature of PC affects OCB but also a theoretical framework for investigating the mediating role of ELS in the relationship between PC and OCB. |



|   |                          |               |  |  |   |  |   |  |                |   |   |
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|   |                          |               |  |  | PC and OCB.   |  |   |  |                |   |   |
| 6 | Solfrid Bilstad Neraasen | November 2016 | Communication and participation as antecedents of affective commitment and the mediating role of psychological contract fulfillment: A multilevel analysis |  | this study examines the impact of two Human Resources Management (HRM) practices, communication and participation, on employees' perception of psychological contract fulfillment (PCF) and affective organizational commitment (AC). |  | Hypothesis 1: Communication practices have a positive effect on employees' affective commitment. Hypothesis 2: Communication practices are positively related to employees' perception of psychological contract fulfillment. |  | questionnaires | Means, standard deviations (SD), correlations | The results of this study indicate that while participation practices are linked to AC, this relationship is not affected by PCF. |

|   |                                    |               |  |  |   |  |  |  |                |                        |  |
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| 7 | Nor Liza Abdullah, Noradiva Hamzah | July 15, 2011 | Psychological Contract and Knowledge Sharing among Academicians: Mediating Role of Relational Social Capital |  | This study examines the mediating role of relational social capital in the relationship between psychological contract and knowledge sharing. |  | H1: There is a positive relationship between relational psychological contract and knowledge sharing in the organization.<br>H2a: Perception of trust partially mediates the relationship between psychological contract and knowledge sharing |  | questionnaires | chi-square differences | The findings of this study suggest that trust and collaboration play a role in explaining the effect of psychological contract on knowledge sharing. |
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| 8 | Aoife McDermott, Margaret Heffernan | 8 January 2015. | When the nature of employment matters in the employment relationship: A cluster analysis of psychological contracts and organizational commitment in the non-profit sector |  | This paper investigates the relationship between psychological contracts, organizational commitment and employment characteristics among paid employees in a non-profit organization. |  | Hypothesis 1: Non-profit sector employees with perceived psychological contract fulfillment will report higher levels of organizational commitment than those with psychological contract breach.<br>Hypothesis 2: Non-profit employees with profes |  | questionnaires |  | The psychological contract is an important explanatory framework in understanding employee attitudes and behaviours in the employment relationship (Shore and Tetrick, 1994). Our analysis has extended traditional concern with psychological contracts and organizational commitment to a neglected |
|---|-------------------------------------|-----------------|--|--|---|--|---|--|----------------|--|---|

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|---|---------------------------|------|---------------|--|---------------------------------|--|---|--|----------------|------------|--|
|   |                           |      |               |  |                                 |  | sional front-line service delivery roles will be proportionately over-represented among employees reporting high levels of perceived psychological contract obligations and fulfillment, relative to fundraising, retail and support staff. |  |                |            | d employee group: paid employees in the non-profit sector. |
| 9 | Imran Sharif, Shah Rollah | 2017 | PSYCHOLOGICAL |  | The aim of this research was to |  | Hypothesis 1: Psych   |  | questionnaires | regression | In this research work theoretic                            |

|    |                             |              |  |  |  |  |  |  |                |                     |   |
|----|-----------------------------|--------------|--|--|--|--|--|--|----------------|---------------------|---|
|    | Abdul Wahab, Azlineer Sarip |              | CONTRACT BREACH AND FEELINGS OF VIOLATION: MODERATING ROLE OF AGE-RELATED DIFFERENCE |  | explore the moderating effect of age-related differences in relation to perceive psychological contract breach and feelings of violation |  | ological contract breach is positively related to feelings of violative. Hypothesis 2a: In case of older workers age is negatively related to feelings of violation. |  |                |                     | ally investigated that age has a very significant role in that how breach of psychological contract occurs and feeling of violence and age affectively buffer the negative outcomes as violent behavior perceived less in old aged but age span is not clearly mentioned as compare to younger workers. |
| 10 | Adnan Ahmad, Sumera Khan    | Nov 10, 2015 | Psychological Contract Breaches  |  | The objectives of the study were to find that Psychol  |  | H1: Psychological contract breach  |  | questionnaires | Regression analysis | Employee retention has come forward as one of   |

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|--|--|--|---|--|--|--|--|--|--|--|---|
|  |  |  | and its<br>Impact on<br>Employee<br>Turnover<br>Intention and<br>Job Satisfaction |  | ogical<br>contract<br>breaches<br>have<br>impact<br>on turn<br>intention and<br>job<br>satisfaction. |  | es<br>have<br>impact<br>on<br>employee's<br>Turnover<br>intention.<br>H2:<br>Psychological<br>contract<br>breaches<br>have<br>impact<br>on<br>employee's<br>job<br>satisfaction. |  |  |  | the<br>dominant<br>themes<br>during<br>the past<br>decade.<br>As in<br>today's<br>world, it<br>has<br>become<br>crucial<br>to have<br>loyal,<br>committed,<br>devoted,<br>satisfied<br>and<br>retained<br>workforce<br>since,<br>it is the<br>competitive<br>edge<br>for the<br>organization<br>to have<br>such<br>employees. |
|--|--|--|---|--|--|--|--|--|--|--|---|

# **Chapter 3 Research Methodology**

### **3.1 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 freshers. As a student all have some expectance from there college and their expectance have 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 don'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.

### **3.2 Research Objective**

1. Investigating the relationship between the students' psychological contract fulfillment and emotional intelligence
2. Examine the influence of demographic factors on the relationship between student psychological contract fulfillment and emotional intelligence:

The objective is be to investigate whether cultural variables, such as collectivism or individualism, influence the association between psychological contract fulfillment and emotional intelligence among students.

### **3.3 Research Design:**

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

### **3.4 Sampling plan**

**Sample size:** 305

#### **Sampling Units:**

Sampling units include all the college students and the students who have started their career as freshers.

#### **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.

### **3.5 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 show it in a graphical and tabular format. SPSS software use for Hypothesis testing.

### **3.6A 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)

### **3.6B Hypothesis for Emotional Intelligence**

**Null Hypothesis H0a:** There is no significant relationship between the students' psychological contract fulfillment and emotional intelligence.

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

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

**H0d:** There is no significant difference in Emotional intelligence among students with different qualifications.

**H0e:** There is no significant difference in Emotional intelligence among students belonging to different colleges.

**Alternative Hypothesis H1a:** There is a significant relationship between the students' psychological contract fulfillment and emotional intelligence

**H1b:** There is significant difference in Emotional intelligence between male and female students.

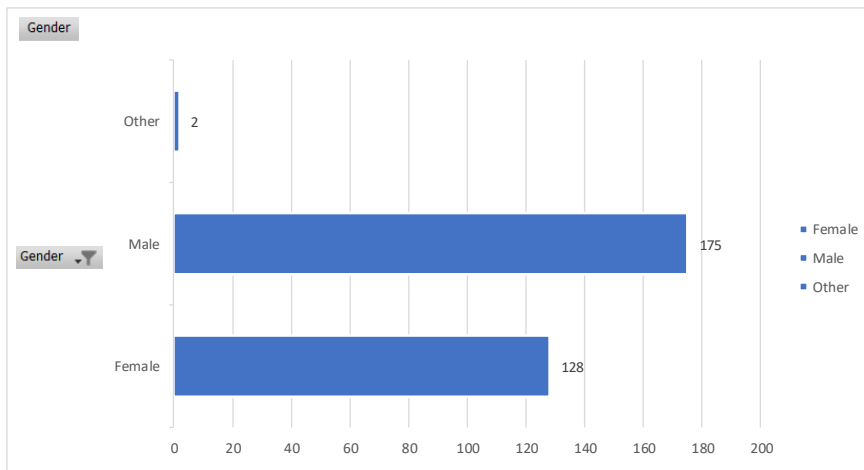
**H0c:** There is significant difference in Emotional intelligence among different age groups.

**H0d:** There is significant difference in Emotional intelligence among students with different qualifications.

**H0e:** There is significant difference in Emotional intelligence among students belonging to different colleges.

# **CHAPTER 4 HYPOTHESIS AND DATA ANALYSIS**

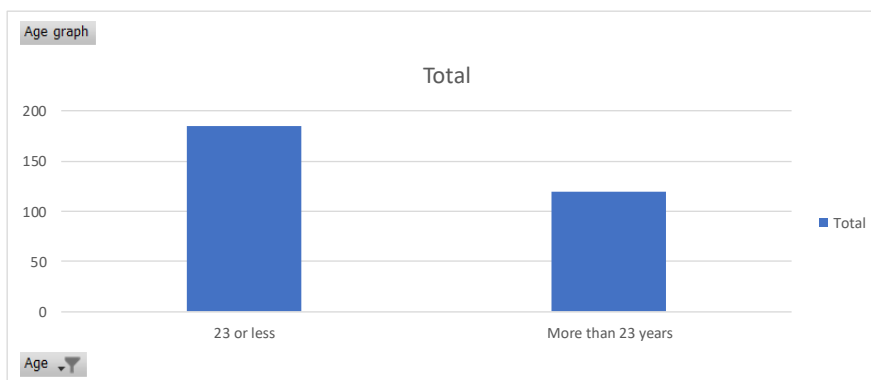
**Q-1 Gender**



- 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.

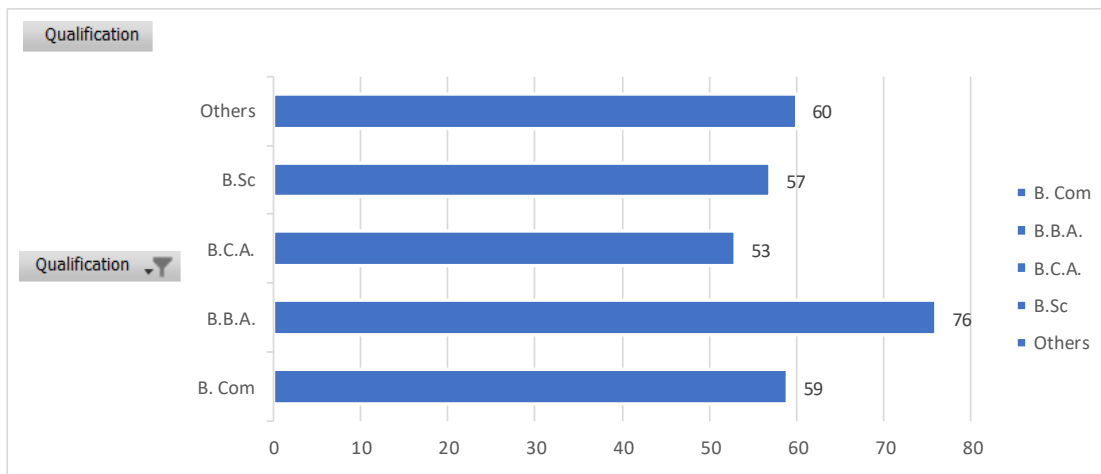
## Q-2 Age



- 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.

