

A study of Emotional Intelligence in relation to Academic Achievement among undergraduate students of Hooghly District

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ABSTRACT

Before the advent of the positive psychology movement, emotions were viewed as toxic, best treated as slaves to control. In contrast, positive psychology focuses on how people process information about emotions and how they engage and benefit from their emotions as well as how they create most of their emotional experiences. One of the most important concepts developed from this new understanding of these emotions is emotional intelligence. Emotional intelligence is a new area of interest in psychology. Emotional intelligence is increasingly recognized as a measure of overall performance in a variety of fields. A descriptive survey study was designed to assess the emotional intelligence assessment of undergraduate levels students and its relationship with their academic performance. The EIS scale submitted for publication developed by anookul hyde, pathe and upindar dhar was administered to assess the Emotional intelligence of 170 undergraduate students in Hooghly district , west Bengal . spearman's coefficient of correlation 0.046 which is not significant at the 0.05 and 0.01 levels of confidence . it can be said that the correlation between emotional intelligence and academic achievement is positively very low ; ie if the EI of a student increases , his academic performance will also increases but in a very low rate .

Keywords: Emotional intelligence; academic achievement; EIS; correlation; undergraduate students.

INTRODUCTION

There are various factors of society and family that influence emotional intelligence. Emotional intelligence plays an important role in achieving success in career and academic performance. Emotional intelligence can be categorized into five domains: self-awareness, emotional management, self-motivation, empathy, interpersonal skills. In our day to day life, it can be seen that different people express their feeling in different ways. Many times people get depressed due to various family reasons or many unpleasant events in the society. It can also be observed that there are many people who can remain calm and steady in critical situations and at the same time they can handle various critical situations and at the same time they can handle various critical situations in life and considered as a successful person in life, on the other hand, those who cannot control their emotions they fail to deal with life's critical situations, thus leading to failure in various tasks.

The results and findings of numerous researchers conducting field studies over a long period of time reveal various factors; Student IQ, Peer Relationships, Teacher Student Relationships, Parental Involvement and Personality. Of all these factors, IQ was commonly

used as a determinant and was associated with academic success. Much recent and emerging research is revealing that IQ alone is not a reliable predictor of student academic achievement. One of the most popular and most cited sources is Daniel Goleman's infamous book *Emotional Intelligence: Why It May Matter More Than IQ*. This book claims that only 20% of a person's success can be attributed to IQ. The publication of Goleman's first book created a new field of study in education. By which we can know how a student's emotional intelligence can help him learn better and perform academically.

It is also important to help students Know how their Emotional intelligence works to help or hinder their success as a college and high school student. Goleman (1995) presents convincing evidence that the emotional intelligence quotient is just as important in academic success as cognitive intelligence, as measured by intelligence quotient one of the important points is that , while IQ seems to be genetically endowed ,there is evidence that EQ can be enhanced with proper training and learning environment. The concept of Emotional intelligence is multifaceted in nature including individual skills and insights regarding inter and intra personal factors which influence the competency profile of a person (Mayer and salovey and carsuno, 2004) individual emotional intelligence differences help explain the wide variation in the professional accomplishments , competencies and effectiveness of people with similar levels of general intelligence. Learning is an emotional process. If learning is under the control of emotions, then it behaves us to understand how we can use them to enhance learning in our students. It is also important to help students Know how their Emotional intelligence works to help or hinder their success as a college and high school student Goleman (1995) presents convincing evidence that the emotional intelligence quotient is just as important in academic success as cognitive intelligence , as measured by intelligence quotient one of the important points is that , while iQ seems to be genetically endowed ,there is evidence that EQ can be enhanced with proper training and learning environment.

Emotional intelligence is a set of skills and attributes that includes a collection of interpersonal skills, especially soft and interpersonal skills. The concept of emotional intelligence became popular after the work of Daniel Goleman's book on emotional intelligence; "Why might it be more important than I.Q." It is the best predictor of individual behavior. Mayer and cob 2000 define emotional intelligence as the ability to process sensory information, particularly as it relates to the perception, assimilation, understanding and management of emotions".

Different conceptualization of emotional intelligence has appeared and they have been adding to the conceptual ambiguity, controversies and condition. Goleman model (1998) views this construct as an array of competencies and skills that drive managerial performance. Bar- on model (2000) views emotional – social intelligence as a cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands.

The question what are the constituents of emotional intelligence, also baffled us, Goleman identified 25 emotional competencies which can be grouped into five cluster.

These are as follows:



1. Self regulation cluster: self control trustworthiness, consciousness, adaptability, and innovation.
2. Self motivation cluster: achievement orientation, commitment, initiative, optimism.
3. Social skills: leadership, communication, influence change catalyst conflict management, building bonds, team capabilities, collaboration and cooperation.

According to Cooper (1996-1997) emotional intelligence can be divided into five attributes which are as follows.

