



Significance Of Emotional Intelligence On Students' Academic Performance

YALAKA RAGHUNADHA REDDY Research Scholar in Mansarovar Global University, Sehore, Madhya Pradesh.

DR. RAJ KISHORE PATHAK Supervisor, Department of Education, Mansarovar Global University, Sehore, Madhya Pradesh.

ABSTRACT

The development of the correct mindset and emotional intelligence toward the unseen intricacies of life and excellent education is crucial in today's competitive world, when students are expected to execute several jobs efficiently and effectively. Using a questionnaire designed to extract information on the students' Emotional Intelligence level and academic performance, this study collected its data. The respondents in this survey scored quite high in terms of their Emotional Intelligence. There is a positive and substantial relationship between the respondents' levels of Emotional Intelligence (namely, Self-Emotion Appraisal and Understanding of Emotion) and their levels of academic success. The relevance of Emotional Intelligence and its links to students' academic performance was discovered, with implications for future instructors.

Keywords: Academic Performance, Emotion, Skills, Stress, Education.

I. INTRODUCTION

We are living in the age of Globalization where our traditional ways of living are in transitional phase. Due to privatization, urbanization and liberalization, the youth is in a dilemma where they find themselves unfit and unequipped. A rapid change in family life, pressures of peers and society, today's life style and academic challenges etc are the factors where there is an increase in competition and stress. The youth is not able to cope up with the negative emotions which have become a stigma of their life.

Emotional Intelligence is an ability, capacity or skill to perceive, assess and manage the emotions of one's self, of others and of groups. Emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influences one's ability to succeed in coping with environmental demands and pressures. Emotional competencies are - Self-awareness - The ability to identify and name one's emotional states and to understand the link between emotions, thought and action. Self-Regulation - The capacity to manage one's emotional states or to shift undesirable emotional states to more adequate ones. Motivation - The ability to enter into emotional states (at will) associated with a drive to

achieve and be successful. Empathy - The capacity to read, be sensitive and influence other people's emotion. Social Skills - The ability to enter and sustain satisfactory interpersonal relationship. 1 The view points and ideas have brought a revolution in the field of child care, home, school and workplace management. Most of the problem in our life, whether childhood problems, adolescent problems, home and family problems, work situation problems or political, regional or international problems are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals, society and the nations. If proper efforts are made for training the emotions and developing proper emotional intelligence potential among the people right from their child hood, then it will surely help in bringing mutual emotional understanding, empathy accompanied with right actions and behaviour on the part of the individuals and groups, to lead a better life in peace and co-operation.

Now a days, Achievement and evaluations are interpreted in terms of not only IQ but other factors also like social intelligence, emotional intelligence, spiritual and creativity and in terms of so many aspects. Children's performances and abilities are judged through covering various traits of personality. Still in India we are limited to subject achievement scores except a few % of the population. There is no provision in our education system to provide education which could meet all types of need of our children. The most neglected areas are social development, emotional, values, spiritual, creativity, adversity etc. Here in a need to relate and study the various factors by combining them with academic achievement. Therefore it was thought logical to conduct a study to check effect of Emotional Intelligence on academic achievement.

Academic achievement is the major concern of educational policy makers of every country. It has been accepted that environment both inside and outside the school in which the child grows has a great influence on the academic achievement of the students. Among them, socio economic status, social phobia, anxiety, learning disabilities, parent styles, learning styles, classroom climate etc are some such variables. So care should be taken to increase the rate of achievement and find out the hindrances that decrease the achievement rate. Emotion is the basis of all interests and motivations and so is directly related to all human performances and achievements. Emotions are source of motivation, source of enjoyment source of strength and endurance to body. Constant emotional tension may cause poor health like lack of sleep, restlessness, headache, chronic fatigue, insomnia, lack of appetite. Hence an attempt is made to relate emotional intelligence with academic achievement. Academic achievement of the learner is the primary concern of all types of educational endeavours.

II. IMPORTANCE AND EFFECTS OF EMOTIONAL INTELLIGENCE

Empathy, self-awareness, emotional stability, interpersonal and intrapersonal interactions, motivation, and self-control are the building blocks of emotional intelligence.

In other words, the concept of emotional intelligence is not novel. Although the concept of emotional intelligence may be traced back approximately 85 years, it was not until Daniel Goleman defined the range of People Skills that Salovey and Mayer characterized as emotional intelligence in 1990 that it came to widespread attention. Prior to this discovery, IQ was widely considered to be the single most important factor in determining future achievement. Yet, research has shown that IQ alone cannot fully explain individual differences in accomplishment levels, whether in the classroom or the job.

There is no single agreed-upon definition of the phrase "emotional intelligence," according to the study's authors. Emotion has been defined in many different ways by different individuals, but at its core, it refers to a state of disturbed or passionate mental activity. The term "emotion" is used to describe an inner state that is characterized by its own set of thoughts, biological and psychological characteristics, and inclinations to take action.

