

IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS

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ABSTRACT

In the current competitive environment where students are expected to perform multi roles with efficiency and effectiveness, it is highly needed to develop their right attitude and emotional intelligence towards the unseen complexities of life and quality education. As emotional intelligence is a subset of social intelligence with the ability to understand and monitor one's own feelings and others too which allows a student to mine the required data for his academic achievement which is an outcome of education and the extent at which the educational goal has been achieved.

The aim of the present research paper is to find out the relationship between emotional intelligence and academic achievement among undergraduate students. Keeping the aim of the study, correlation has been calculated between emotional intelligence and academic achievement among all students and among female and male students separately. For hypothesis testing P-value is also obtained. Present research paper indicates that there is positive relationship between intelligence and academic achievement among female students. But there is less evidence of correlation between emotional intelligence and academic achievement in male students. Study reveals that emotional intelligence impacts positively on academic achievement as maximum students have high level of emotional intelligence and maximum students have high academic results.

Key words – Emotional intelligence, Attitude,

INTRODUCTION

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Teachers in schools have been teaching the rudiments of emotional intelligence since 1978, with the development of the Self Science Curriculum and the teaching of classes such as "social development," "social and emotional learning," and "personal intelligence," all aimed at raising the level of social and emotional competence" (Goleman, 1995). The subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to

discriminate among them and to use this information to guide ones thinking and actions Emotional Intelligence encompasses the following five characteristics and abilities:

- **Self-awareness**--knowing your emotions, recognizing feelings as they occur, and discriminating between them
- **Mood management**--handling feelings so they're relevant to the current situation and you react appropriately
- **Self-motivation**--"gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness
- **Empathy**--recognizing feelings in others and tuning into their verbal and nonverbal cues
- **Managing relationships**--handling interpersonal interaction, conflict resolution, and Negotiations

The student plays no active role in the attainment of knowledge. His entire education is passive and mechanical. Things are loaded on his mind which he cannot digest; he only crams and therefore they never become his own, which at the end puts him in the struggle for his academic achievement. To bring the pupils in certainty of successful academic achievement it is highly important to develop their personality with emotional intelligence including stress handling instinct. It would not only make them competent but also able to analyze the reasons of failure. Present education world is making all efforts to provide quality education for the students in today's school. For that we can teach and improve some crucial emotional competencies among children such as emotional intelligence, intelligence quotient, which describes the ability of one to use emotions effectively and productively.

Importance and effects of Emotional Intelligence

Many researcher shows that the people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. It has significant effect on other factors too in general life.

Performance at work: The student should be able to navigate the social complexities, lead and motivates others to excel in their career.

Physical health: They should be able to manage stress level, which can lead to serious health problems (blood pressure, suppress the immune system, increase the risk of heart attack and stroke).

Mental health: Uncontrolled stress can also impact mental health, making vulnerable to anxiety and depression, mood swings lonely and isolated due to incapability for controlling emotion..

Relationship: By understanding emotions and how to control them, they will better able to express, own feelings and others feeling. This will help to communicate more effectively and

Forge stronger relationship, both at work and in personal life.

Academic Achievement: Academic achievement is the outcome of education –the extent to which a student, teacher and institution has achieved their educational goals. Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects is more important procedural knowledge such skills or declarative knowledge such as facts.

REVIEW OF LITERATURE

Emotional intelligence is a term that has grown in popularity as well as controversy in the last decade. The term has been the subject of several bestselling books, as well as on the cover of Time magazine. EI has evolved since its inception; though there is still much debate on its meanings, measures, applications and generalizability.

Daniel Goleman popularized EI by claiming it was the best predictor of success in life since it accounts for 85- 90% of outstanding performance compared to Intelligence Quotient which accounts for 10 – 30 %. There is attraction to the idea that EI explains why some people do well in life while having average intelligence while others struggle despite possessing a high IQ (Goldenberg, Matheson, Mantler, 2006).

Drago (2004) examined the relationship between emotional intelligence and academic achievement in non-traditional college students. Since students differed in cognitive ability, with some students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Parker and others (2005) examined the impact of emotional intelligence on the successful transition from high school to university. Results revealed that academically successful students had significantly higher levels of several different emotional and social competencies. These findings suggest that emotional intelligence plays an important role in the successful transition from high school to university.

RESEARCH PROBLEM

Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship. Present research paper shows that emotional intelligence is highly beneficial in the areas of education, work, and mental health. The aim of present research paper is to analyze the impact of emotional intelligence on students' academic achievement.

