Intra-Personal Awareness And Inter-Personal Awareness Stimulateintra-Personal Management And Inter-Personal Management

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ABSTRACT: The present study pursued to obtain a better understanding of the strong altogether effectiveness of the Intra/Inter personal Awareness on Intra/Inter-personal Management of Undergraduates and to explore which variable has the strong effectiveness towards the intra/interpersonal management of Undergraduates in three different programs of Lingaya's Universities. This research work intended to explore whether there were significant differences in the effectiveness of Independent variables on Dependent variables by opting different programs of study. The results of the study revealed that disciplines and place/area of undergraduates of Lingaya's University didn't have significant effect on dependent variables.Emotional Intelligence Inventory designed by Dr. S.K. Mangal and Prof. (Dr.) Shubhra Mangal, was used for targeting purpose of study. M ANOVAa and M Ancova statistical techniques along with descriptive statistics were used to solve the research questions.The study investigated that Interpersonal Management and Intra personal Management of undergraduates are strongly stimulated by the Intra /Inter-personal Awareness. Sample population of the study was150 undergraduates of Engineering, Education and Management programme of Lingaya's University of District Faridabad.

I. INTRODUCTION

"A balanced heart chakra indicates a person with abundance of Emotional Intelligence" Swami Vivekananda Ji According to Hindu Scriptures, there are seven 'Yoga Chakras' in our body which are the centres of 'Prana'(Life Force). These invisible vital points are part of our subtle body rather than the physical body. The heart chakra acts as a balance-point for other chakras. It controls our relationships and interactions with others.

Taking Swami Vivekananda as a role model Researcher tries to develop Emotional Intelligence. From his teachings, we see that Developing Emotional Intelligence calls for changes in our inner world (Intrapersonal) to address various issues clashing within the four walls of our brain as well as address issues in the outer world (interpersonal) that crop up while dealing with other persons.

Changes in the inner world (Intrapersonal)

These consist of understanding our inner emotions in an unbiased manner and becoming aware of our strengths and weaknesses; keeping our troublesome emotions under control; faith in one's capabilities and decoding them into time schedules and actions; flexibility to change and readiness to act upon prospects; and following high standards of integrity.

Changes in the outer world(Interpersonal)

These consist of looking from the other's point of view and taking active interest in their concerns; motivating others to develop and extending help to bring up their hidden potentials; wielding effective methods for persuasion; building relationships and facilitating teamwork for achieving common goals; discharging one's duties by contributing one's best to the work.

Recognition- self

- **Self-awareness-**Knowing one's internal states, preferences, resources and intuitions.
- **Emotional awareness-**Recognizing one's emotions and their effects.
- **Accurate self-assessment-** Knowing one's strengths and limits.

- **Self-confidence-** A strong sense of one's self –worth and capabilities
- **Regulation- self**

Managing one's internal states, impulses and resources

- **Self-control-** Keeping disruptive emotions and impulses in check.
- **Trustworthiness-** Maintaining standards of honesty and integrity.
- **Conscientious-** Taking responsibility for personal performance.
- **Adaptability-** Flexibility in handling change.

Innovation- Being comfortable with novel ideas, approaches and new information
Recognition-others
Awareness of other's feelings needs and concerns.

- **Understanding others-** Sensing other's feelings and perspectives and taking an active interest.
- **Developing others-** Sensing other's development needs and bolstering their abilities.
- **Service orientation**- Anticipating, recognizing and meeting people needs.
- **Leveraging Diversity-** Cultivating opportunities through different kinds of people.
- **Political Awareness-** Reading a group's emotional currents and power relationships.

Regulation-others
Adeptness at inducing desirable responses in others

- **Influences-** Wielding effective tactics for persuasion.
- **Communication-** Listening openly and sending convincing messages.
- **Conflict Management-** Negotiating and resolving disagreements.
- **Leadership-** Inspiring and guiding individuals and groups.
- **Change Catalyst-** Initiating or managing change.
- **Building Bonds-** Nurturing useful relationships
- **Collaboration and Cooperation-** Working with others toward shared goals.
- **Team Capabilities**- Creating group synergy in pursuing collective goals.