### Q-3 Qualification

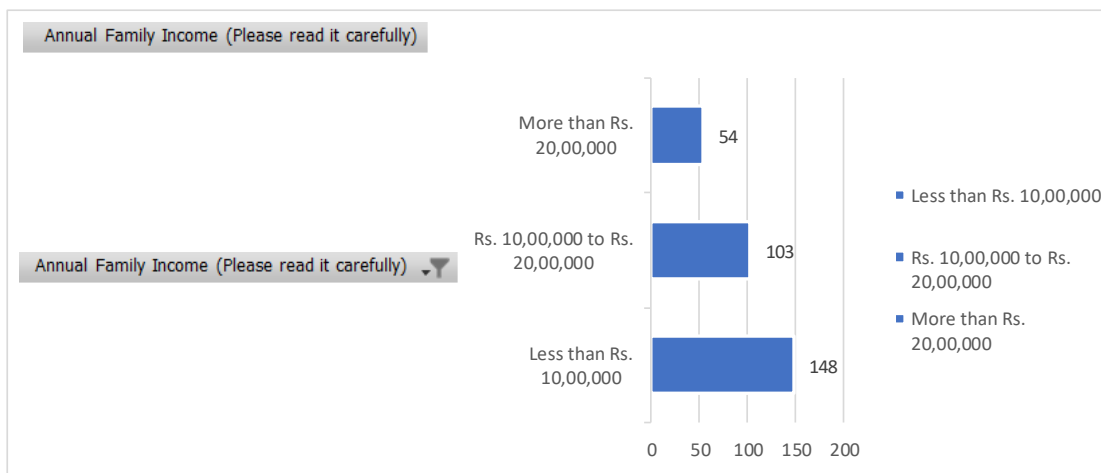


- B.Com: There are 59 students pursuing a Bachelor of Commerce degree (B.Com).
- B.Sc: There are 57 students pursuing a Bachelor of Science degree (B.Sc).
- B.B.A: There are 76 students pursuing a Bachelor of Business Administration degree (B.B.A). B.C.A: There are 53 students pursuing a Bachelor of 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.

### Q-4 Annual Family Income

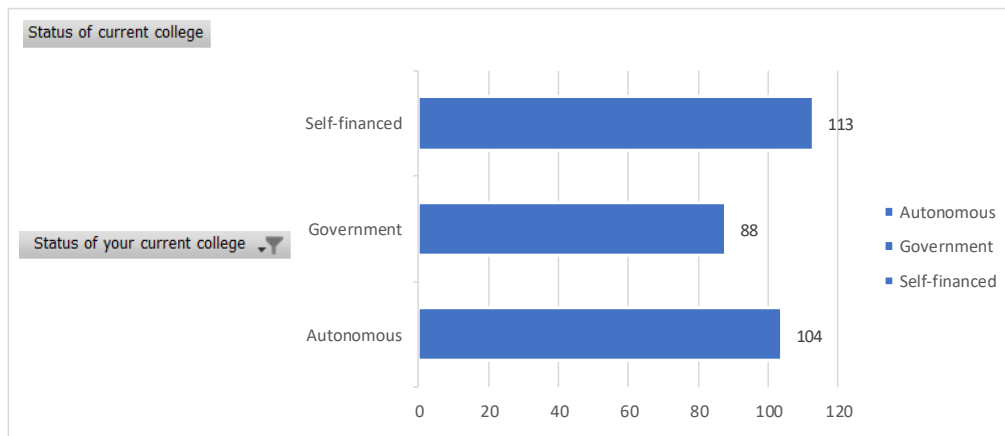


- Less than Rs. 10,00,000: There are 148 individuals with an income level of less than Rs. 10,00,000 (10 lakh).

- 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.

### Q-5 Status of your current college

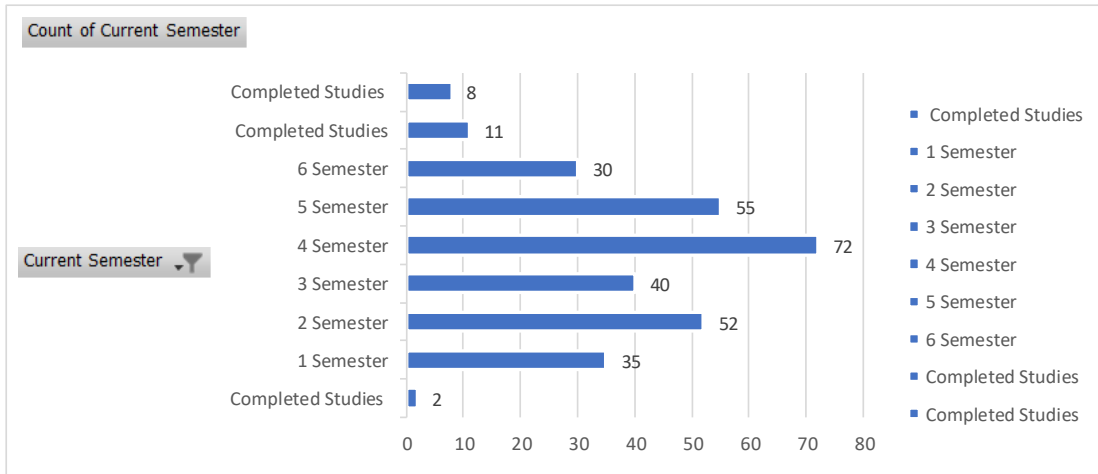


- Self-financed: There are 113 institutions or organizations that are self-financed.
- Autonomous: There are 104 institutions or organizations that are autonomous.
- Government: There are 88 institutions or organizations that are government-funded.

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.

### Q-6 Current Semester

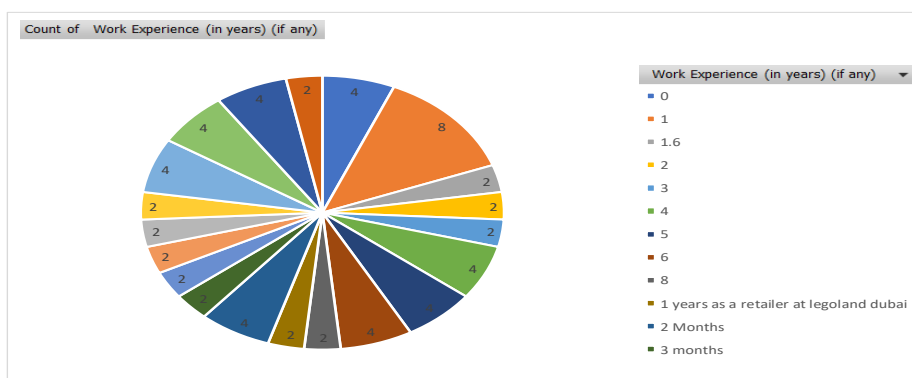


- 1 Semester: There are 35 individuals currently in their first semester.
- 2 Semester: There are 52 individuals currently in their second semester.
- 3 Semester: There are 40 individuals currently in their third semester.
- 4 Semester: There are 72 individuals currently in their fourth semester.
- 5 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.

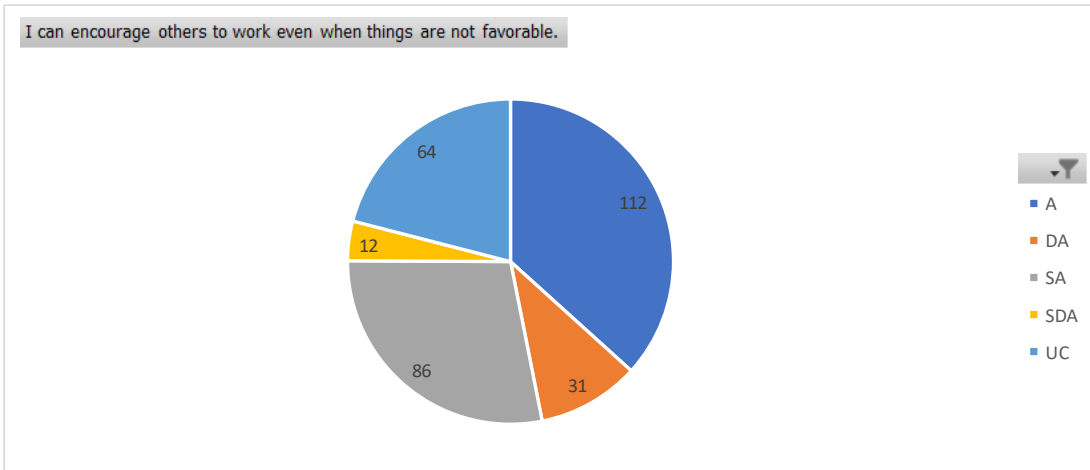
Total: The total count of individuals across all categories is 305.

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.

### Q-7 Work Experience (in years) (if any)



### Q-8 I can encourage others to work even when things are not favorable.

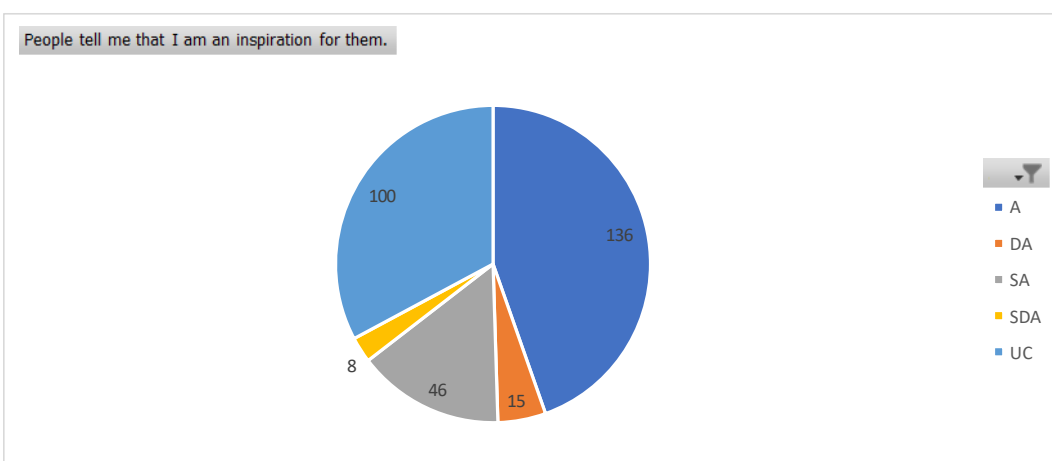


- SA (Slightly Agree): There are 30 individuals who slightly agree with the statement.
- A (Agree): There are 89 individuals who agree with the statement.
- UC (Unconditional): There are 139 individuals who unconditionally agree with the statement.
- DA (Disagree): There are 37 individuals who disagree 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 unfavourable 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.

