

Impact of Emotional Intelligence on Academic Performance

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Abstract

This paper is an exploration to unearth “the effect of emotional intelligence on academic performance”. As academics play an important role in the lives of every individual by enhancing their abilities, competencies and improving their quality of life. The aim of the paper is to unfold the effect of emotional intelligence on academic execution. Multiple correlation analysis is utilized to demonstrate the speculations based on the diverse factors of emotional intelligence. The impact of EI on academic performance of students is studied so that it will be useful for faculties as well to develop the EI level among students with their academic performance.

Keyword: Emotional Intelligence, academic performance, academic sector.

Introduction

The concept of “Emotional Intelligence (EI) is now extensively discussed and many authors are” interviewing the inspiring “relations between emotional intelligence and general intelligence” recognized as a common factor. Keeping in focus, to heed towards finding a solution to the given problem, we will move forward to examine the prevailing connection amid emotional intelligence and its impact on academic performance of students.

Emotional intelligence (EI) is the aptness of a person to perceive, apply, fathom, and cognize emotional behaviour in a hopeful and helping way so that he may overcome the consistent stress, enjoy a meaningful and healthy conversation with others, have sympathy towards associates and subordinates, triumph over difficulties, and settle down minor clashes of life.

“Emotional intelligence can be characterized as the capacity to screen one's own particular and other individuals' feelings, to segregate between various feelings and mark them properly and” applying enthusiastic information for directing reasoning and behavior (Goleman, 2008).

Review of Literature

Since 1980 new speculations of knowledge have been presented and are bit by bit supplanting the conventional hypothesis. The youngster in general has turned into the focal point of training; his thinking limits, as well as his innovativeness, feelings, and relational abilities. The Multiple Intelligences hypothesis has been presented by Howard Gardner (1983), and the Emotional Intelligence hypothesis by BarOn (1985), Mayer and Salovey (1990) and Goleman (1995). IQ alone is no more the measure for progress; it means 20%, and the rest goes for Emotional and Social Intelligences, and good fortune (Goleman, 1995).

“Emotional Intelligence: It is having the capacity to screen one’s own and others” sentiments and feelings, to segregate “among them, and to utilize this to manage one’s reasoning and activities (Salovey and Mayer, 1990). The emotionally intelligent” individual is talented in “four zones: Identifying, utilizing, comprehension, and controlling feelings (Mayer and Salovey, 1993). As per Goleman (1995) emotional intelligence comprises of five parts: Knowing” one’s own feelings (mindfulness), overseeing them, inspiring oneself, perceiving feelings in others (sympathy), and dealing with relationships.

Achievement: It alludes to the student “capacity and execution; it is multidimensional; it is complicatedly identified with human development and psychology, passionate, social, and physical” improvement; it is the reflection of the entire personality of the “kid; it isn't identified with a solitary example, yet happens crosswise over time and levels, through” an understudy's life in government funded “school and on into post auxiliary years and working life (Steinberger, 1993); and” furthermore accomplishment “is the quality and amount of an understudy's work. This second definition is the one that pretty much applies to this” exploration, the previous being excessively comprehensive. “What we require here is the nature of the understudies' work; we need to calculate the mean of their overall grades during the first semester of the current year”.

“Goleman and the Emotional Competence

Daniel Goleman's book "Emotional Intelligence" got in black and white" has made numerous people reconsider normal, existing meanings of intelligence, and to center around the more practical parts of relational and individual qualities generally employed by booming, well-off individuals. Emotional Intelligence is a unique and special way of being intelligent and perspicacious. It includes knowing one's emotions and utilizing effectively to make sound judgments dealing with one's point of view influence oneself with energy and determination keeping up trust nevertheless dissatisfaction displaying encouragement and sympathy connecting easily and dealing with one's companions and relatives. Those enthusiastic abilities matter tremendously – "in marriage and families, in profession and the work environment, for wellbeing and satisfaction. In 2000 Goleman agrees with Salovey's five main components of Emotional Intelligence (EI)":

- Recognizing one's feelings- Mindfulness, understanding a person's tendency.
- Deal effectively with feelings- Manage sentiments with the aim that they are installing, acknowledging what is behind an inclination, unearth approaches to deal with fears, outrage, and harshness.
- Stimulating oneself- Rationalizing feelings in the management of an objective; intense equilibrium ; postponing satisfaction and smothering motive power.
- Perceiving feelings "in others- Empathy and social" mindfulness.
- "Handling relationships-Skills in managing emotion in others. Goleman perspective EI as a set of competencies that can be studied and measured by his Emotional Competency Inventory (ECI). The ECI is a 360 feedback instrument. The result is a reflection of observation from one's boss, a person's peers, and those who report to a concerned, authorized person at work. The ECI model structure has changed from the original model which was published in Daniel Goleman's book titled "Working with Emotional Intelligence".

"What the ECI Measures?"