- a. Current environment: it includes life pressure and life situations.
- b. Emotional literacy: It includes emotional self awareness, emotional expression and emotional awareness of others.
- c. EQ competencies: it includes intentionally, creativity, resilience, interpersonal connection, and constructive discontent.
- d. EQ values and attitudes: it includes outlook, compassion, intuition, trust radius, personal power and integrated self.
- e. EQ outcomes: it includes general health, quality of life, relationship quotient and optimal performance.

OBJECTIVES OF THE STUDY

1. To find out the level of Emotional Intelligence among the undergraduate students.
2. To find out the significant difference between undergraduate students in their Emotional Intelligence in terms of their gender.
3. To find out the relationship between the Emotional Intelligence and Academic achievement among undergraduate students.

HYPOTHESIS OF THE STUDY

1. The level of Emotional Intelligence among the undergraduate students is high.
2. There is no significant difference will exist among the undergraduate students on their emotional intelligence in connection with their gender.
3. There is no significant relation between emotional intelligence and academic achievement among undergraduate students.

METHODOLOGY

Sample for the study comprised of 170 undergraduate students. For the purpose of EIS and academic ranks of these students were taken in consideration for data analysis.

Data collection tools:

Standardized tools for emotional intelligence scale were procured from the department of Education, vinaya Bhavana which was developed by Anukool Hyde and sanjyot pathe . (2007)
Description of the scale: The scale has 34 items which were administered on 200 executive.

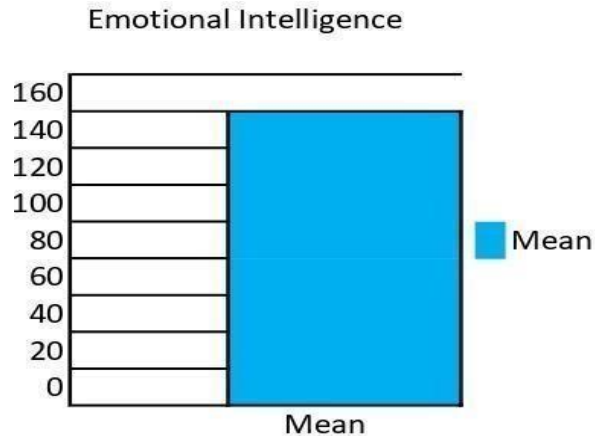
Reliability: The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split half reliability coefficient was found to be 0.88.

Validity: Besides face validity, as all items were related to the variable under focus the scale has high content validity. It is evident from the assessment of experts that items of the scale are directly related to the concept of Emotional Intelligence in order to find out the validity from the coefficient of reliability (Garret, 1981) the reliability index was calculated , which indicated high validity on account of being 0.93.

Academic achievement: academic score was taken to study for students achievement.

Results: The mean of the scores obtained by all the students in Emotional intelligence scale was found to be 134.20.

Table -1



Norms for Interpretation of Raw Scores (Emotional Intelligence Scale)	
High	85 & Above
Normal	52-84
Low	51& Below

Interpretation:

According to the norms given in the emotional intelligence scale as shown above. It could be found out the level of emotional intelligence among the students of college level students was very high. Therefore, the hypothesis that the level of emotional intelligence among the college students is high is accepted.

