

An Impact of Emotional Intelligence on the Academic Achievement of the student: A case study on students of Career Point University

Garima Tyagi¹ and Ashish Gautam²

¹ Career Point University,
Kota, Rajasthan, India

² Career Point University,
Kota, Rajasthan, India

Abstract – The aim of present study is to identify the impact of emotional intelligence on the academic achievement of students of Career Point University. Emotional Intelligence is emerged as an effective factor for the specific change in the academic performance of student at University level. Different researches have been done regarding Emotional Intelligence as predictor of Academic achievement. Traditionally education institution has been focusing on logical intelligence and not giving much attention on other type of intelligence but now it has been seen that emotional intelligence may play more important role in academic achievement rather than logical and linguistic intelligence as emotional intelligence having the ability to recognize and choose more efficiently. This research indicates the impact and importance of emotional intelligence for student and recommendation for future researches.

Keywords: *Emotional Intelligence, Academic Achievement, Academic Performance, EQ*

1. Introduction:

As you all know we all 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.

Emotional Intelligence is the ability of any person to understand its own emotions and to differentiate between different feelings. It also belongs to managing and adjusting the emotions to achieve the required goals. It can be seen that a person who is having high emotional intelligence is able to

understand the negative impact of emotions on their minds, bodies, relationships and their capabilities to achieve something.

Emotional Intelligence is advance skill and ability or skill to perceive, analyze and manage the emotions of any individual person or group. Emotional intelligence is a part of non-cognitive capabilities, competencies and skills that influences one's ability to succeed in coping with environmental demands and pressures.

Emotional intelligence is having a special power to predict the person and it can be used as a powerful tool to get success in your life. We can define emotional intelligence as a suitable predictor in different areas like educational performance (Yahaya, Yahaya, & Lee, 2012). In the other word, it is having the ability to control feelings and excitements by any person.

The emotional intelligence points to the ability to recognize and differentiate feelings, excitements, meanings and concepts, the relations between them, by this we can solve problems. The emotional intelligence includes the ability to receive emotions, and coordinate them to understand the information related to them, it also manages them.

According to today's scenario the purpose of professional education is to prepare students for jobs in their particular professions. Right now, few business schools are taking benefit from the research addressing emotional intelligence as a medium to develop the internal and external skills of students. According to the various facts mostly Business programs are only focusing on giving education to students regarding theory and research. In education field Faculties and Professors are not having extra time to train students and willingly help them to gain

skills that will relate to their professional life and in the workplace. Due to lack of these skills in graduates, organizations have to incur additional cost for training these unprepared graduates. One of the lacking skill set belongs to what we now call, emotional intelligence. Emotional intelligence has been shown to relate to job success more than IQ, but a major proportion of the curriculum assessment tests a student's intellectual ability.

2. Emotional Intelligence and Academic Achievement

Emotional can also imitate the ability to know the interpersonal abilities. Emotional intelligence can be defined in three models –

- Ability Model
- Mixed Model
- Trait Model

According to Ability Model the emotional intelligence can be defined as "The ability to observe emotions, integrate emotion to check your thought, understand emotions and also to regulate emotions to promote personal growth." This model says that emotional intelligence is comprising of two areas experimental and strategic. First area defines the ability to perceive, respond, and manipulate the information without understanding it, while the other are defines the ability to understand and manage the emotions without perceiving feelings well or fully experiencing them. (Stys & Brown, March 2004)

Mixed model introduced by Daniel Goleman and it emphasizes on Emotional Intelligence as a group of wide range of competencies and skills that drive the performance.

Trait emotional intelligence is "a collection of emotional self-perceptions located at the lower levels of personality."

Here we are using the mixed model to analyse the data and interpret the result. According to mixed model it outlines five main emotional intelligence constructs (Goleman, 1998).

1. Self-awareness – It is the ability to know emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others and also the decision-making ability of the individual.

2. Self-regulation – It involves controlling or redirecting individual's disruptive emotions and impulses and the capability to adapt according to the changing circumstances.