As early as 1937, student affairs administrators began addressing the development of the whole student. The Student Personnel Point of View (American Council on Education, 1937) mentions the importance of developing not just the intellectual side of the student, but also preparing the student for life after college. This is accomplished not only through their occupational preparation in college, but also in their development along social, recreational, and cultural interests. As a result of this focus on student development, programs have emerged to meet these holistic needs. Examples of programs that are holistic in nature include housing, counseling, and career development. Housing departments emphasize interactions with roommates, floor mates, and community members. Programming efforts in residential life focus on getting students to interact and learn from each other in the living environment. Such programs foster interpersonal and intrapersonal skill development (Checkering, 1987) as well as enhance cognitive growth (Kuhn, 1995). Counselingcenters provide services to students to encourage psychosocial development and to ease the transitions that occur in college. Campus counselingcenters assist students in the management of their emotions. The development of psychosocial skills relates not only to mental health but also to social competencies and autonomy (Council for the Advancement of Standards, 2001). Career development offices on campus also provide transitional assistance with career guidance and preparation programs. Outcomes of services provided by career development offices include identity development, development of critical thinking skills, interpersonal competencies, enhancement of one's self-confidence, and management of emotions toward productive ends (Council for the Advancement of Standards, 2001)

Another service that enhances the development of the whole student is campus activities. Outcomes associated with participating in activities include areas of psychosocial development like interpersonal communication, decision-making, healthy lifestyle choices, and vocational development (Limpkin, 1991). Out-of-class experiences also help clarify vocational goals (Kuhn, 1995). Employability is another outcome of participating in campus activities. Employers see leadership roles in student organizations and membership in pre-professional organizations as very important (Reardon, Lenz, & Folsom, 1998).

The present study operates from the assumption that developing the whole student is a desired outcome of many student affairs programs. What happens outside the classroom can contribute to valued outcomes of college in areas such as social competence, autonomy, confidence, self-awareness, and appreciation for human diversity (Baxter-Magolda, 1992; Kuhn, 1995). One way that administrators attempt to develop the whole student is through organizational involvement. Opportunities that organizational involvement provides allow students to learn skills essential for life beyond college. These skills are often similar to components of EQ.

II. REVIEW OF LITERATURE

Review of studies related to Emotional Intelligence in General

MangalS.K& Mangal Shubhra (2012) conducted a study on Emotional Intelligence as a key to peace and harmony. In this study, the authors assert that key to amity and concordance lies in the use of the Emotional Intelligence skills and emphasizes that the use of EQ skills illuminate the souls and this enlightenment may finally end with the desires of harmony and peace in a conflict-ridden situation.

Sonyet.al. (2010) advocated that Emotional Intelligence and general mental abilities (GMA) contrast in predicting academic performance and the quality of social interactions among students' findings of the study support the summaries that Emotional Intelligence and general mental abilities each have a unique power to predict academic performance, and that general mental abilities has the stronger power to predict the academic success. However, the outcomes also show that Emotional Intelligence,is related to the quality of social interactions with peers but general mental abilities are not correlated tothe quality of social interactions with peer groups.

Lather Manisha (2009)revealed the"Effect of emotional intelligence on psychological distress of high school students"Kurukshetra University, Kurukshetra. The study is centred on the notion that application of emotional skills can reduce distress among high school students. Results indicated negative correlation between emotional intelligence and its dimensions with psychological distress. Emotional intelligence was found to be helpful in decreasing psychological distress of students.

Deniz, Tras, and Aydosan (2009) analyzed the effects of Emotional Intelligence on the academic procrastination and locus of control tendencies of a group of students. Research findings show that the subscales of the Emotional Intelligence scale, adaptability and coping with stress, are highly correlated with the students' academic procrastination tendency scores. Moreover, the two sub-scales of the Emotional Intelligence Scale, adaptability and general mood, was found to be a significant predictor of the students' locus of control scores.

Need &Significance of the Study

There were many studies conducted which sees the effect of Emotional Intelligence on Academic Achievement but the studies exploring the effect of Inter/ Intra Personal Awareness on Inter/Intra personal Management aredeficient. Therefore, Researcher conducted his research on the same. This study might be helpful in understanding how dimensions of emotional intelligence: Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management and Interpersonal Management relatively altogether can open new doors for all level of Students to Achieve Success in their Academic Endeavour.This study may provide an insight to the teachers, educational practitioners to guide and understand their learners in a better way in order to enhance classroom learning and learning outside the classroom.Students might use the results to recognize areas in which to become more involved in order to foster their own EQ development.Doing research on this topic may be fruitful for teachers, so that they can design their teachings keeping in mind the individual differences accordingly. The results may help education practitioner and researcher other stakeholders to understand the role of non-cognitive factors in personality development, social development of students. The contribution of work towards performance and productivity of students and teachers might be valued by universities, colleges and schools.