Numerous studies have found that intellectually gifted individuals might be socially awkward and unable to succeed in either their professional or personal relationships. It also has far-reaching implications for other parts of everyday life.

- **Performance at work:** A well-rounded education provides students with the tools they need to succeed in today's competitive job market.
- **Physical health:** They need to be able to deal with stress, which can have detrimental effects on health (including raising blood pressure and immune system suppression and elevating the risk of cardiovascular disease and cerebrovascular accidents).
- **Mental health:** Anxiety, despair, mood swings, feelings of isolation and loneliness, and a lack of control over one's emotions may all negatively affect mental health if stress levels are allowed to build up.
- **Relationship:** They will be able to communicate their own and others' emotions more effectively if they learn to recognize and manage their triggers. This will facilitate better interaction and bonding in the workplace and beyond.
- **Academic Achievement:** The success of a student, class, or school can be measured by how far they've progressed toward their intended learning outcomes, or how high their academic achievement is. A student's level of academic achievement may be defined as the amount to which he or she has learned the material and mastered the skills that the teacher intended for them to gain. There is no consensus on the optimum way to test academic achievement or whether procedural knowledge like skills or declarative information like facts

should be prioritized, however exams and ongoing assessment are frequent methods.

III. RESEARCH METHODOLOGY

This study used a quantitative research strategy called correlational analysis. Students' emotional intelligence (Self Emotion Appraisal, Others' Emotion Appraisal, Use of Emotion, and Regulation of Emotion) is the independent variable in this study, and students' academic achievement is the dependent variable in the form of a CGPA.

There are two parts to the questionnaire utilized for this research. In Section A (Demographic Background), students are asked to identify themselves by gender, date of birth, cumulative grade point average, and academic program. In Part B (Emotional Intelligence), we make an effort to gauge how emotionally intelligent our pupils are. Taken from an adaptation by Wong and Law (2002), the following describes the four (4) components of emotional intelligence: self-emotion appraisal, other-emotion appraisal, use of emotion, and regulation of emotion. Individuals who agreed to participate in the study were approached and informed that they had been chosen at random to take part in the survey, and they were also given a brief explanation of the study's goals and the value it would provide to the area of education.

After accumulating all of the questionnaires, the data was entered and analyzed using SPSS (Statistical Package for the Social Sciences). This study used both descriptive and inferential statistics to address its research questions. Both the respondents' demographic history and their average degree of emotional intelligence were characterized by a descriptive analysis. Percentages, averages, and standard deviations are used to illustrate the data. However, a referential analysis was performed using a correlation coefficient to determine the strength of the association between the two variables.

IV. DATA ANALYSIS AND INTERPRETATION

Level of Emotional Intelligence

Each question in the survey has a corresponding Likert scale answer option (from 1 to 7). Responses from this study's respondents with a mean score of 0.00 to 2.99 are classified as Low, those with a mean score of 3.00 to 4.99 as Moderate, and those with a mean score of 5.00 to 7.00 as High.

Table 1: Descriptive Analysis of Level of Emotional Intelligence

	Mean	Std. Deviation
Emotional Intelligence	5.268	0.726

The average score on the emotional intelligence scale is presented in Table 1 above, while the average scores on the four subscales are presented in Table 2. The first piece of information we have comes from Table 1, which shows that the students at the Faculty of Education had a high mean emotional quotient (M= 5.268, SD= 0.726). Second, the respondents were found to have a high level of emotional intelligence across all four domains studied in this study, with means of (M= 5.542, SD= 0.874) for Self-Emotion Appraisal, (M= 5.107, SD= 0.956) for Others' Emotion Appraisal, (M= 5.419, SD= 1.027) for Understanding of Emotion, and (M= 5.003, SD= 1.135) for Regulation of Emotion.

Table 2 shows that respondents had a deep understanding of their own emotional states and how these might change over time and in response to certain stimuli. In addition, they were able to foretell how they will feel in forthcoming situations. However, the results suggest that respondents were less self-aware than they were self-aware when it came to recognizing the emotions of others. It was also shown that respondents' capacity to control their emotions received the lowest mean score across all four areas. Among the four skills that define an emotionally intelligent person, this one is the most developed.

Table 2: Descriptive Analysis of Domains of Emotional Intelligence

Domains of Emotional Intelligence	Mean	Std. Deviation
Self-Emotion Appraisal	5.542	0.874
Others' Emotion Appraisal	5.107	0.956
Understanding of Emotion	5.419	1.027
Regulation of Emotion	5.003	1.136

Relationship between Emotional Intelligence and Academic Achievement

Pearson correlation analysis was used to assess the strength of the connection between EQ and academic achievement. Table 4 displays the association according to the emotional intelligence domains, whereas Table 3 displays the total results. As can be seen in Table 3, a positive and weak link ($r= 0.084$, $p= 0.193$) between the respondents' total emotional intelligence and their academic achievement exists. This suggests that the more emotionally intelligent a person is, the better they do in school. There was no statistically significant link discovered between the two.