### Q-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.

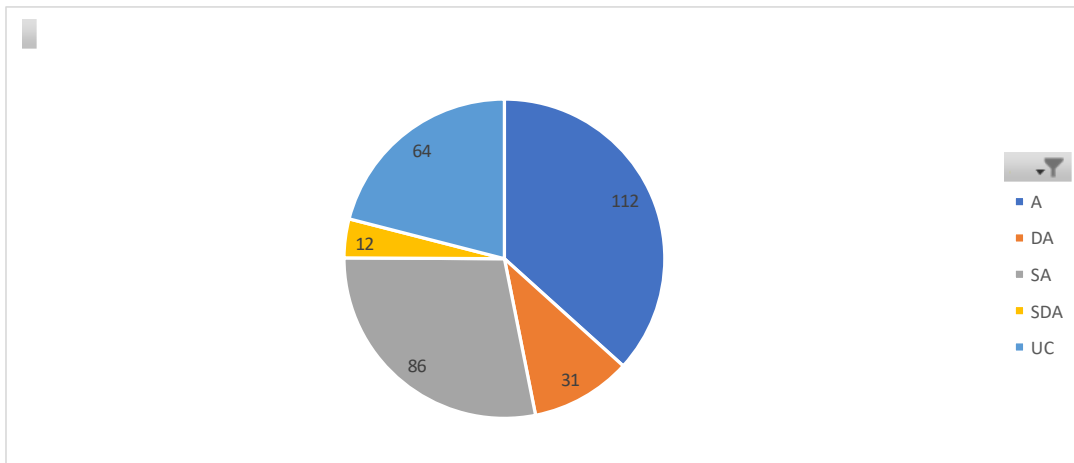


- UC (Unconditional): There are 100 individuals who unconditionally agree that you are an inspiration for them.
- DA (Disagree): There are 15 individuals who disagree that you are an inspiration for them.
- SDA (Slightly Disagree): There are 8 individuals who slightly disagree that you are an inspiration 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.

### Q-10 I am able to encourage people to take initiative.

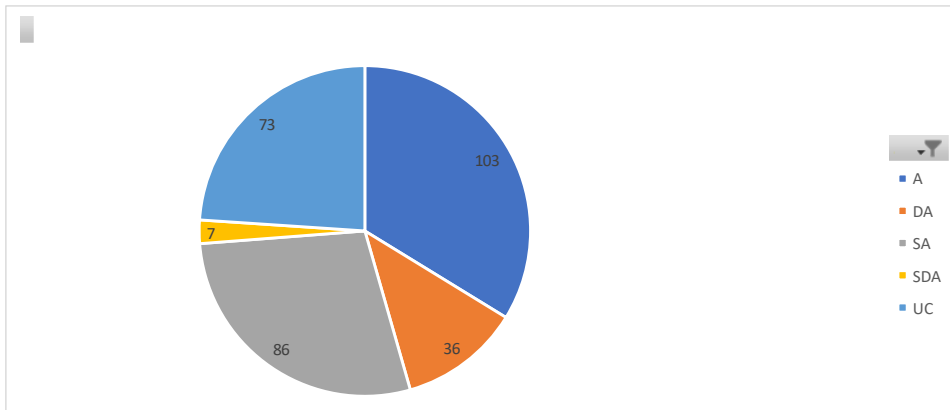


- SA (Slightly Agree): There are 86 individuals who slightly agree that you are able to encourage people to take initiative.
- A (Agree): There are 112 individuals who agree that you are able to encourage people to take initiative.
- UC (Unconditional): There are 64 individuals who unconditionally agree 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.

**Q-11 I am able to make intelligent decisions using a healthy balance of emotions and reason.**

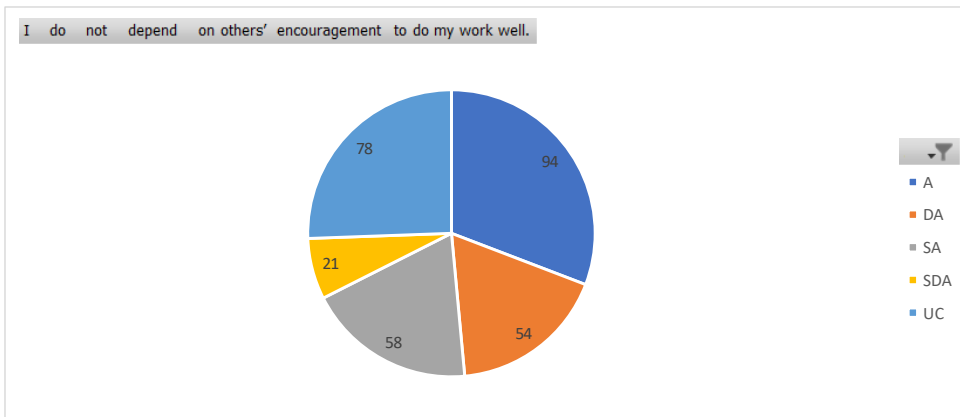


- SA (Slightly Agree): There are 86 individuals who slightly agree that you are able to make intelligent decisions using a healthy balance of emotions and reason.
- A (Agree): There are 103 individuals who agree that you are able to make intelligent decisions using a healthy balance of emotions and reason.
- 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.

**Q-12 I do not depend on others encouragement to do my work well.**

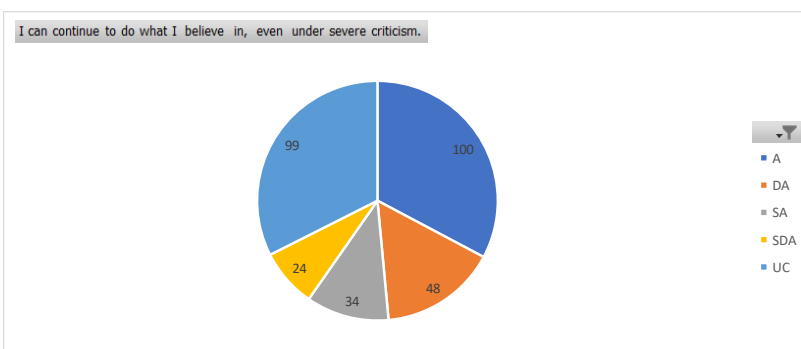


- SA (Slightly Agree): There are 58 individuals who slightly agree that you do not depend on others' encouragement to do your work well.
- A (Agree): There are 94 individuals who agree that you do not depend on others' encouragement to do your work well.
- UC (Unconditional): There are 78 individuals 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.

### Q-13 I can continue to do what I believe in, even under severe criticism.



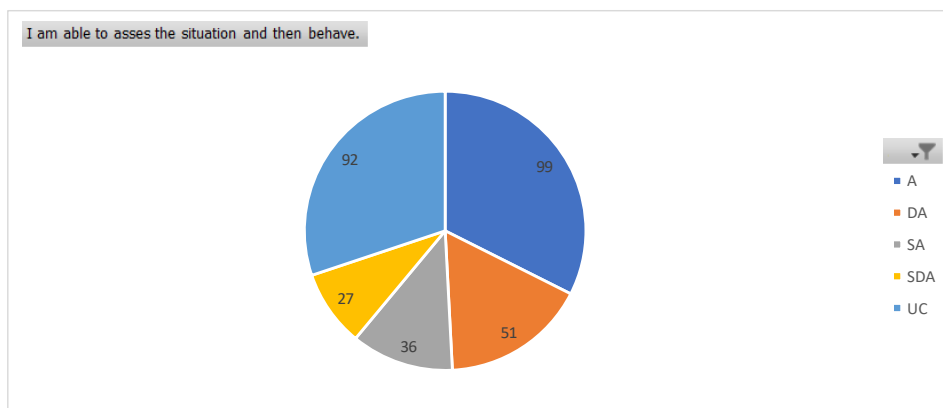
- SA (Slightly Agree): There are 34 individuals who slightly agree that you can continue doing what you believe in, even under severe criticism.
- A (Agree): There are 100 individuals who agree that you can continue doing what you believe in, even under severe criticism.
- UC (Unconditional): There are 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.

### Q-14 I am able to assess the situation and then behave.

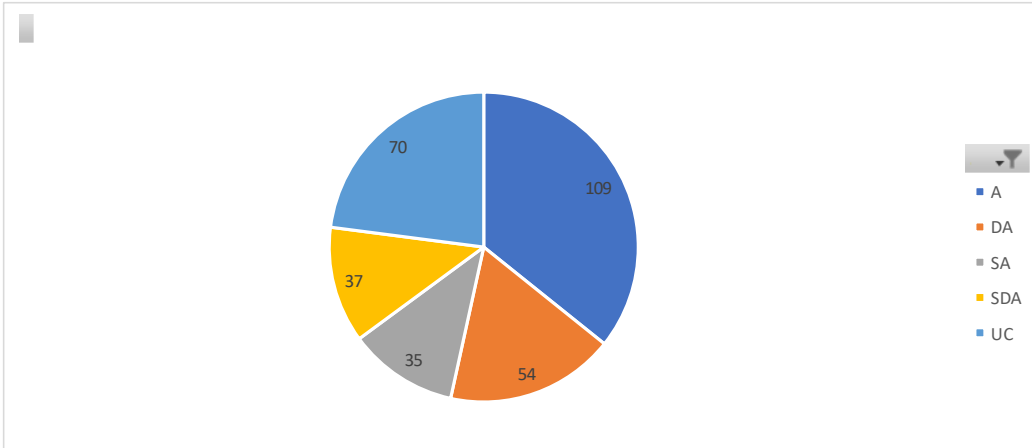


- SA (Slightly Agree): There are 36 individuals who slightly agree that you are able to assess the situation and then behave accordingly.
- A (Agree): There are 99 individuals who agree that you are able to assess the situation and then behave accordingly.
- UC (Unconditional): There are 92 individuals 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.

### Q-15 I can concentrate on the task at hand in spite of disturbances.

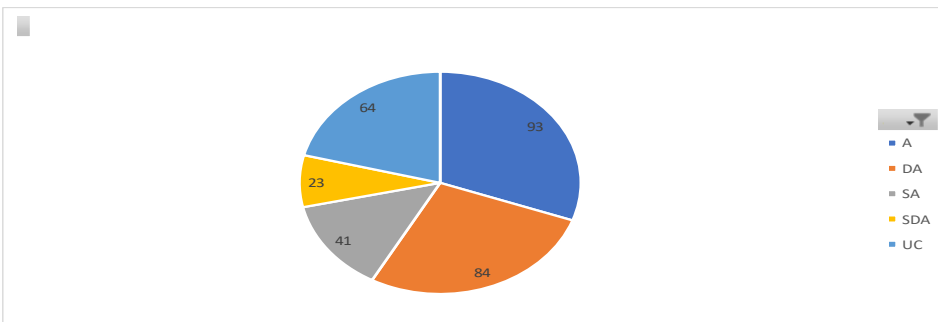


- SA (Slightly Agree): There are 35 individuals who slightly agree that you can concentrate on the task at hand despite disturbances.
- A (Agree): There are 109 individuals who agree that you can concentrate on the task at hand despite disturbances.
- UC (Unconditional): There are 70 individuals who 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.