OBJECTIVES OF THE STUDY

1. To study the relationship between emotional intelligence and academic achievement among undergraduate students.
2. To analyze the gender-wise differences in the level of emotional intelligence among undergraduate level students.
3. To study the relationship between emotional intelligence and academic achievement in male and female separately

SCOPE OF THE STUDY

The study is undertaken in the city of Mumbai. Primary data is collected from the undergraduate students.

RESEARCH DESIGN

This study is descriptive and exploratory in nature. Both primary as well as secondary analysis of data is undertaken. The researcher has made an attempt to satisfy the objectives of the study by testing the hypothesis. The instrument used to collect primary data is structured questionnaire which is duly filled by the undergraduate students. The sample size is 52.

HYPOTHESIS OF THE STUDY

H₀:

There is no relationship between emotional intelligence and academic achievement among undergraduate level students.

H₁: There is a positive relationship between emotional intelligence and academic achievement among undergraduate level students.

H₀ There is no relationship between emotional intelligence and academic achievement among the female students.

H₂: There is a positive relationship between emotional intelligence and academic achievement among the female students.

H₀ There is no relationship between emotional intelligence and academic achievement among the male students.

H₃: There is a positive relationship between emotional intelligence and academic achievement among the male students.

LIMITATIONS OF THE STUDY

1. Due to limitation of time and cost the sample size is kept small.
2. Only few simple statistical techniques have been applied due to limitation of time .

RESEARCH DESIGN & METHODOLOGY

NATURE OF STUDY:

The present study is correlational in nature when we cannot control the level of independent variables, a correlational design must be used.

SAMPLE: The study is conducted on 52 under graduates.

ANALYSIS: Coefficient of correlation is applied to ascertain the relationship between emotional intelligence and academic achievement among graduates overall and male and female separately also then p-value has been ascertained for hypothesis testing on .05 level.

DATA -ANALYSIS:

Graph – to show the percentage of high and low emotional intelligence and percentage of high and low percentage of marks in students

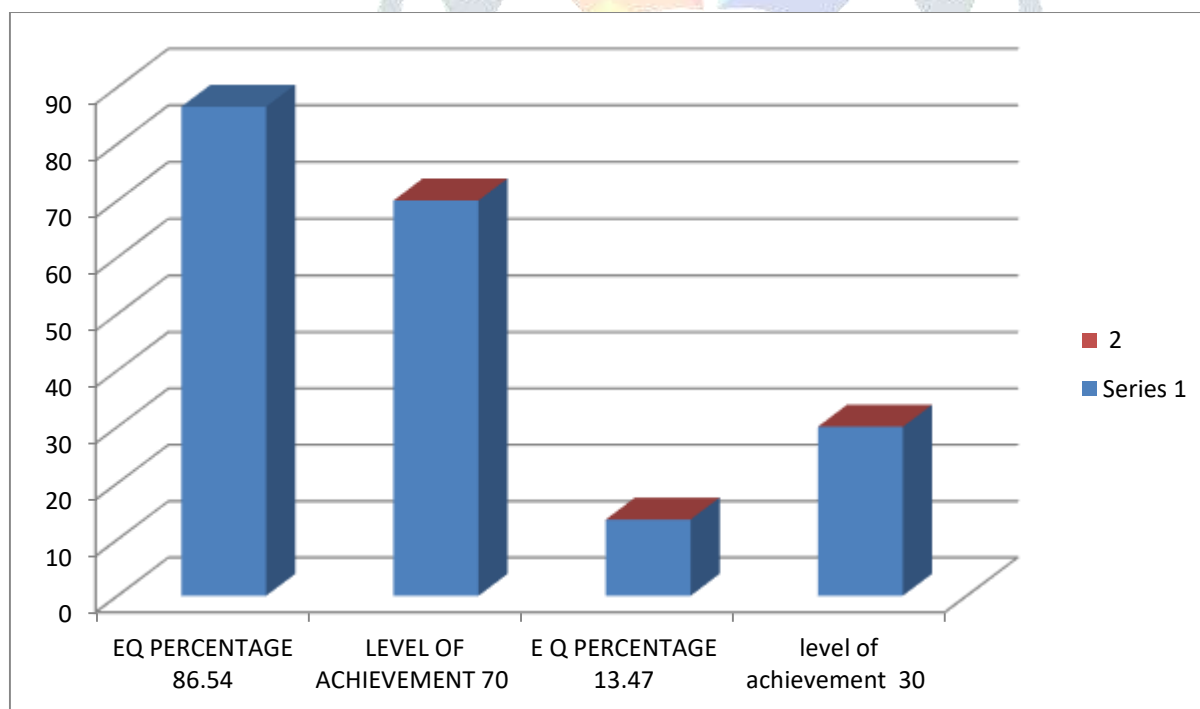


Table -1. Correlation between Emotional intelligence and academic achievement in all students