- “Developed by Boyatzis, Rhee, and Goleman this measure is used to assess competencies from four quadrants”.
- Mindfulness integrates passionate mindfulness, “accurate self-evaluation, and self-certainty”.
- “Self-management features self-control, malleability, diligence, fidelity, and initiative and achievement orientation”.
- “Social awareness includes compassion, service introduction, and organizational” mindfulness.
- “Social skills combines leadership, influence, developing others, change impetus, communication”, clashes reconciliation, nurturing relationships, teamwork and collaboration

“Objectives of the study”

- “To find the elements affecting of emotional intelligence in academic” sector.
- To analyse the impact “of emotional intelligence on academic performance”.

Hypothesis “of the Study”

H0: “There is no significant impact of emotional intelligence on academic performance.”

HA: “There is a significant impact of emotional intelligence on academic performance.”

“Research Methodology”

“The present study is descriptive as well as exploratory in nature. Both primary and secondary methods have been used for collecting the data. Structured questionnaire has been prepared for collecting primary data. The questionnaire was distributed amongst 100 respondents. The stratified random sampling method is used. The questionnaires were designed using 5 point likert’s scale. Coding and tabulation were done and” analyzed by using SPSS software. Findings are presented in form of table and charts.

“Universe of Study”

“A sampling plan is detailed outline of which measurement will be taken at what times, on which material, in what manner, and by whom. The criteria of sampling plan undertaken are as follows”:

Table 1

1. Target Population or Students of Medical Background
Universe

2.	Sampling Method	Stratified Random Sampling Method
3.	Sample size	100 Students of medical background
4.	Area of Survey	Jaipur City

Source of Data Collection

“Data collection is the method of collecting and evaluating the information or variables of interest, in an established systematic manner that enables one to answer stated research question, test hypothesis and evaluate” outcomes.

In the present study primary data is collected with the help of structured questionnaire. Questionnaire will be filled by the students of medical and non medical background in Jaipur city.

Research Design

Present study is an empirical analysis of “impact of emotional intelligence on academic performance”. The research design has chosen for the empirical analysis which is based on primary data collected through questionnaire. The inner authenticity has been tested with the help of Cronbach's Alpha and value obtained by using SPSS (version 22.0) is more than **0.700** in all recognized variables of emotional intelligence which is usually observed.

In the present study various tools of analysis are used depending upon the nature, need and suitability of the data available and to study the analysis of variables of emotional intelligence of academic sector. Various tests are applied on the data collected to get significant output and results. Findings, suggestions, limitations and further scope for the study are also discussed.

Test of Reliability

Table 2: Reliability Statistics

Reliability Statistics		
Parameters	Cronbach's Alpha	N of Items
Self Awareness	0.787	4
Self-Management	0.712	5
Social Awareness	0.890	5
Social Skill	0.798	5

“Source: Output of IBM-SPSS 22”

“Reliability of Data: From the above table we can see that Cronbach's alpha is more than 0.700 which indicates a high level of internal consistency for our scale with this specific sample”.

H0: “There is no significant impact of emotional intelligence on academic performance.”

Table: 3

Table: Results of the Multiple Correlation Analysis					
Correlations					
Sector		Self Awareness	Self Management	Social Awareness	Social Skill
Academic Performance	Pearson Correlation	.478	.359	.559	.431
	Sig. (2-tailed)	0.00	0.00	0.00	0.00

	N	100	100	100	100
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“Source: Output of IBM-SPSS 22”

The above table shows that there is a significant relationship between all the identified variables of **Emotional Intelligence** and **Academic Performance**. “It has found that *Social Awareness* has highest **Pearson correlation ‘r’ value 0.559** and **sig value (p value) is 0.000** which indicates that there is a statistically significant correlation between” *social awareness* and *academic performance*.

In case of *Self Awareness* the **Pearson correlation ‘r’ value 0.487** at (**sig. Value**) **p value is 0.00**. This being less than the alpha level of significance of 0.05 implies that there is a statistically significant correlation between *self-awareness* and *academic performance*.

In case of Social Skill Pearson correlation ‘r’ value 0.431 and **p value (sig value) is 0.000** which indicates that there is a statistically significant correlation between *social skill* and *academic performance*.

Self-Management has **Pearson correlation ‘r’ value 0.359** and **p value (sig value) is 0.000** which indicates that there is a statistically significant correlation between *self-management* and *academic performance*.

Discussion & Conclusion

Discussion concludes that variables of emotional intelligence have a significant impact on performance of academic. Social awareness have r value 0.559 (p= 0.000), self-awareness have “r value 0.487 (p= 0.000), social skill have r value 0.431 (p= 0.000) and self-management have r value 0.359 (p= 0.000)”.

Conclusion

“Emotional intelligence is the potential of individuals to identify their own, and other people's emotions to differentiate between non identical feelings and label them accordingly, and to use emotional information to advice thinking and behaviour.”

As per the above discussion, we can draw the conclusion that variables of emotional intelligence have significant impact on academic performance. It has found that social awareness have highest impact on academic performance. So it shows that social awareness is a prominent factor that contributes toward

performance of academic. This study reveals that emotional intelligence have directly or indirectly impact on academic performance.

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