**Q-16 I pay attention to the worries and concerns of others.**



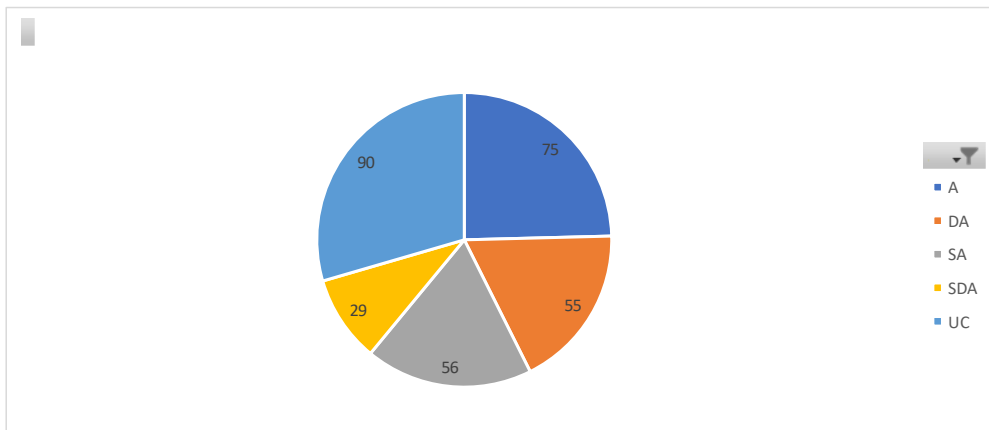
- A (Agree): There are 93 individuals who agree that you pay attention to the worries and concerns of others.
- UC (Unconditional): There are 64 individuals who unconditionally agree that you pay attention to the worries and concerns of others.

- 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.

### Q-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.

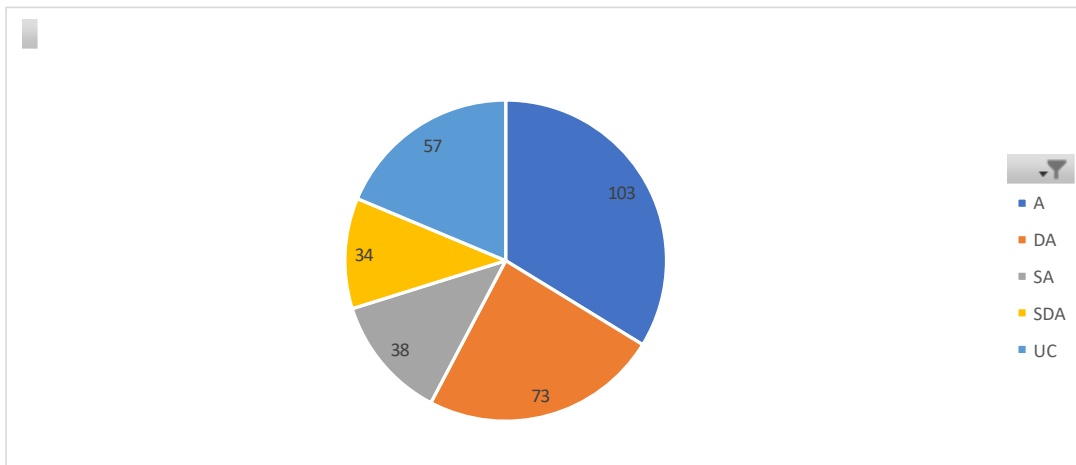
Slightly Agree: 56 individuals slightly agreed with the statement, indicating that they have some level of ability to listen without the urge to say something, but it may not be consistent or strong.

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.

### Q-18 I am perceived as friendly and outgoing.

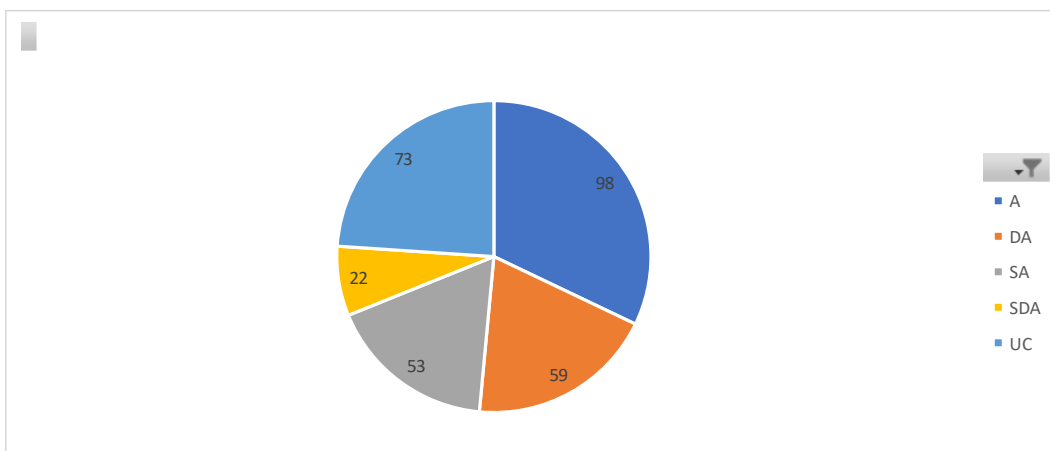


- Agree: 103 - 103 respondents agree that they are perceived as friendly and outgoing.
- Dis Agree: 73 - 73 respondents disagree that they are perceived as friendly and outgoing.
- Slightly Agree: 38 - 38 respondents slightly agree that they are perceived as friendly and outgoing.
- Slightly Disagree: 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 is 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

### Q-19 I have my priorities clear.



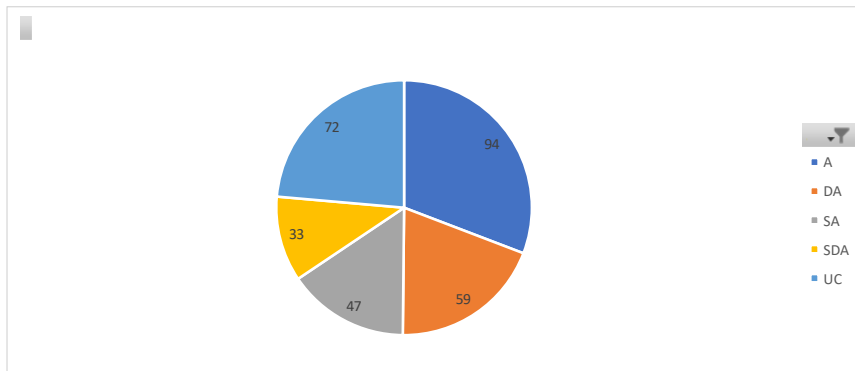
- Agree: 98 - 98 respondents agree that they have their priorities clear.
- Disagree: 59 - 59 respondents disagree that they have their priorities clear.

- 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.

**Q-20 I can handle conflicts around me.**



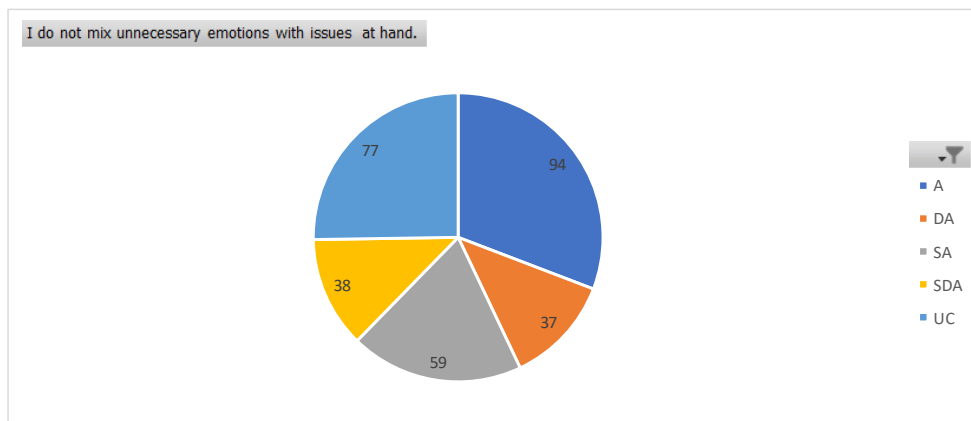
- Agree: 94 - 94 respondents agree that they can handle conflicts around them.
- Disagree: 59 - 59 respondents disagree that they can handle conflicts around them.
- Slightly Agree: 47 - 47 respondents slightly agree that they can handle conflicts around them.
- Slightly Disagree: 33 - 33 respondents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



### Q-21 I do not mix unnecessary emotions with issues at hand.

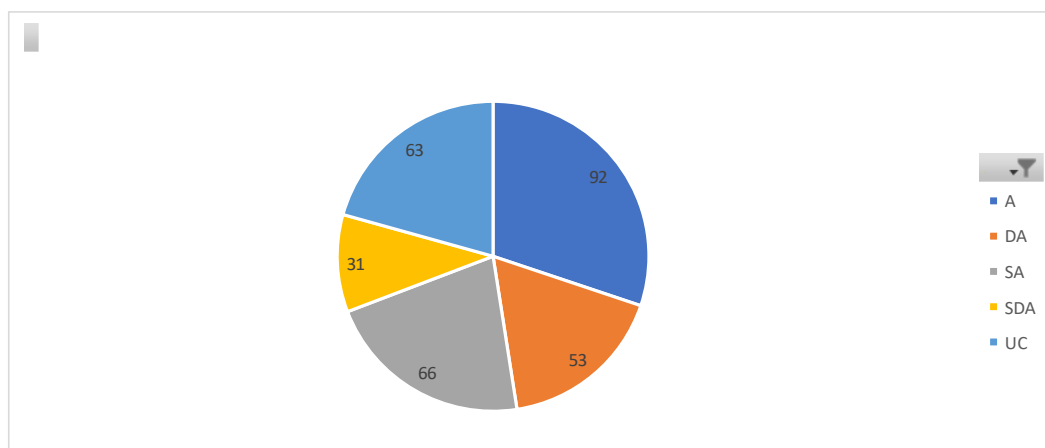


- Agree: 94 - 94 respondents agree that they do not mix unnecessary emotions with the issues at hand.
- Disagree: 37 - 37 respondents disagree that they do not mix unnecessary emotions with the issues at hand.
- Slightly Agree: 59 - 59 respondents slightly agree that they do not mix unnecessary emotions 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 is 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.