This Study broadens the outlook and makes us readily acceptable by one and all and makes student introspective; bestows discrimination to discharge their duties effectively. Enhancement in Emotional Intelligence Skillshelp one to understand what is good and bad in oneself and in others &tries to align with what is good.

Research Questions

Specifically, the study was designed to address the following research questions:

1. How do undergraduates of Lingaya's University measure on Intra-Personal and Inter-Personal Awareness?
2. How do undergraduates of Lingaya's University measure on Intra-Personal and Inter-PersonalManagement?
3. Are there any significant differences in the Scores of Variables by different programs of University (B.Ed vs. B.B.A.vs. B.Tech)?
4.Are there any significant differences in the Scores of Variables by Area (Rural vs.Urban)?
5. Are there any significant differences in the scores of Variables by interaction of different programs (B.Ed vs. B.B.A. vs. B.Tech) with Area (Rural vs. Urban)?

Hypotheses

H0 There is no significant difference between Intra-personal Awareness and Inter-personal Awareness of undergraduates of Lingaya's University.

H0 There is no significant difference between Intra-personal Management and Inter-personal Management of undergraduates of Lingaya's University.

H0 There is no significant differences in the Scores of Variables by different programs of University (B.Ed vs. B.B.A. vs. B.Tech).

H0 There is no significant differences in the Scores of Variables by Area (Rural v Urban).
H0 There is no significant differences in the scores of Variables by interaction of different programs(B.Ed vs. B.B.A. vs. B.Tech) with Area (Rural vs. Urban).

Research Design:
Research design refers to the way a study is intended and conducted, the procedures and techniques employed to answer the research problem or question (McMillan & Schumacher, 1984). This study has the comparative design which determined the effectiveness of four dimensions of Emotional Intelligence of undergraduates of Lingaya's University. This design helped in comparing the effects of Variables of (inner world) and (outer world) on developing Emotional Intelligence.

Study Population
This study was conducted in Lingaya's University, one of the Deemed universities of District Faridabad, Haryana (India). The total population of final year students who got themselves enrolled in B.Tech.(Computer Science), B.B.A and B.Ed programmes of same university consisting of both boys and girls.**It means those private universities of Faridabad will be considered as population wherein all the three programs of Study exists.** Purposive Random Sampling was used to select population for the sample.

Sample and Sampling Technique in quantitative research
The Sample
It is the process of selecting a few from a bigger group to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. The most commonly used method of selecting a probability sample is simple random sample.Whereby each element in the population is given an equal chance of selection. The researcher used the **fishbowl draw technique** of Simple Random Sampling to select one University and select50 students each from three different programs of the same university and these students become the basis of enquiry. Initially, one deemed University wherein B.Tech, B.Ed., and B.BA run was selected through Simple Random Sampling. Afterwards 50 students from each program were selected randomly for the purpose of Sample. Therefore, total Sample comprises of 150 undergraduates of three different program of a Deemeduniversity of Distt. Faridabad.

Instrument for data collection
Emotional Intelligence Inventory developed by Dr. S.K.Mangal and Professor (Dr.) Shubhra Mangal
This inventorywas used to measure Emotional Intelligence of undergraduates. This inventory has been designed to measure the emotional intelligence of 16 + years of age of students in respect to four aspects of emotional intelligence (Intra- Personal Awareness, Inter-Personal Awareness, Intra-Personal Management and Inter Personal Management respectively.The inventory was standardized on a large sample of 2200 students of 16 + years of age which contains 25 items each from four aspects of Emotional Intelligence.

Data Collection Procedure
The investigator visited threedepartments of the university as per the requirement of study which were affiliated to Lingaya's University of District Faridabad. The Emotional Intelligence Inventory was administered to the undergraduate students as per the time schedule allotted to the researcher by the faculty in charge of various departments.The researcher briefed the teacher in charge about the study and its relevance and scheduled different dates and time for administering the questionnaire. After seeing the readiness of students assembled in the classroom to participate in the study the researcher explained its purpose and relevance and the questionnaire was administered to the students in their respective class.The researcher keptremains with the class to answer any questions that the students might have. The students were allowed to ask questions in the process in case they did not understand something. The respondents were assured that all the results of the study would be applied to research work only, would be kept secret and their responses would have nothing to do with instructors' evaluation of them. Further, and more importantly, the respondents were assured of their free-will in participating in the study: they could quit the participation any time. In the final analysis, only valid questionnaires were considered. The scoring was strictly done as per the manual of the inventory.