3. Social skill – It includes managing relationships to move people in the desired direction.

4. Empathy – It involves the capability of considering other people's feelings especially the time of making decisions.

5. Motivation – It involves the power of being driven to achieve for the achievement of goals.



Figure 1: Emotional Intelligence Traits

Emotional intelligence can be explained in terms of emotional and soft skills that influence our own behavior, understanding, how we reacts in different situations and ability to adapt according to the demand of the situation.

For measuring the emotional intelligence 5 major and 15 sub scales are defined (Nasir & Masrur, June 2010)-

1. Intrapersonal Component

- a. Emotional Self Awareness
- b. Self-Regard
- c. Self-Actualization
- d. Assertiveness
- e. Independence

2. Interpersonal Component

- a. Empathy
- b. Social Responsibility
- c. Interpersonal Relationships

3. Stress Management

- a. Stress Tolerance
- b. Impulse Control

4. Adaptability

- a. Reality Testing
- b. Flexibility
- c. Problem

5. General Mood

- a. Happiness
- b. Optimism

According to different studies it is shown that emotional intelligence effects the success in academic and professional studies and also contributes towards the performance of an individual student (Chamundeswari, July 2013). Students who are emotionally intelligent are somehow representing more superior performance then their colleagues. This improves the relationship between peers and helps in the intellectual development which leads to

superior academic performance. Emotional intelligence helps in prioritizing thinking, behavior, and lifestyle which aids in academic performance (Malik & Shujja, Jan 2013). The self-report measures of EI completed at the start of the academic year by students can predict their CGPA in the final year. Trait emotional intelligence moderates the relation between academic performance and cognitive ability. A study by demonstrates that emotional intelligence measured through CGPA by utilizing self-report and ability measure of EI was not a strong indicator of academic achievement. In another study, it was found that the correlation between emotional intelligence and academic achievement was not statistically significant (Malik & Shahid, June 2016, Vol. 38, No. 1). Due to the mixed nature of research literature there is a need to explore the relationship between emotional intelligence and academic performance in the particular context of India.

Objective of the Study: Emotional Intelligence is the concept which is having an impact on each and every person in terms of its thoughts, relations and emotions and it is playing significant role in the decision making by giving us the opportunity to think wisely (Nasir & Masrur, June 2010). The objective of the study is to find the relationship between emotional intelligence and academic achievement of the Career Point University student. The study is focusing on the fundamental aspect of human personality i.e. emotional intelligence which is playing an effective role for determining the individual's behavior, managing emotions, relations with other academic performance and adaptability in different situations. So, the main objective of the study is to identify

- To study the relationship between emotional intelligence and academic achievement.
- To study the impact of Emotional Intelligence on Academic Achievement of Career Point University Students

Research Methodology: Data is collected from both primary and secondary methods. For the collection of primary data, a questionnaire is designed in alignment with the need of the study, including the close ended questions. Descriptive research also forms the part of the study.

Hypothesis- The primary purpose of the study is to examine the emotional intelligence and how it is having an impact on academic performance. The hypothesis to prove the study is stated as follows-

- To study the relationship between emotional intelligence and academic achievement.

H - There is a proper relationship between emotional intelligence and academic achievement

- To study the impact of Emotional Intelligence on Academic Achievement of Career Point University Students

H₀ – There is a no significant impact of Emotional Intelligence on Academic Achievement of Career Point University Students

H_a-There is a significant impact of Emotional Intelligence on Academic Achievement of Career Point University Students.

Research methods applied are –

- Survey/Questionnaire
- Secondary Data
- Observation Technique

Sampling procedures: The simple convenience random sampling is used.

3. Literature review

For the success of any research it is very important to work out on the research gap by reviewing the research work carried out by different scholars in various parts of the world. The review of literature carried out for the present study is as follows:

- **Influence of Emotional Intelligence on Students' Academic Achievements.**

Author(s): **Ngu Leh Seng, Zahyah Hanafi, Muhajir Taslikhan, Arumugam Raman**
University Utara Malaysia, Sintok, Kedah Malaysia

Abstract: Emotional aspects are very important in influencing the excellence of a student. Many past studies have proven that emotional intelligence affect academic achievement. Therefore, this study is aimed to identify students' emotional intelligence level and to what extent emotional intelligence influences students' academic achievement. A total of 406 people form 5 students from nine schools in Limbang District, Sarawak were involved in this study. Malaysia Intelligence Emotional Inventory – Teens (IKEM-R) was used to assess the level of students' emotional intelligence. A total of 49 items from this instrument was used to measure emotional intelligence of the respondents (Seng, Hanafi, & Taslikhan, Volume 2; Issue 3; March 2016).