### Q-22 I try to see the other persons point of view.

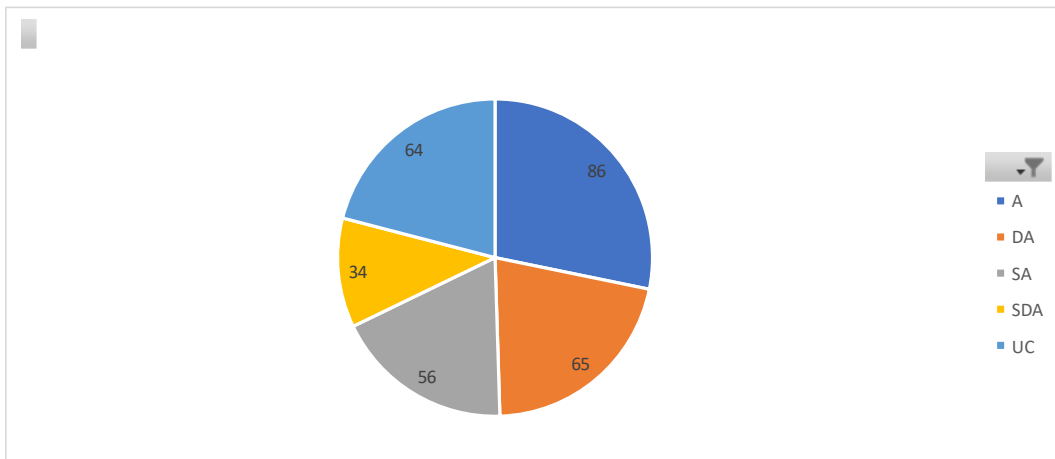


- Agree: 92 - 92 respondents agree that they try to see the other person's point of view.
- Disagree: 53 - 53 respondents disagree that they try to see the other person's point of view.
- Slightly Agree: 66 - 66 respondents slightly agree that they try to see the other person's point of view.
- Slightly 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.

### Q-23 I can stand up for my beliefs.

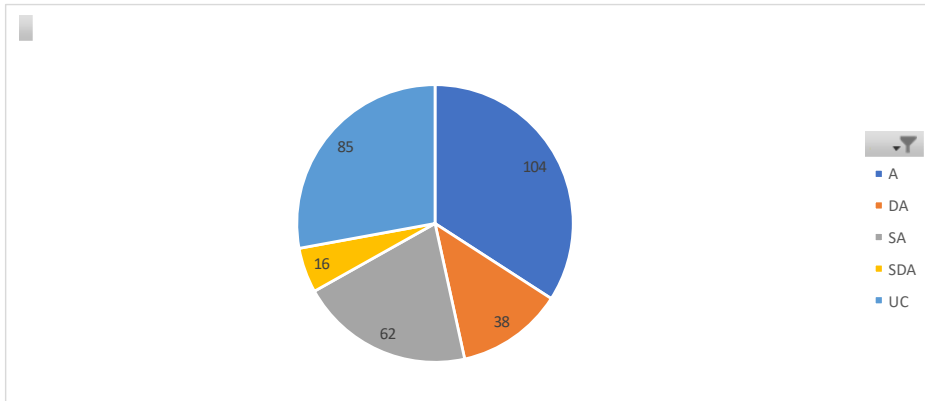


- Agree: 86 - 86 respondents agree that they can stand up for their beliefs.
- Disagree: 65 - 65 respondents disagree that they can stand up for their beliefs.
- Slightly Agree: 56 - 56 respondents slightly agree that they can stand up for their beliefs.
- Slightly Disagree: 34 - 34 respondents slightly 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.

### **Q24-I can see the brighter side of my situation.**

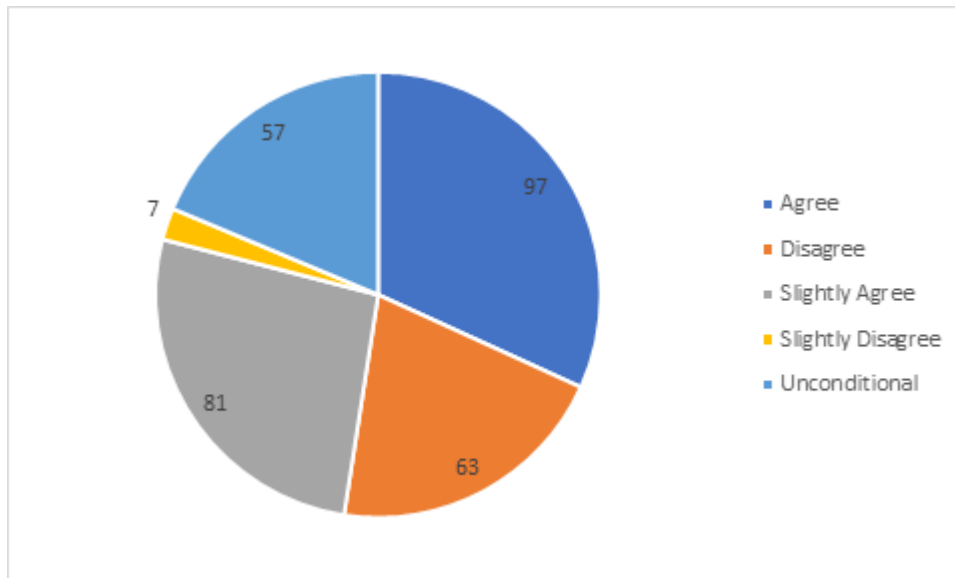


- Agree: 104 - 104 respondents agree that they can see the brighter side of their situation.
- Disagree: 38 - 38 respondents disagree that they can see the brighter side of their situation.
- Slightly Agree: 62 - 62 respondents slightly agree that they can see the brighter side of their situation.
- 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.

### Q-25 I believe in myself.

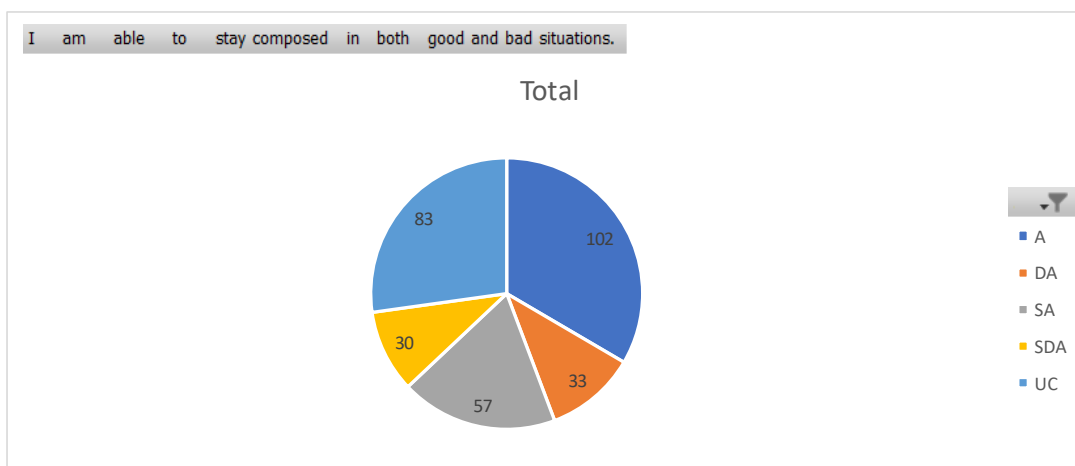


- Agree: 97 - 97 respondents agree that they believe in themselves.
- Disagree: 63 - 63 respondents disagree that they believe in themselves.
- Slightly Agree: 81 - 81 respondents slightly agree that they believe in themselves.
- Slightly Disagree: 7 - 7 respondents slightly disagree that they believe 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 is 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.

### Q-26 I am able to stay composed in both good and bad situations.



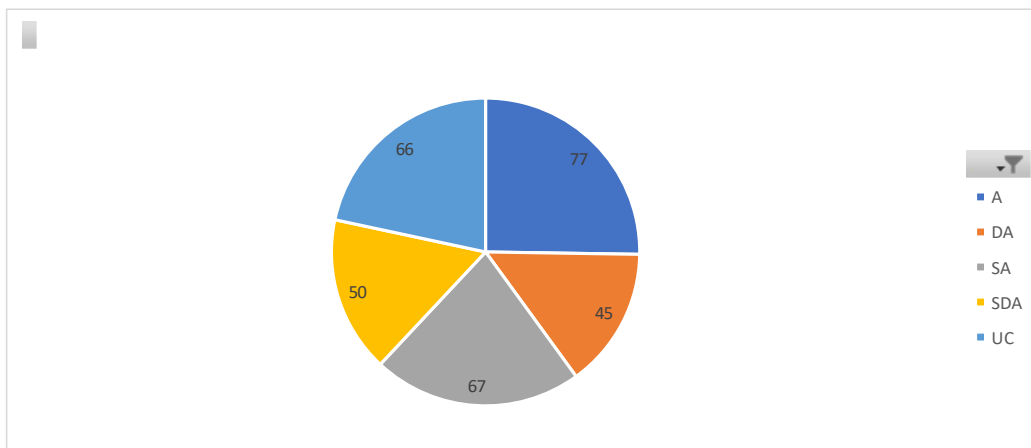
- Agree: 102 - 102 respondents agree that they are able to stay composed in both good and bad situations.
- Disagree: 33 - 33 respondents disagree that they are able to stay composed in both good and bad situations.
- Slightly Agree: 57 - 57 respondents slightly agree that they are able to stay composed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

### Q-27 I am able to stay focused even under pressure.



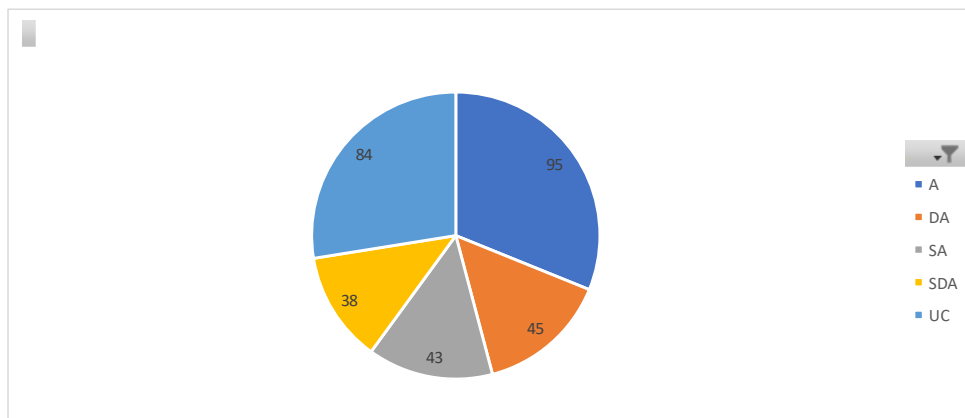
- Agree: 77 - 77 respondents agree that they are able to stay focused even under pressure.
- Disagree: 45 - 45 respondents disagree that they are able to stay focused even under pressure.
- Slightly Agree: 67 - 67 respondents slightly agree that they are able to stay focused even under pressure.
- Slightly 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.