Statistical techniques: Descriptive Statistics and Inferential statistics was to be used
The following statistical techniques were used for the analysis and interpretation of the data:
➢ **Mean**
➢ **Standard Deviation**
➢ **M ANOVAa**
➢ **M ANCOVA**
Descriptive analysis deals with summary measures relating to the sample data. The common ways of summarizing the data are by calculating average, range, standard deviation, frequency, and percentage distribution. The type of descriptive analysis to be carried out depends on the measurement of variables into four

forms- nominal, ordinal, interval and ratio. In the Interval type of measurement arithmetic mean, Standard deviation was calculated.

After descriptive analysis has been carried out, the tools of inferential statistics were applied. Under Inferential stats, inferences were drawn on population parameters based on sample results. The researcher tried to generalize the results to the population based on sample results. The analysis was based on probability theory and a necessary condition for carrying out inferential analysis is that the sample should be drawn at random.

Assumptions of ANOVAa
1. Dependent variable be measured at the Interval or Ratio scale
2. Independent variables should consist of two or more categorical Independent groups
3. Independence of Observations- no participant can be in more than one group
4. No significant outliers in the dependent Variable
5. Dependent variable should be approximately normally distributed for each category of independent variable- Tested through One variable K-S test or Shapiro- Wilks Test
6. There needs to be homogeneity of variances- tested through Levene's test of homogeneity

III. RESULTS AND DISCUSSION
Between-Subjects Factors

		Value Label	N
PROGRAMMES	1.00	B.TECH	50
	2.00	B.ED	50
	3.00	B.BA	50
Area	1.00	rural	73
	2.00	urban	77

N=150

Descriptive Statistics						
	PROGRAMMES	Area	Mean	Std. Deviation	N
INTRAPERSONAL MANAGEMENT	B.TECH	rural	18.1818	2.92178	22
		urban	18.4643	2.72821	28
		Total	18.3400	2.78927	50
	B.ED	rural	18.3810	2.90648	21
		urban	19.4138	2.54274	29
		Total	18.9800	2.72172	50
	B.BA	rural	18.3333	2.72072	30
		urban	17.9500	2.72368	20
		Total	18.1800	2.70064	50
	Total	rural	18.3014	2.79725	73
		urban	18.6883	2.69141	77
		Total	18.5000	2.74106	150
INTERPERSONAL MANAGEMENT	B.TECH	rural	18.0909	2.90990	22
		urban	18.0000	2.62467	28
		Total	18.0400	2.72524	50
	B.ED	rural	17.2857	3.28851	21
		urban	18.1724	3.25213	29
		Total	17.8000	3.26390	50
	B.BA	rural	17.3000	2.96124	30
		urban	17.5500	3.26827	20
		Total	17.4000	3.05728	50
	Total	rural	17.5342	3.02344	73
		urban	17.9481	3.01268	77
		Total	17.7467	3.01492	150

H0 There is no significant difference in Mean Score between Intra-personal Awareness and Inter-personal Awareness of undergraduates of Lingaya's University.

Table 4.1 Grand Mean				
Dependent Variable	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
INTRAPERSONALAWARENESS	17.088	.286	16.523	17.654
INTERPERSONALAWARENESS	17.614	.274	17.072	18.155

N=150

Interpretation: Perusal of Table 4.1 depicts that there is no significance difference in themean score of Intrapersonal Awareness and Interpersonal Awareness of Undergraduates of Lingaya's University. Therefore,Null Hypothesis standsNo significant difference in Mean Score between Intra-personal Awareness and Inter-personal Awareness of undergraduates of Lingaya's University is not rejected.

Table 4.2 Box's Test of Equality of Covariance Matrices[a]

Box's M	13.414
F	.862
df1	15
df2	84811.404
Sig.	.608

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.
a. Design: Intercept + PROGRAMMES + Area + PROGRAMMES * Area

Interpretation: Box's test of Equality of Covariance Matrices is used for measuring equality of variance in overall two dependent variables. F value .862 significant at .608 level of significance is not significant indicates that equality of variance across groups is not suspected.