Table 3: Correlation between Emotional Intelligence and Academic Achievement

	r -value	Sig.

Emotional Intelligence	0.084	0.193
------------------------	-------	-------

Table 4: Correlation between Domains of Emotional Intelligence and Academic Achievement

Domains of Emotional Intelligence	r -value	Sig.
Self-Emotion Appraisal	0.138	0.017
Others' Emotion Appraisal	0.029	0.326
Understanding of Emotion	0.154	0.008
Regulation of Emotion	0.006	0.462

However, a closer look at the connection between the four facets of emotional intelligence and academic achievement, as shown in Table 4, reveals that two facets, namely Self-Emotion Appraisal and Understanding of Emotion, are significantly linked to academic achievement. With corresponding r and p values of 0.138 at the 0.017 level of significance and 0.154 at the 0.008 level of significance, the results demonstrate that the link between Self-Emotion Appraisal and Understanding of Emotion and academic achievement is favorable, but modest. This finding suggests that college students who are emotionally self-aware, self-aware of others, and able to understand and predict their own and others' emotional responses to given situations are better able to handle the demands of academic success.

Academic achievement was shown to be adversely and weakly related to the other two dimensions. They are people's ratings of others' emotional states ($r = -0.029$, $p = 0.326$) and their own emotional regulation ($r = -0.006$, $p = 0.462$). These inverse correlations show that students' academic achievement is negatively correlated with their capacity to detect and control their own emotions and those of others. Other studies have shown a link between emotional intelligence and academic achievement, which is at odds with this conclusion.

V. CONCLUSIONS

Students have a medium perception of their emotions; they do not know enough about what their feelings are; and they are able to use their emotions properly in order to make excellent judgments. The current study's findings also showed that high academic

achievement is facilitated by emotional intelligence. The results suggest that the respondents are future teachers with a high level of emotional intelligence; as a result, they will be expected to rise to the challenge of educating the next generation while also adjusting to the demanding and stressful environment of the teaching profession. This is especially true for new teachers, who are entering what is widely regarded as the most demanding job.

REFERENCES: -

1. Shuib, N., Ishak, N., Amat, S. & Ahmad, I. (2018). Emotional intelligence and academic achievement of primary school students in Malaysia. *Social Science and Humanities Journal*, 2(9), 594-601.
2. Sahinidis, A., Kallivokas, D., Markantonatou, A. & Sdvolias, L. (2016). Emotional intelligence effects on academic performance. An empirical study of university students, *Tourism Research Institute*, 15(1), 151-162.
3. Costa, A., & Faria, L. (2015). The impact of emotional intelligence on academic achievement: A longitudinal study in Portuguese secondary school. *Learning and Individual Differences*, 37, 38-47.
4. Al-Asmari, A. (2014). Emotional intelligence and academic achievement: A comparative, gender based-study of undergraduate English language learners in Saudi Arabia. *Journal of Education and Practice*, 5(6), 178-190.
5. Al-Ghamdi, F. (2014). The role of trait emotional intelligence in individual performance: A descriptive study in Albaha University, Saudi Arabia. *Journal of Service Science and Management*, 7, 361-367.
<https://doi.org/10.4236/jssm.2014.75033>.
6. Kashani, L., Azimi, L. & Varziri, S. (2012). Relationship between emotional intelligence and educational achievement. *Procedia Social and Behavioral Sciences*, 69, 1270-1275. <https://doi.org/10.1016/j.sbspro.2012.12.061>
7. Yahaya, A., Ee, N.S., Bachok, J.D.J., Yahaya, N., Bon, A.T. and Ismail, S. (2011). The relationship of Dimensions of Emotional Intelligence and Academic Performance in Secondary School Students. *Elixir Psychology*, 41: 5821-5826.
8. MacCann, C., Fogarty, G. J., Zeidner, M. and Roberts, R. D. (2011) Coping mediates the relationship between emotional intelligence (EI) and academic achievement. *Contemporary Educational Psychology*, 36(1). pg 60-70.
9. Kattekar, S.S. (2010). A Comparative Study of Intelligence Quotient and Emotional Quotient on Academic Achievement in Kannada Language. *Research Analysis and Evaluation*, 1(5): 43-44.

10. Qualter, P., Whiteley, H., Morely, A. & Dudiac, H. (2009). The role of emotional intelligence in the decision to persist with academic studies in high education. *Research in Post-Compulsory Education*, 14(3), 219-231.
<https://doi.org/10.1080/13596740903139255>