### **Q-28 I am able to maintain the standards of honesty and integrity.**



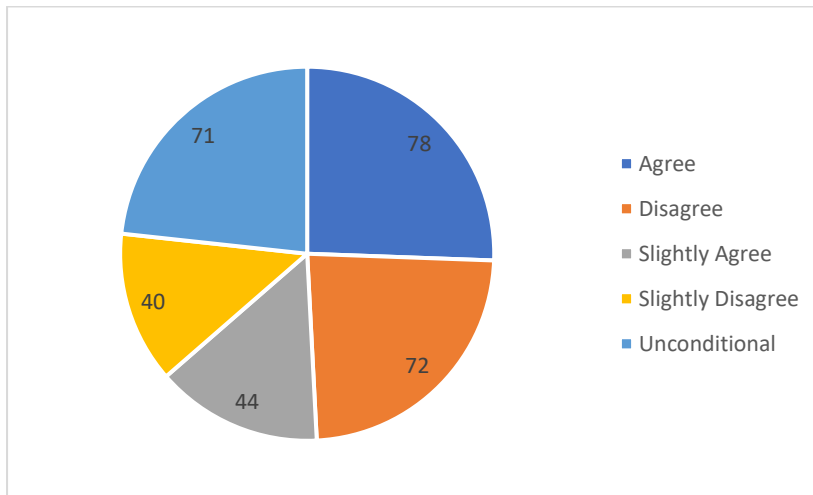
- Agree: 95 - 95 respondents agree that they are able to maintain the standards of honesty and integrity.
- Disagree: 45 - 45 respondents disagree that they are able to maintain the standards of honesty and integrity.
- Slightly Agree: 43 - 43 respondents slightly agree that they are able to maintain 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 behaviour.

### Q-29 I am able to comfort unethical actions of others.



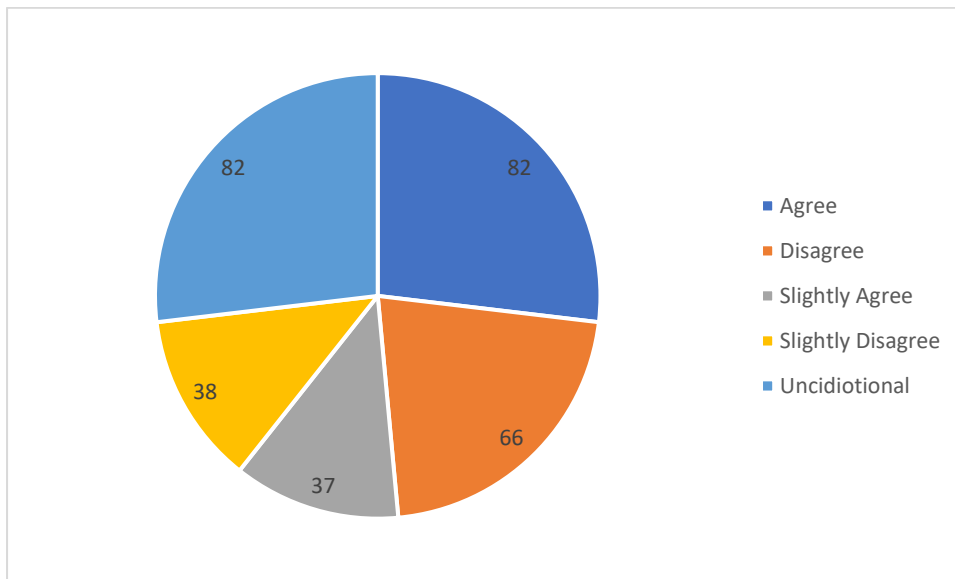
- Agree: 78 - 78 respondents agree that they are able to comfort unethical actions of others.
- Disagree: 72 - 72 respondents disagree that they are able to comfort unethical actions of others.
- Slightly Agree: 44 - 44 respondents slightly agree that they are able to comfort unethical actions of others.
- 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 behaviour

### Q-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.

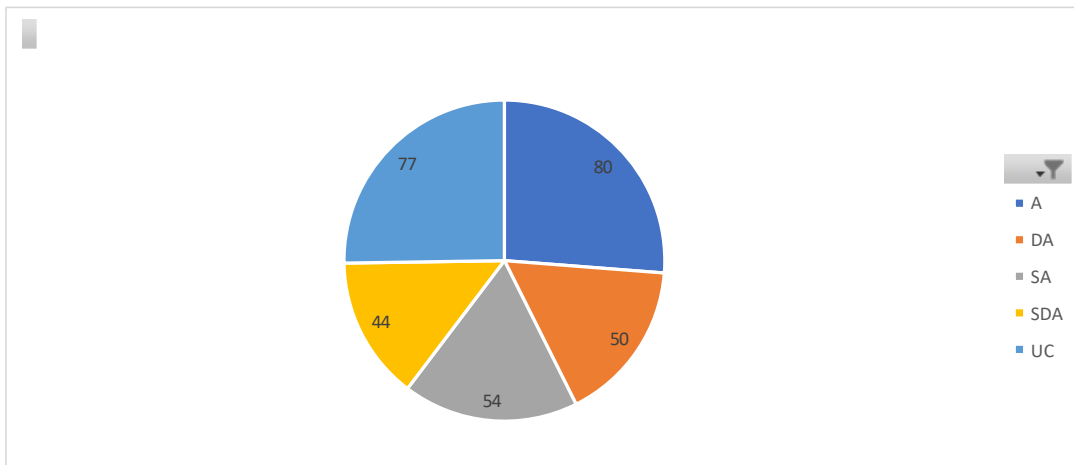
Grand Total: 305

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.



### Q-31 I am organized and careful in my work.



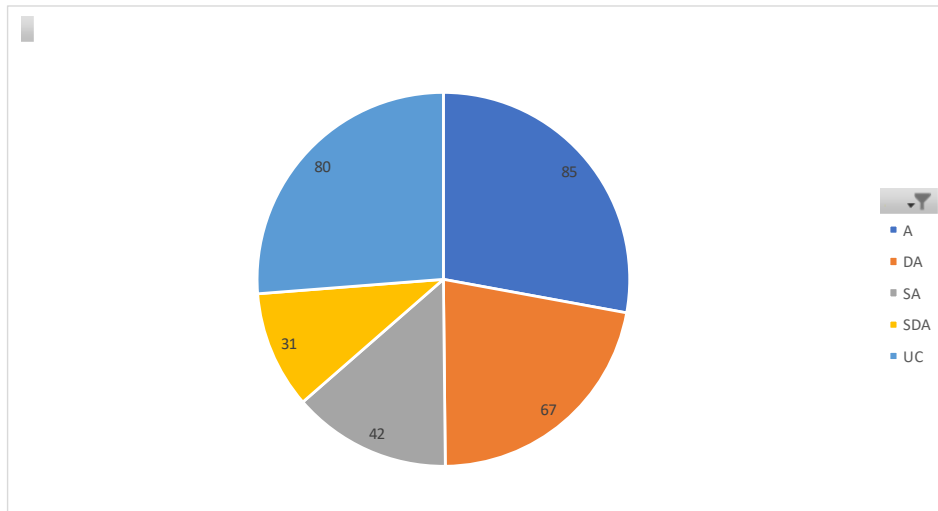
- Agree: 80 - 80 respondents agree that they are organized and careful in their work.
- Disagree: 50 - 50 respondents disagree that they are organized and careful in their work.
- Slightly Agree: 54 - 54 respondents slightly agree that they are organized and careful in their work.
- Slightly Disagree: 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.

### Q-32 I am able to handle-multiple demands.



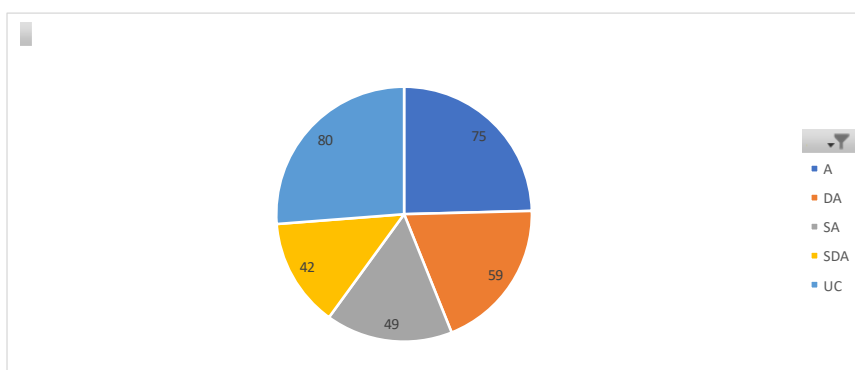
- Agree: 85 - 85 respondents agree that they are able to handle multiple demands.
- Disagree: 67 - 67 respondents disagree that they are able to handle multiple demands.
- Slightly Agree: 42 - 42 respondents slightly agree that they are able to handle multiple demands.
- Slightly Disagree: 31 - 31 respondents 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 (85 + 42) that they are able to handle multiple demands. However, there is also a notable number of respondents who either disagree or slightly disagree (67 + 31) with the statement. Additionally, 80 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

### Q-33 I am comfortable with the open to novel ideas and new information.



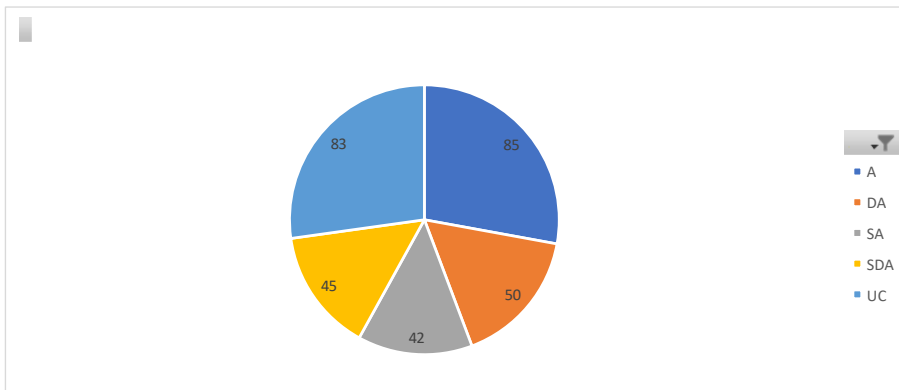
- Agree: 75 - 75 respondents agree that they are comfortable with being open to novel ideas and new information.
- Disagree: 59 - 59 respondents disagree that they are comfortable with being open to novel ideas and new information.
- Slightly Agree: 49 - 49 respondents slightly agree that they are comfortable 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 is 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.