Table 4.3Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
INTRAPERSONALAWARENESS	.730	5	144	.602
INTERPERSONALAWARENESS	.941	5	144	.456

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + PROGRAMMES + Area + PROGRAMMES * Area

Interpretation : Levene's Test testing whether groups formed on the basis of programs/Area are equal in variance or not. F values of Intrapersonal Awareness .730 and Interpersonal Awareness .941 are significant at .602 and .456 respectively level of significance indicates that homogeneity exists in groups. It means Assumption of homogeneity in variances is not rejected. Groups have equal amount of Variance.
H0 There is no significant difference between Mean Score of Intra-personal Management and Inter-personal Management of undergraduates of Lingaya's University

Table 4.4 Grand Mean N=150

			95% Confidence Interval	
Dependent Variable	Mean	Std. Error	Lower Bound	Upper Bound
INTRAPERSONALMANAGEMENT	18.454	.227	18.005	18.903
INTERPERSONALMANAGEMENT	17.733	.252	17.235	18.231

Interpretation: Perusal of Table 4.4 shows that there is no significance difference in the Mean score of Intrapersonal Management(18.454) and Interpersonal Management(17.733) of Undergraduates of Lingaya's University. Therefore Null Hypothesisstands No **significant difference between Mean Score of Intra-personal Management and Inter-personal Management of undergraduates of Lingaya's University is not rejected.**

Table 4.5 Box's Test of Equality of Covariance Matrices[a]

Box's M	5.100
F	.328
df1	15
df2	84811.404
Sig.	.993

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.
a. Design: Intercept + PROGRAMMES + Area + PROGRAMMES * Area

Interpretation : Table 4.5 Box's test of Equality of Covariance Matrices is used for measuring equality of variance in overall two dependent variables. F value .328 significant at .993 level of significance is not significant indicates that equality of variance across groups is not suspected.

Table 4.6 Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
INTRAPERSONALMANAGEMENT	.310	5	144	.907
INTERPERSONALMANAGEMENT	.698	5	144	.626

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + PROGRAMMES + Area + PROGRAMMES * Area

Interpretation :Table 4.6 depicts Levene's Test testing whether groups formed on the basis of programs/Area are equal in variance or not. F values of Intrapersonal Management .310 and Interpersonal Management .698 are significant at .907 and .626 respectively level of significance indicates that homogeneity exists in groups. It means Assumption of homogeneity in variances is not rejected. Groups have equal amount of Variance.
H0 There is no significant differences in the Mean Scores of Variables by different programs of University (B.Ed v B.B.A. v B.Tech).

Table 4.7 PROGRAMMES

Dependent Variable	PROGRAMMES	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
INTRAPERSONAL MANAGEMENT	B.TECH	18.275[a]	.379	17.526	19.023
	B.ED	18.865[a]	.381	18.113	19.618
	B.BA	18.269[a]	.386	17.507	19.032
INTERPERSONAL MANAGEMENT	B.TECH	17.919[a]	.352	17.222	18.615
	B.ED	17.629[a]	.354	16.928	18.329
	B.BA	17.760[a]	.359	17.050	18.469

a.　Covariates　appearing　in　the　model　are　evaluated　at　the　following　values: INTRAPERSONALAWARENESS = 17.1600, INTERPERSONALAWARENESS = 17.7600.

Interpretation: Table 4.7 indicates that Mean Score B.Tech(18.275), B.Ed(18.865) and B.BA(18.269) Programs of Intra Personal Management are not significantly different with the Mean Score B.Tech(17.919), B.Ed(17.629) and B.BA(17.760) Programs of Inter Personal Management.Therefore Null Hypothesis that No significant differences in the Mean Scores of Variables by different programs of University (B.Ed v B.B.A. v B.Tech) **is not rejected.**
H0 There is no significant differences in the Mean Scores of Variables by Area (Rural vs. Urban).

Table 4.8 Area

Dependent Variable	Area	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
INTRAPERSONAL MANAGEMENT	rural	18.343[a]	.316	17.719	18.967
	urban	18.597[a]	.308	17.989	19.205
INTERPERSONAL MANAGEMENT	rural	17.706[a]	.294	17.125	18.286
	urban	17.832[a]	.286	17.266	18.398

a.　Covariates　appearing　in　the　model　are　evaluated　at　the　following　values: INTRAPERSONALAWARENESS = 17.1600, INTERPERSONALAWARENESS = 17.7600.

Interpretation: Perusal of Table 4.8 indicates that Mean Score of Rural Area (18.343)and Urban Area (18.597) of Intra Personal Management are not significantly different with the Mean Score Rural Area (17.706) and Urban Area (17.832) of Inter Personal Management. Therefore Null Hypothesis thatNo significant differences in the Mean Scores of Variables by Area (Rural and Urban) **is not rejected.**
H0 There is no significant difference in the scores of Variables by interaction of different programs (B.Ed v B.B.A. v B.Tech) with Area (Rural vs. Urban).