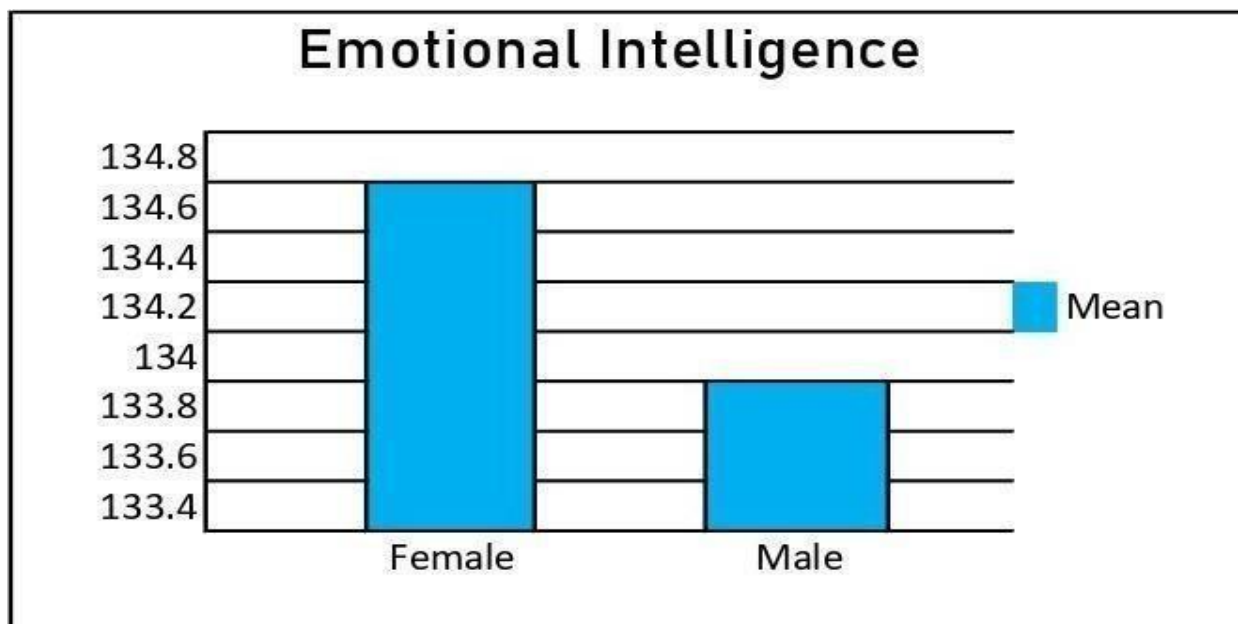
DISCUSSION

The present study found that the level of emotional intelligence is high among the undergraduate level students. Ghareteph, safari, pashaei and kajbaj worked on the topic emotional intelligence as a predictor of self efficacy among students with different levels of academic achievement at Kermanshah university of medical science. This correlation study was conducted on 129 students. The study found that the average score of students with high academic achievement was higher in emotional intelligence than that of lower academic achievement.

Table -2

After data analysis the following result was found.

Gender	N	Mean	SD	df	Mean difference	SE.d	t-ratio	Table Value	Remarks
Female	93	77.16	8.34	175	1.17	1.27	0.923	1.97(at 0.05 level)	Null hypothesis is accepted at 0.05 level of Confidence.
Male	84	78.33	8.54					2.60 (at 0.01 level)	



Interpretation :

From the above tables, it could be found out that the Mean and SD of scores in Emotional Intelligence of the boys were 133.7976 and 11.61658 respectively and of the girls were 134.5591 and 12.97800 respectively. The p- value which was found through SPSS was found out to be 0.681 which was not significant either 0.05 or 0.01. Therefore, we can say that our null hypothesis that there is no significant difference between boys and girls with regard to emotional intelligence is accepted at both 0.01 and 0.05 level of confidence.

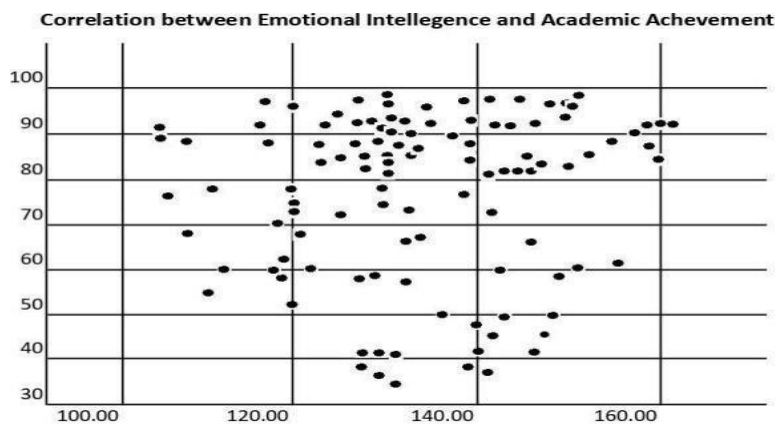
Discussion :

While comparing the mean scores and SD through the p value the researcher found that there is no significant difference between boys and girls of college students with regard to Emotional Intelligence. From the previous study done by oomen (2015) on emotional intelligence and academic achievement of secondary school students in mathematics. The result showed that there is no significant difference between boys and girls in their Emotional Intelligence.

Table -3

After data analysis the following result was found

Correlation			
		Emotional Intelligence	Academic Achivement
Emotional Intelligence	Pearson Correlation	1	0.46
	Sig.(2-tailed)		0.541
	N	177	177
Academic Achivement	Pearson Correlation	0.046	1
	Sig.(2-tailed)	0.541	
	N	177	177



Interpretation:

From the above table, it says that the coefficient of correlation between the two variables that the emotional intelligence and academic achievement is found to be 0.046. Thus it could be interpreted that the correlation between emotional intelligence and academic achievement of positively very low. In other words, if the emotional intelligence of a student increases, his academic achievement will also increase but in a very low rate and the relationship between these two variables is not significant at both 0.05 and 0.01 levels of confidence. Therefore, our hypothesis is that there is no significant relation between emotional intelligence and Academic achievement thus accepted.

DISCUSSION

In the present study the researcher found that there is a very low positive correlation between emotional intelligence and academic achievement. Oommen(2015) worked on the topic emotional intelligence and academic achievement of secondary school students in mathematics. Normative survey was used for the research. But the result of the study showed thatthere will be significant correlation between Emotional intelligence and academicachievement.



CONCLUSION

Present study found that positive correlation of emotional intelligence with academic performance in undergraduate students. This is an important finding as the scale was specifically designed for assessment of emotional intelligence in undergraduate students. However, further studies may highlight the supporting measures, larger sample size, different students such as students belonging to scheduled caste, tribe, minorities, students belonging to broken and dysfunction families and other socio-economic backgrounds.

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