- **Effect of Emotional Intelligence on Academic Performance among Business Students in Pakistan.**

Author(s): **Sania Zahra Malik and Sehrish Shahid**
Bulletin of Education and Research June 2016, Vol. 38, No. 1 pp. 197-208

Abstract: Emotional intelligence (EI) has been a popular topic in the field of organizational behaviour. Research shows that emotional intelligence successfully predicts job performance and leadership skills. Based on these reasons, this study attempts to evaluate the impact of emotional intelligence on academic performance of business students. It also aims to analyze if business schools contribute to the development of emotional intelligence in students. Data was collected from 325 business students studying in three business-related institutions. This study measures emotional intelligence by employing Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF) and academic performance through Communicative grade point average (GPA). Hierarchical regression analysis was conducted to ascertain the effect of (Malik & Shahid, June 2016, Vol. 38, No. 1) emotional intelligence on academic performance of students. Findings suggested that the relationship between emotional intelligence and academic performance was weak (Malik & Shahid, June 2016, Vol. 38, No. 1).

- **Emotional Intelligence and Academic achievement among Malashivan Secondary students.**

Author(s): **Maria Chong Abdullah, Habibah Alias & Jegak Uli**

Faculty Of Educational Studies, Selagor Malashiya

Abstract: Classrooms are always filled with youngsters displaying a wide range of concerns and behavioral problems that often make learning in the classroom difficult and ineffective. Students are often found to suffer from poor self-awareness, lower self-esteem, lack of motivation, little self-discipline, poor peer interaction, an inability to express feelings effectively, and sometimes, a significant amount of emotional pain such as feeling sad, unhappy, anxious, frustrated and angry. Based on the concept and model of Emotional Intelligent Quotient (EQ) by Mayer, Salovey and Caruso (1997), the authors discuss how the mechanism of EQ can enhance student's emotional competency which in turns improve their learning in the classroom (Abdullah, Elias, Mahyuddin, & Uli, Vol. 19, No 3-4, 2004).

- **Examine the Relationship of Emotional Intelligence and Creativity with Academic Achievement of Second Period High School Students.**

Author(s): **Hossein Jenaabadi¹, Razieh Shahidi², Abdolhamid Elhamifar³, Hamideh Khademi³**

¹Department of Education, University of Sistan and Baluchestan, Zahedan, Iran

²Payame Noor University, Zahadan, Iran

³Department of Psychology, Islamic Azad University, Zahedan Branch, Zahedan, Iran

Abstract: The present study aimed to examine the relationship of emotional intelligence and creativity with academic achievement of second period high school students in Nikshahr. This was a descriptive-correlational study. The population of the current study included all second period high school students in the academic year of 2013-2014. The statistical sample was selected using simple random sampling method. To collect data, Mayer Salovey Caruso Emotional Intelligence Test (1995) as well as Creativity Questionnaire (Sultani) and to compare students' academic achievements, their GPAs in the academic year of 2013-2014 were used. Obtained data were analyzed using both descriptive (frequency table, frequency, and charts) and inferential statistics (independent t-test and Pearson correlation coefficient). The results indicated that emotional intelligence and academic achievement were significantly correlated. Moreover, there was a significant and positive relationship between creativity and academic achievement. Additionally, no significant difference was found between males and females considering their academic achievement (Hossein, Shahidi, Elhamifar, & Khademi, 2015).