Table 4.9 PROGRAMMES * Area						
Dependent Variable	PROGRAMMES	Area	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
INTRAPERSONAL MANAGEMENT	B.TCH	rural	18.248[a]	.567	17.127	19.368
		urban	18.302[a]	.505	17.304	19.300
	B.ED	rural	18.427[a]	.580	17.281	19.573
		urban	19.304[a]	.495	18.325	20.283
	B.BA	rural	18.354[a]	.487	17.391	19.317
		urban	18.185[a]	.598	17.003	19.366
INTERPERSONAL MANAGEMENT	B.TCH	rural	18.269[a]	.527	17.227	19.312
		urban	17.568[a]	.470	16.639	18.497
	B.ED	rural	17.397[a]	.539	16.331	18.463
		urban	17.860[a]	.461	16.949	18.771
	B.BA	rural	17.450[a]	.453	16.554	18.346
		urban	18.069[a]	.556	16.969	19.168

a. Covariates appearing in the model are evaluated at the following values: INTRAPERSONALAWARENESS = 17.1600, INTERPERSONALAWARENESS = 17.7600.

Table 4.10 Tests of Between-Subjects Effects									
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[c]
Corrected Model	INTRAPERSONALMANAGEMENT	117.986[a]	7	16.855	2.390	.024	.105	16.729	.847
	INTERPERSONALMANAGEMENT	487.024[c]	7	69.575	11.391	.000	.360	79.734	1.000
Intercept	INTRAPERSONALMANAGEMENT	808.700	1	808.700	114.662	.000	.447	114.662	1.000
	INTERPERSONALMANAGEMENT	215.624	1	215.624	35.301	.000	.199	35.301	1.000
INTRAPERSONALAWARENESS	INTRAPERSONALMANAGEMENT	58.680	1	58.680	8.320	.005	.055	8.320	.817
	INTERPERSONALMANAGEMENT	199.122	1	199.122	32.600	.000	.187	32.600	1.000
INTERPERSONALAWARENESS	INTRAPERSONALMANAGEMENT	.000	1	.000	.000	.995	.000	.000	.050
	INTERPERSONALMANAGEMENT	34.669	1	34.669	5.676	.019	.038	5.676	.658
PROGRAMMES	INTRAPERSONALMANAGEMENT	13.050	2	6.525	.925	.399	.013	1.850	.208
	INTERPERSONALMANAGEMENT	1.257	2	.628	.103	.902	.001	.206	.065
Area	INTRAPERSONALMANAGEMENT	2.345	1	2.345	.332	.565	.002	.332	.088
	INTERPERSONALMANAGEMENT	.548	1	.548	.090	.765	.001	.090	.060
PROGRAMMES * Area	INTRAPERSONALMANAGEMENT	7.337	2	3.668	.520	.596	.007	1.040	.134
	INTERPERSONALMANAGEMENT	12.623	2	6.312	1.033	.358	.014	2.067	.228
Error	INTRAPERSONALMANAGEMENT	1001.514	142	7.053					
	INTERPERSONALMANAGEMENT	867.350	142	6.108					
Total	INTRAPERSONALMANAGEMENT	52457.000	150						
	INTERPERSONALMANAGEMENT	48596.000	150						
Corrected Total	INTRAPERSONALMANAGEMENT	1119.500	149						
	INTERPERSONALMANAGEMENT	1354.373	149						

a. R Squared = .105 (Adjusted R Squared = .061)
b. R Squared = .360 (Adjusted R Squared = .328)
c. Computed using alpha = .05

Interpretation: Perusal of Table 4.10 specifies the Corrected Model. In which F Value of Intra- Personal Management (2.390) and of Inter- Personal Management(11.391) significant at .024 and .000 level of significance respectively indicates that whole model has good fit. F value (8.320) and (32.6) depicts effectiveness of **Intra-Personal Awareness** on Intra-Personal Management and Inter- Personal Management which is significant at .005 & .000 level of significance respectively depicts that **Intra personal Awareness does have significant effect on Intra- Personal Management and on Inter Personal Management as well**.