No of students	Correlation between emotional intelligence and academic achievement	P -value	Level of significant -.05
52 undergraduate	.04070	.774514	Not significant

Table -2. correlation between Emotional intelligence and academic achievement Male and female students to show the gender –wise difference

	Range of academic percentage in class	Correlation between emotional intelligence and academic achievement	P value-	Level of significance
Female students	60 to 86	0.43763	.02245	Significant at .05 level
Male students	60 to 86	0.33884	.09754	Not significant at 05 level

Table -3. Percentage of level of emotional intelligence among the students

No of students	Level of E Q	Percentage of students
45	High (70 and above)	86.54
7	Low (Below 70)	13.47

Table -4 .Percentage of academic achievement and its level in terms of class score among the students

No of students	Level of academic achievement	Percentage of students
36	High (70 and above)	69.23
16	Low (Below 70)	30.76

DISCUSSION –On the basis of table -1 it is evident that when we see the overall correlation between emotional intelligence and academic achievement it is .04070 and P value is .774514. Our first null hypothesis is **-H₀**: There is no relationship between emotional intelligence and academic achievement among undergraduate level students and alternative hypothesis is **-H₁**: There is a positive relationship between emotional intelligence and academic achievement among undergraduate level students.

For hypothesis testing P-value has been obtained and has been tested at .05 significant level .P value is .774514 which is greater than .05 so it is not significant it means our Null hypothesis is accepted and alternative hypothesis is rejected .It means there is no relationship between emotional intelligence of students and their academic achievement .

On the basis of table -2 it is indicated that the correlation between emotional intelligence and academic achievement among female students is 0.43763 and P -value is .02245. Our second null hypothesis is - **H₀** There is no relationship between emotional intelligence and academic achievement among the female students. And alternative hypothesis is- **H₂**: There is a positive relationship between emotional intelligence and academic achievement among the female students. For hypothesis testing P-value has been obtained and has been tested at .05 significant level. The P-value is .02245 which is lesser than .05 so it significant at .05 significance level it means alternative hypothesis accepted and null hypothesis is rejected which shows that there is positive relationship between emotional intelligence and academic achievement among female students. The Multiple Intelligences theory has been introduced by Gardner (1983) and the Emotional Intelligence theory by Mayer and Salovey (1990) then Goleman (1995).) Emotional intelligence is being able to monitor our own and others' feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions (Salovey and Mayer, 1990). The emotionally intelligent person is skilled in four areas, Identifying, using, understanding, and regulating emotions (Mayer and Salovey, 1993).

On the basis of table -2 it is indicated that the correlation between emotional intelligence and academic achievement among male students is 0.33884 and P -value is .09754 Our third null hypothesis is - **H₀** There is no relationship between emotional intelligence and academic achievement among the male students and alternative hypothesis is - **H₃**: There is a positive relationship between emotional intelligence and academic achievement among the male students. The P-value is .09754 which is greater than .05 so it is not significant at .05 significance level it means our null hypothesis is accepted and alternative hypothesis is rejected .Which shows that there is no relationship between emotional intelligence and academic achievement among male students.

Table -3 explains that about 86.54 % students have high level of emotional intelligence and only 13.47 % of students have low level of emotional intelligence .As per table -4 -69.23 % students have obtained 70% and above score and only 30.76% students have obtained less than 70 % score . On the basis of table 3 and table 4 it is indicated that emotional intelligence is really very important requirement for academic excellence. Since emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them (Goleman, 1985) A study conducted by Rode et al.(2007) predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, majority of academic work is self-directed, requiring high levels of self-management. Therefore, individuals with high emotional intelligence would perform better academically.

CONCLUSION

As emotion is an important aspect of one's life and its disturbance creates fears, worries, anxieties, annoyance, anger, resentment and irritability and makes it hard to achieve the desired goal. Mostly the academic achievement is less what they are expected to achieve. These negative feelings must be replaced by feelings of hope, courage and willing cooperation so that they can excel more.

In the present investigation it is found that among female students, emotional intelligence is positively related to academic achievement as the girls who are able to know their emotions and ability to understand and control their emotions are able to achieve academic success but there is less evident that boys academics success is also positively related to their emotional intelligence.

SUGGESTIONS

It is suggested to education world that mentors should now focus on the factors revealed in the study to develop highly emotionally intelligent youth to with such competencies where the academic achievement and social intelligence can be achieved and applied as well at the most. Emotional Intelligence is not, in itself, sufficient to create optimal outcomes for youth. However, the way emotional intelligence is used, both by youth and those who support them has a powerful effect on the children's lives. The support extended from the parents, facilities at home and the home environment with is very conducive for students in both for the better development of emotional intelligence and academic achievement of the students.

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