### Q-34 I pursue goals beyond what is required and expected to me.



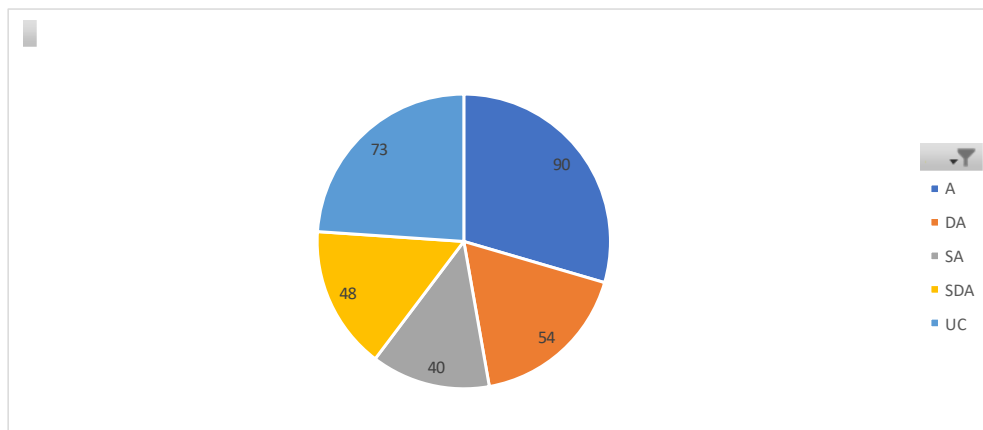
- Agree: 85 - 85 respondents agree that they pursue goals beyond what is required and expected of them.
- Disagree: 50 - 50 respondents disagree that they pursue goals beyond what is required and expected of them.
- Slightly Agree: 42 - 42 respondents slightly agree that they pursue goals beyond what 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 is 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.

### Q-35 I am persistent in pursuing goals despite obstacles and setbacks.



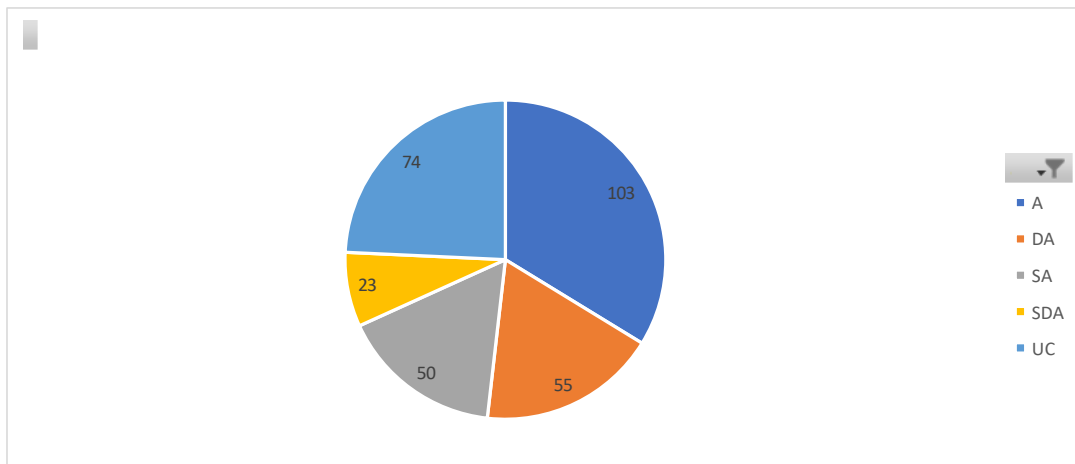
- Agree: 90 - 90 respondents agree that they are persistent in pursuing goals despite obstacles and setbacks.
- Disagree: 54 - 54 respondents disagree that they are persistent in pursuing goals despite obstacles and setbacks.
- Slightly Agree: 40 - 40 respondents slightly agree that they are persistent 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.

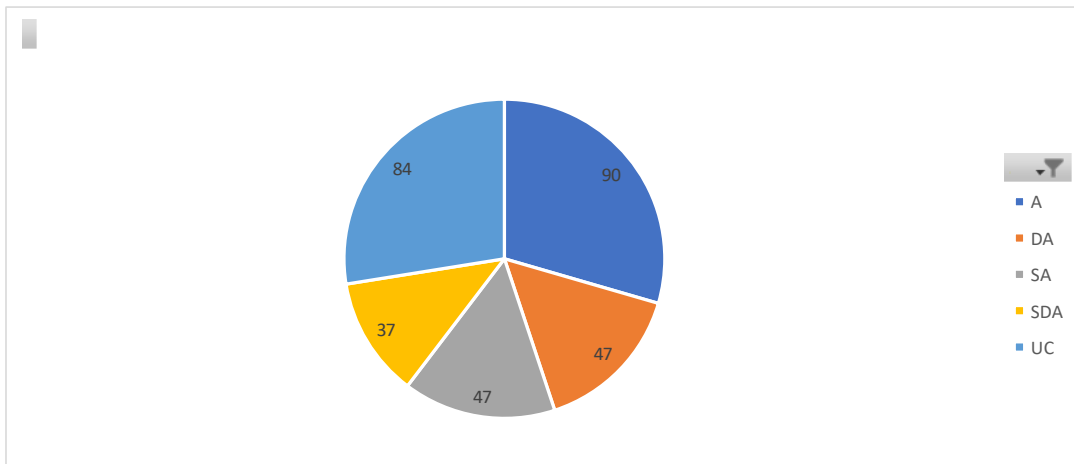
**Q-36 I have built rapport and made and maintained personal friendships with work associates.**



- 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.

### Q-37 I am able to identify and separate my emotions.



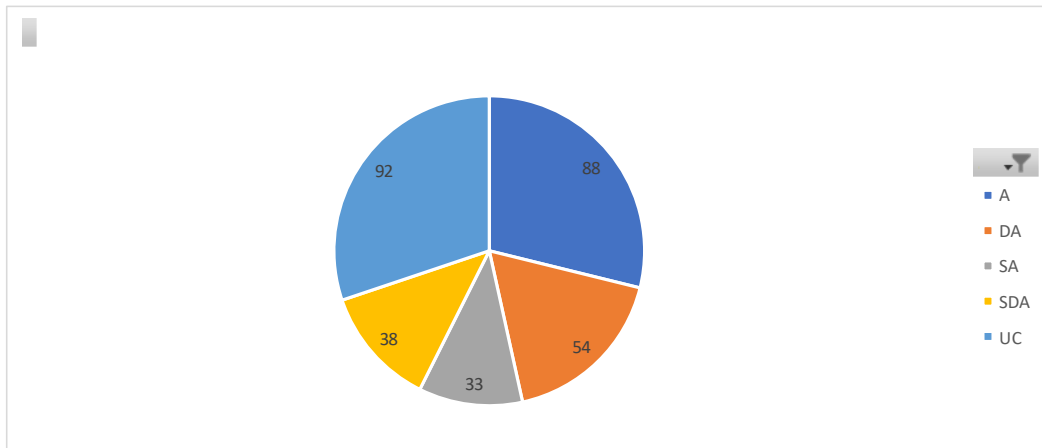
- Agree: 90 - 90 respondents agree that they are able to identify and separate their emotions.
- Disagree: 47 - 47 respondents disagree that they are able to identify and separate their emotions.
- Slightly Agree: 47 - 47 respondents slightly agree that they are able to identify and separate their emotions.
- 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.

### Q-38 I think that feelings should be managed.



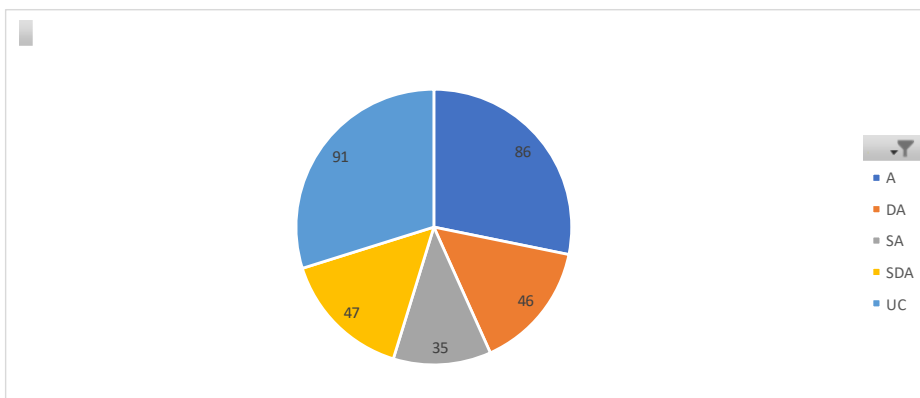
- Agree: 88 - 88 respondents agree that feelings should be managed.
- Disagree: 54 - 54 respondents disagree that feelings should be managed.
- Slightly Agree: 33 - 33 respondents slightly agree that feelings should be managed.
- Slightly Disagree: 38 - 38 respondents slightly disagree that feelings 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.

### Q-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.

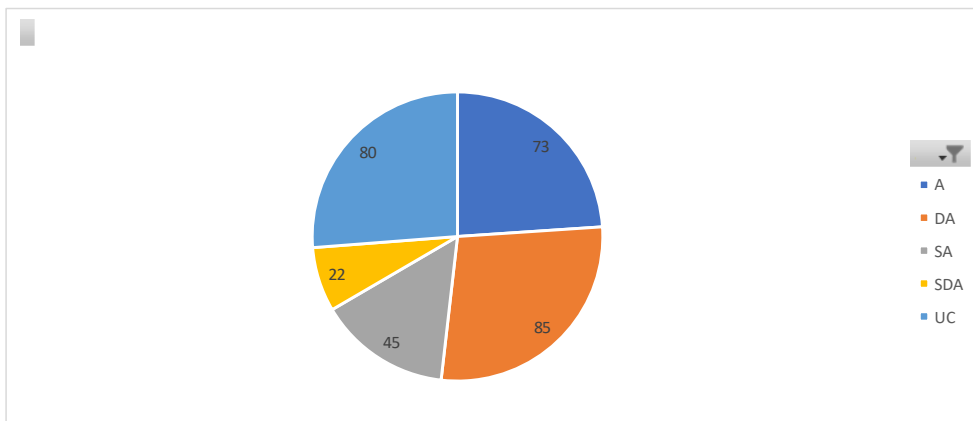
- Slightly Agree: 35 - 35 respondents slightly agree that they are aware of their weaknesses.
- Slightly Disagree: 47 - 47 respondents slightly disagree that they are aware of their weaknesses.
- Unconditional: 91 - 91 respondents have an unconditional belief that they are aware of their weaknesses.

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.

#### **Q-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 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.

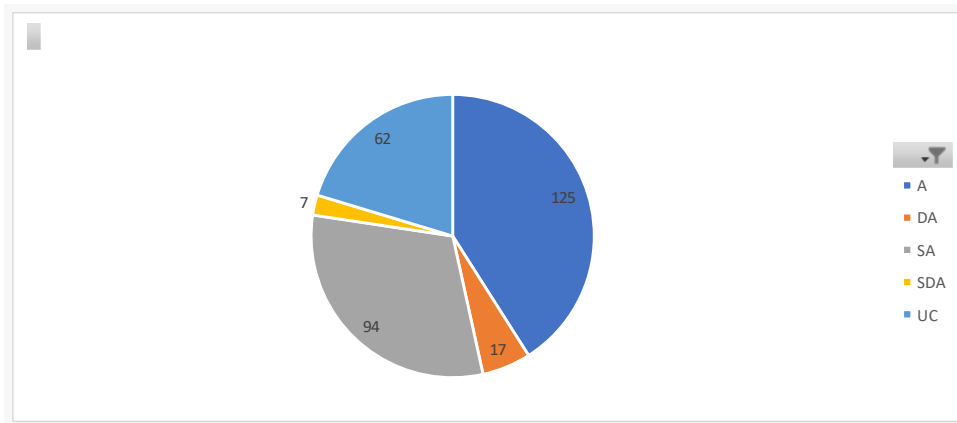
Grand Total: 305



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.