F value (.000) and (5.676) depicts effectiveness of **Inter-Personal Awareness** on Intra-Personal Management and Inter- Personal Management which is significant at .995 & .019 level of significance respectively depicts that Inter-Personal Awareness of undergraduates of Lingaya's University does not have significant effect on Intra-Personal Management of undergraduates but it does have significant effect on Inter-Personal Management of Undergraduates .

F value (.925) & (.103) depicts effectiveness of programs on Intra-Personal Management and Inter- Personal Management which is significant at .399 & .902 level of significance respectively depicts that different programs of undergraduates of Lingaya's University does not have significant effect on Intra- Personal Management and Inter- Personal Management of undergraduates which means that classifying variables doesn't have significant effect on dependent variables. F value (.332) & (.548) depicts effectiveness of programs on Intra-Personal Management and Inter- Personal Management which is significant at .565 & .090 level of significance respectively depicts that Area(rural & urban) of undergraduates of Lingaya's University does not have significant effect on Intra- Personal Management and Inter- Personal Management. In the same way f value of interaction of program with Area(.520) and (1.033) which is significant at .596 & .358 level of significance indicates that interaction of two classifying variables doesn't have significant effect on Intra-Personal management &Inter-personal management which means two classifying variables doesn't have significant effect on dependent variables. It means Intra-Personal Management Skill& Inter-personal Management Skill of undergraduates of all the programs(B.Tech, B.Ed & B.BA) and both Areas (Rural & Urban) are almost similar. Therefore Null Hypothesis that **no significant differences in the scores of Variables by interaction of different programs (B.Ed v B.B.A. v B.Tech) with Area (Rural vs. Urban) is not rejected.**

Table 4.11Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for INTRAPERSONALMANAGEMENT	.056	150	.200[*]	.985	150	.097

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 4.11 tests the Normality of residuals of dependent variables. Values of K-S test (.200) and Shapiro Wilks (.097) are not significant which indicates residuals of Intra-personal management are normally distributed.
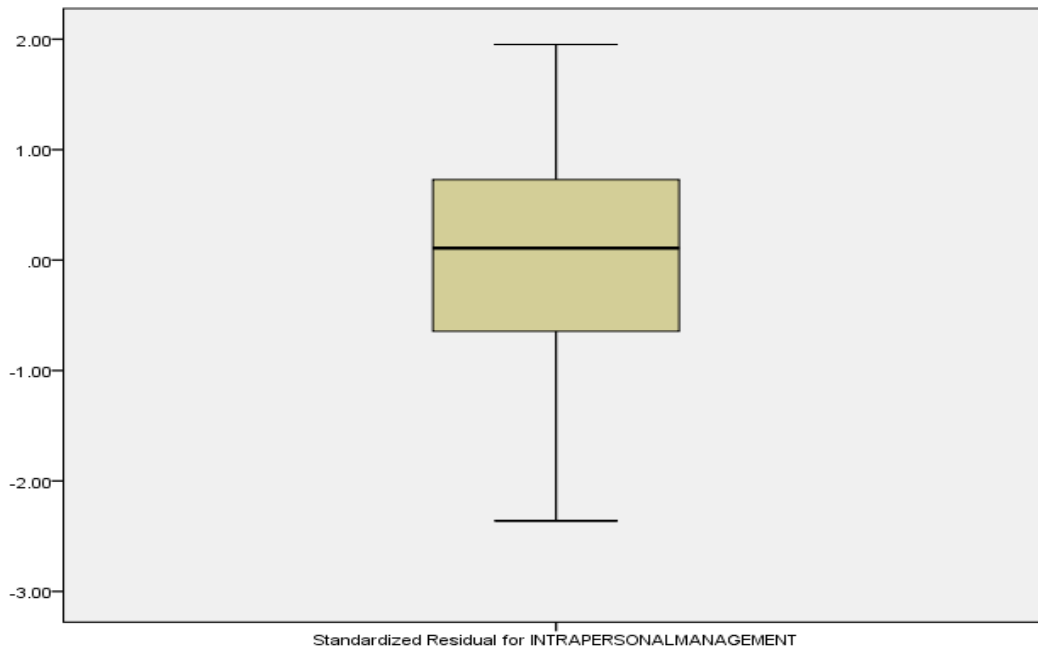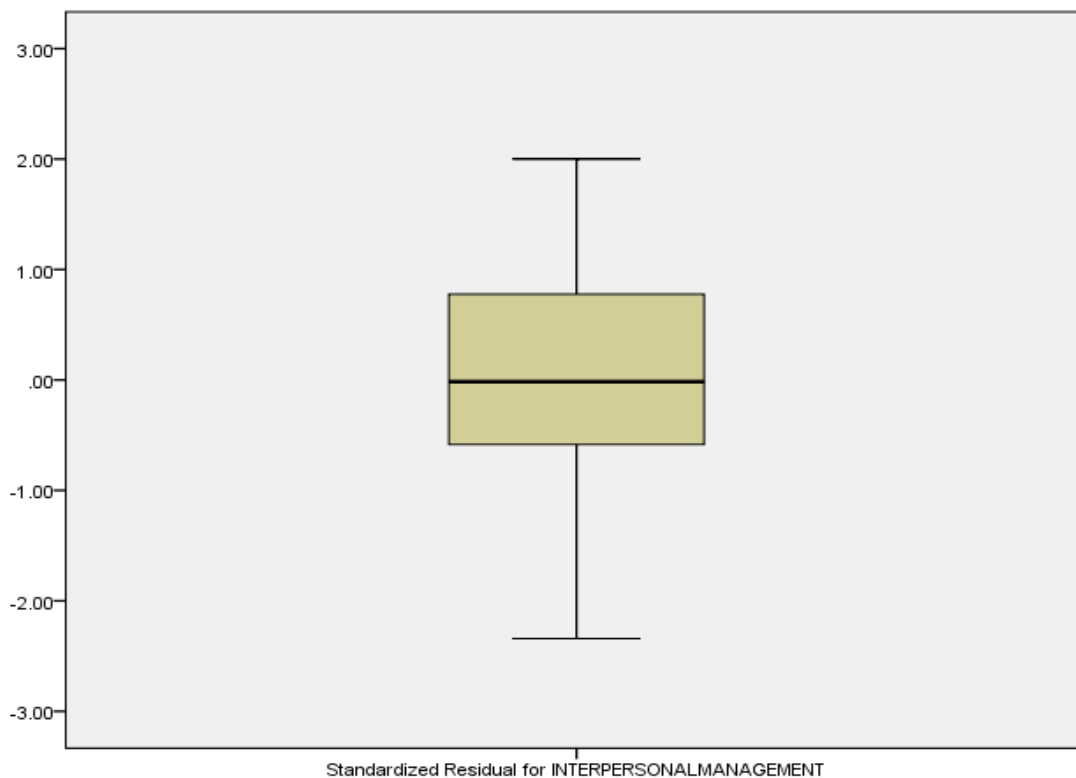