- **The Impact of Emotional Intelligence Element on Academic Achievement.**

Author(s): **Azizi Yahaya¹, Ng Sar Ee¹ Juriah@Daing Junaidah Bachok¹, Noordin Yahaya², Yusof Boon¹, Shahrin Hashim¹, Goh Mo Lee³**

¹Faculty of Education, Universiti Teknologi Malaysia*(Corresponding author)

²Faculty of Bussiness Management,Universiti Teknologi Mara (Melaka)

³ Sekolah Kebangsaan Convent Infant Jesus

Abstract: The present study aimed to examine the relationship of emotional intelligence and creativity with academic achievement of second period high school students in Nikshahr. This was a descriptive-correlational study. The population of the current study included all second period high school students in the academic year of 2013-2014. The statistical sample was selected using simple random sampling method. To collect data, Mayer Salovey Caruso Emotional Intelligence Test (1995) as well as Creativity Questionnaire (Sultani) and to compare students' academic achievements, their GPAs in the academic year of 2013-2014 were used. Obtained data were analyzed using both descriptive (frequency table, frequency, and charts) and inferential statistics (independent t-test and Pearson correlation

coefficient). The results indicated that emotional intelligence and academic achievement were significantly correlated. Moreover, there was a significant and positive relationship between creativity and academic achievement. Additionally, no significant difference was found between males and females considering their academic achievement.

4. Result and Discussion

As the questionnaire comprising of the details required to calculate the emotion intelligence quotient of the students, so first the emotional quotient is calculated and then the analysis part is done.

For analyzing, the above stated hypothesis: There is a significant relationship between emotional intelligence and academic achievement., graphical and the qualitative methods are used.

The results of this study indicate the importance of emotional intelligence in academic achievement. For the graphical method scatter diagram was plotted and it is clearly shown in the graph that with the change in the emotional quotient there is a change in the given CGPA of the student and the changes in both the variable are in the same direction. So, it can be stated that there is a significant relationship between emotional intelligence and academic achievement.

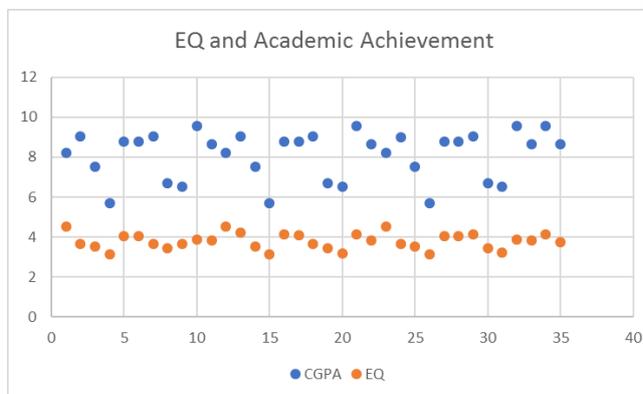


Chart 1: Relationship Between Emotional Quotient and Academic Achievement

To find that there is a significant impact of Emotional Intelligence on Academic Achievement of Career Point University Students a Correlation was calculated between the CGPA and Emotional Quotient of 35 students from the university, the result is .715 this value is greater than 7 that means that it falls in range that is more than a moderate value. So, we can accept the null hypothesis i.e. there is a significant impact of Emotional Intelligence on Academic Achievement of Career Point University Students. A significant positive correlation between

emotional intelligence and academic achievement indicates that academic achievement does not only depend on cognitive and conceptual aspects of intelligence but it is also affected by emotional abilities of a person.

5. Conclusion

Result of the study shows that the emotional intelligence having a positive impact on the academic achievement of the students. The study was based on the quantitative analysis and it is also investigated that there is a significant relationship between the emotional quotient and the academic achievement. The result of the research has suggested that those students having high degree of emotional intelligence having experience with good academic outcomes and the students with the lower degree of emotional intelligence having poorer chance of succeeding academically. Educationalists are realizing that such skills like emotional intelligence can play a vital role in academic achievement. Being at the top of his/her academics is not the only requirement for future success but it also demands other intrapersonal skills. So, we can say that emotional intelligence is a strong predictor of academic achievement. As the research shows a positive correlation between the emotional intelligence and the academic achievement, it can be suggested that the emotional intelligence can be included as the part of curriculum at graduate levels to enhance the performance of the students. It also helps the student to become more employable because as the emotional intelligence increases the factors of emotional intelligence also increases thus improving the soft skills of the students.

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