### Q-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 is 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.

## 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

|         |                     | PSYMEAN | EI   |
|---------|---------------------|---------|------|
| PSYMEAN | Pearson Correlation | 1       | .013 |
|         | Sig. (2-tailed)     |         | .824 |
|         | N                   | 305     | 305  |
| EI      | Pearson Correlation | .013    | 1    |
|         | 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 fulfilment 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 (H0b) that there is no significant difference in psychological contract fulfillment between male and female students.

**H0c:** There is no significant difference in the psychological contract fulfillment among different age groups.

**H1c:** 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                | -.07353                                   | .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 (H0c) that there is no significant difference in psychological contract fulfillment among different age groups.

**H0d:** There is no significant difference in the psychological contract fulfillment among students with different qualifications.

**H1d:** 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  $H_0$  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.

**H0e:** There is no significant difference in the psychological contract fulfillment among students belonging to different colleges.

**H1e:** 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 H0 is rejected.

Therefore, we reject the null hypothesis (H0e) that there is no significant difference in psychological contract fulfillment among students belonging to different colleges.

## 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   | PSYMEAN |
|---------|---------------------|------|---------|
| EI      | Pearson Correlation | 1    | .013    |
|         | Sig. (2-tailed)     |      | .824    |
|         | N                   | 305  | 305     |
| PSYMEAN | Pearson Correlation | .013 | 1       |
|         | 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 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 | .60019         | .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.

- **H0d:** There is no significant difference in Emotional intelligence among students with different qualifications.
- **H0d:** 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.

- **H0e:** There is no significant difference in Emotional intelligence among students belonging to different colleges.
- **H0e:** 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 |             |       |      |

The 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.

# **Chapter-5**

## **Findings and Conclusion**

## **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.

## **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.

## **Implication of Study**

### **Importance of Psychological 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.

### **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.

### **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.

### **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.

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## Annexure

**Section – I : Demographic Details. Please tick the appropriate answer.**

| <b>Gender</b> |  |
|---------------|--|
| Male          |  |
| Female        |  |
| Other         |  |

| <b>Age</b>         |  |
|--------------------|--|
| 23 or less years   |  |
| More than 23 years |  |

| <b>Qualification</b> |  |
|----------------------|--|
| B. Com               |  |
| B.B.A.               |  |
| B.Sc.                |  |
| B.C.A.               |  |
| B.E.                 |  |
| Other                |  |

| <b>Annual Family Income (Please read it carefully)</b> |  |
|--|--|
| Less than Rs. 10,00,000                                |  |
| Rs. 10,00,000 to Rs. 20,00,000                         |  |
| More than Rs. 20,00,000                                |  |

| <b>Status of your current college</b> |  |
|---------------------------------------|--|
| Self-financed                         |  |
| Government                            |  |
| Autonomous                            |  |

**Current Semester:**

**Work Experience (in years) (if any):**

| Perceived Expectations |     |         |      |                |  | To which extent your expectations were fulfilled |           |       |             |        |
|------------------------|-----|---------|------|----------------|--|--|-----------|-------|-------------|--------|
| No Expectation         | Low | Neutral | High | Extremely High |  | Not at all                                       | Partially | Fully | Exceedingly | Highly |
|                        |     |         |      |                | Good Campus placement                                |  |           |       |             |        |
|                        |     |         |      |                | Online education facility                            |  |           |       |             |        |
|                        |     |         |      |                | Internet facility within institute                   |  |           |       |             |        |
|                        |     |         |      |                | learning environment                                 |  |           |       |             |        |
|                        |     |         |      |                | Appreciation for achievements                        |  |           |       |             |        |
|                        |     |         |      |                | Co-operative Seniors                                 |  |           |       |             |        |
|                        |     |         |      |                | Co-operative classmates                              |  |           |       |             |        |
|                        |     |         |      |                | Co-operative teachers                                |  |           |       |             |        |
|                        |     |         |      |                | Co-operative admin staff                             |  |           |       |             |        |
|                        |     |         |      |                | Well-defined pedagogy                                |  |           |       |             |        |
|                        |     |         |      |                | Recognition for innovative ideas and accomplishments |  |           |       |             |        |
|                        |     |         |      |                | Challenging and interesting assignments/projects     |  |           |       |             |        |
|                        |     |         |      |                | Training, learning and development opportunities     |  |           |       |             |        |
|                        |     |         |      |                | Open two-way communication                           |  |           |       |             |        |
|                        |     |         |      |                | Career guidance and mentoring                        |  |           |       |             |        |
|                        |     |         |      |                | Feedback on performance                              |  |           |       |             |        |
|                        |     |         |      |                | Adequate resources for learning                      |  |           |       |             |        |
|                        |     |         |      |                | Freedom to be creative                               |  |           |       |             |        |
|                        |     |         |      |                | Knowledge-sharing environment                        |  |           |       |             |        |
|                        |     |         |      |                | Infrastructure of the institute                      |  |           |       |             |        |
|                        |     |         |      |                | Celebration of the different Days                    |  |           |       |             |        |
|                        |     |         |      |                | Industrial visits                                    |  |           |       |             |        |
|                        |     |         |      |                | Celebrations like freshers/farewell                  |  |           |       |             |        |
|                        |     |         |      |                | Effective teaching                                   |  |           |       |             |        |
|                        |     |         |      |                | Canteen facility                                     |  |           |       |             |        |
|                        |     |         |      |                | Library facility                                     |  |           |       |             |        |
|                        |     |         |      |                | Sports activity                                      |  |           |       |             |        |
|                        |     |         |      |                | Healthy competitive environment                      |  |           |       |             |        |
|                        |     |         |      |                | Regular classes                                      |  |           |       |             |        |
|                        |     |         |      |                | Rules for Attendance                                 |  |           |       |             |        |

|  |  |  |  |  |   |  |  |  |  |  |  |
|--|--|--|--|--|---|--|--|--|--|--|--|
|  |  |  |  |  | Provision for academic calendar                       |  |  |  |  |  |  |
|  |  |  |  |  | Expert sessions                                       |  |  |  |  |  |  |
|  |  |  |  |  | Different clubs (e.g., finance, HR, Movie, marketing) |  |  |  |  |  |  |
|  |  |  |  |  | Networking with Alumni                                |  |  |  |  |  |  |
|  |  |  |  |  | Better platform o groom personal skills               |  |  |  |  |  |  |
|  |  |  |  |  | Hostel facility                                       |  |  |  |  |  |  |
|  |  |  |  |  | Mess facility   |  |  |  |  |  |  |

### Emotional Intelligence scale

|     | Statement   | Very Much | Rather Somuch | Average | To some Extent | Not Somuch |
|-----|---|-----------|---------------|---------|----------------|------------|
| 1.  | I can encourage others to work even when things are not favourable.                     | SA        | A             | UC      | DA             | SDA        |
| 2.  | People tell me that I am an inspiration for them.                                       | SA        | A             | UC      | DA             | SDA        |
| 3.  | I am able to encourage people to take initiative.                                       | SA        | A             | UC      | DA             | SDA        |
| 4.  | I am able to make intelligent decisions using a healthy balance of emotions and reason. | SA        | A             | UC      | DA             | SDA        |
| 5.  | I do not depend on others' encouragement to do my work well.                            | SA        | A             | UC      | DA             | SDA        |
| 6.  | I can continue to do what I believe in, even under severe criticism.                    | SA        | A             | UC      | DA             | SDA        |
| 7.  | I am able to assess the situation and then behave                                       | SA        | A             | UC      | DA             | SDA        |
| 8.  | I can concentrate on the task at hand inspite of disturbances.                          | SA        | A             | UC      | DA             | SDA        |
| 9.  | I pay attention to the worries and concerns of others.                                  | SA        | A             | UC      | DA             | SDA        |
| 10. | I can listen to someone without the urge to say something.                              | SA        | A             | UC      | DA             | SDA        |

|     |   |    |   |    |    |     |
|-----|---|----|---|----|----|-----|
| 11. | I am perceived as friendly and outgoing.  | SA | A | UC | DA | SDA |
| 12. | I have my priorities clear.   | SA | A | UC | DA | SDA |
| 13. | I can handle conflicts around me.   | SA | A | UC | DA | SDA |
| 14. | I do not mix unnecessary emotions with issues at hand.                                  | SA | A | UC | DA | SDA |
| 15. | I try to see the other person's point of view.  | SA | A | UC | DA | SDA |
| 16. | I can stand up for my beliefs.  | SA | A | UC | DA | SDA |
| 17. | I can see the brighter side of my situation.  | SA | A | UC | DA | SDA |
| 18. | I believe in myself.  | SA | A | UC | DA | SDA |
| 19. | I am able to stay composed in both good and bad situations.                             | SA | A | UC | DA | SDA |
| 20. | I am able to stay focused even under pressure.  | SA | A | UC | DA | SDA |
| 21. | I am able to maintain the standards of honesty and integrity.                           | SA | A | UC | DA | SDA |
| 22. | I am able to comfort unethical actions of others.                                       | SA | A | UC | DA | SDA |
| 23. | I am able to meet commitments and keep promises.  | SA | A | UC | DA | SDA |
| 24. | I am organized and careful in my work.  | SA | A | UC | DA | SDA |
| 25. | I am able to handle-multiple demands.   | SA | A | UC | DA | SDA |
| 26. | I am comfortable with the open to novel ideas and new information.                      | SA | A | UC | DA | SDA |
| 27. | I pursue goals beyond what is required and expected to me.                              | SA | A | UC | DA | SDA |
| 28. | I am persistent in pursuing goals despite obstacles and setbacks.                       | SA | A | UC | DA | SDA |
| 29. | I have built rapport and made and maintained personal friendships with work associates. | SA | A | UC | DA | SDA |
| 30. | I am able to identify and separate my emotions.   | SA | A | UC | DA | SDA |

|     |  |    |   |    |    |     |
|-----|--|----|---|----|----|-----|
| 31. | I think that feelings should be managed.                               | SA | A | UC | DA | SDA |
| 32. | I am aware of my weaknesses.   | SA | A | UC | DA | SDA |
| 33. | I feel that I must develop myself even when my job does not demand it. | SA | A | UC | DA | SDA |
| 34. | I believe that happiness is a positive attitude.                       | SA | A | UC | DA | SDA |