Fig 1.1 depicts that there is no significant outlier in dependent variable.(Intra-personal management)

Table 4.12 Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for INTERPERSONALMANAGEMENT	.046	150	.200[*]	.986	150	.123

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 4.12 shows the Normality of residuals of dependent variables. Values of K-S test (.200) and Shapiro Wilks (.123) are not significant which indicates residuals of Inter-personal management are normally distributed.

Fig: 1.2 depicts that there is no significant outlier in dependent variable i.e. in (Inter-personal management)

IV. CONCLUSIONS

The study infers that Intra-Personal Management Skills and Inter-personal Management Skills of Undergraduates are stimulated by Intra-Personal Awareness and Inter-Personal Awareness but Inter-Personal Awareness of undergraduates of Lingaya's University does not have significant effect on Intra-Personal Management of undergraduates but it does have significant effect on Inter-Personal Management of Undergraduates andPerusal of findings also depicts that categorical variables(Discipline/Program and Area) doesn't have significant effect on the Intra/Inter Personal Management of Undergraduates of Lingaya's University of Distt. Faridabad.

Recommendations for Students/Practitioners

Based on the outcomes of the study, it is imperative that practitioner is provided with early interventions that involve amalgamation and enhancement of interpersonal awareness and management skills, intrapersonal awareness and management skills.Inter-personal awareness, Intra-personal awareness, Inter-personal management and Intra- personal management of emotional intelligence skills can be learnt and taught in any classroom. Various instructional strategies can be developed to enhance the Emotional Intelligence. Students might use the results to recognize areas in which to become more involved in order to foster their own EQ development.

Recommendations for future Research:

Firstly, a similar study could be conducted with undergraduates of other traditional courses for a broader sampling base. As well, students from multiple universities could be included to ensure adequate geographical representation. Secondly, a similar study could be steered in comparing Academic Success of professional undergraduates with Academic Success of undergraduates of traditional courses. Thirdly Mediation effect of independent variables could be studied. Fourthly Strong predictor of Academic Success could be explored from the various construct of questionnaire.

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