

# The Impact of Emotional Intelligence on Academic Achievement of U.G. Students

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## ABSTRACT

The main objective of the present study was to examine the relationship between emotional intelligence and academic achievement of UG students. Academic achievement of the participants was measured through their annual examination results. In this research secondary data has been collected out of which we find out the correlation between emotional intelligence and academic achievement. A sample of 500 participants randomly selected from three universities situated at Varanasi (UP, India) was used. Four research hypotheses were formulated to guide the study. Pearson correlation and t-test was applied to test the hypotheses. The present study is exploratory and descriptive in nature. The research method of the study is correlational. To find the significance of difference between the mean scores of male and female students on Emotional Intelligence scale and academic achievement; t-test was used. Further, t-test was also used to study the effect of high and low Emotional Intelligence on academic achievement. The study revealed that there is a positive relationship between emotional intelligence and academic achievement. Female students scored high as compared to male students. This is considered important because of its impact in improving the academic achievement of students. The findings of this study may assist stakeholders in the education sector in developing a better understanding of the effects of emotional intelligence on the academic achievement of students.

**Keywords:** Emotional Intelligence, Academic Achievement, UG Students

Academic achievement is of paramount importance, particularly in the present socio-economic and cultural contexts. Obviously, in the school and colleges great emphasis is placed on achievement. In present system

of education in India as well in globe everyone would be searching for a short cut for success in his life. The student plays no active role in the attainment of knowledge. His entire education is passive and mechanical. To bring the pupils in certainty of successful academic achievement it is highly important to develop their personality with emotional intelligence.

Student's achievement encompasses his ability and performances, it is multidimensional, it is intricately related to human growth, cognitive, emotional, social and physical development. In the current competitive environment where students are expected to perform

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multirole 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.

Problems concerning the academic under achievement or over achievement have been the subject of wide study. Some relate achievement to learning situations, while others relate it to intelligence, values, emotional intelligence, socio-economic status, academic anxiety, self-concept, and various other factors. But in this context, study of the relationship of academic achievement to emotional intelligence of the students also has been of great importance to researchers. Emotional Intelligence is an increasingly popular construct and has been thought to be responsible for success in just about every aspect of a person's life (Goleman, 1995).

Researchers have been looking at the correlation of emotional intelligence and the effect of academic performance among school students; they found that positive relationship between emotional intelligence and academic achievement of students. Tamannaifar et al. (2010) conducted a study to explore the relationship between emotional intelligence, self-concept and self-esteem with academic achievement. It was found from the study emotional intelligence, self-concept and self-esteem of students was found to be significantly related to their academic achievement. Yahaya et al. (2011) investigated the relationship between emotional intelligence and academic performance. Research findings presented a model designed to reflect the relationship between the dimensions of emotional intelligence and academic performance. Kattakar (2010) conducted a study to investigate the impact of emotional intelligence on the academic achievement. He found a positive relationship between emotional intelligence and academic achievement of students.

Besharat *et al.* (2006) investigated the relation between EI and academic achievement, 360 pre-university students in the fields of humanities, experimental sciences, and

mathematics participated. Results showed a positive correlation between emotional intelligence and academic achievement of students. AbiSamra (2000), conducted a study on the relationship of emotional Intelligence and academic achievement, it uncovered that the students with high grade point average were emotionally more intelligent as compared to those who have lowest grade point average. Another study found the relationship among the components of the emotional intelligence and its deep effects on students' academic routine under gender differences. The researcher concluded that students who got high score on emotional intelligence had good academic performance comparatively to those students who obtained low scores on these scales (Asif, 2007). Indeed, children with higher Emotional Intelligence skills tend to experience higher academic achievement than children with lower Emotional Intelligence skills (Gil-Olarte, Palomera, & Brackett, 2005). Finally, Malekari & Mohanty (2011) have found that, emotional intelligence is a key factor in physical and mental health, academic achievement, personal satisfaction, and career excellence.

Naderi *et al.* (2009) conducted a descriptive study on Emotional Intelligence as a predictor of academic achievement with gender difference among under graduate students. Findings indicated low correlation among variables. Bruni *et al.* (2006) examined the relationship between psychosocial factors and emotional intelligence on school students. This study indicated that the female had higher academic achievement and emotional intelligence than male. Here, it is pertinent to point out that academic achievement being the function of total personality in the socio-physical environment has the cognitive, conative and affective domain, each playing its definite role (Binder *et al.* 1970).

### **Operational Definition of the Terms Used**

Operational definitions of the key words used in the title of study have been given below;

#### **Emotional Intelligence**

According to Goleman (1995), emotional intelligence consists of five components: Knowing our emotions (Self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and

handling relationships. Mayer, Salovey, and Caruso (2004), Emotional Intelligence is a set of abilities that account for how a more accurate understanding of emotions often helps people in solving problems in their emotional lives. Nelson & Low (2003), Emotional Intelligence is a set of skills needed to be effective in life and career. These skills can be learned and include career management skills, personal competence skills, and interpersonal competence skills.

### Academic Achievement

Academic achievement is the outcome of education the extent to which a student, a teacher and an institution have 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. Salvia & Ysseldyke (2000), 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.

### Under Graduate Students

Here in this study students studying in U.G. Final Year have been taken as under graduate students.

### Objectives of the Study

The objectives formulated for the present study were:

- ❑ To find out the impact of emotional intelligence on academic achievement of undergraduate students.
- ❑ To find out the gender differences in emotional intelligence among undergraduate students.
- ❑ To find out the gender differences in academic achievement among UG students.

### Hypothesis

In the light of forgoing objectives following null hypotheses were framed for the present research:

- ❑ The emotional intelligence would not be significantly correlated with the academic achievement.

- ❑ Students who score high and low on emotional intelligence scale would not differ significantly on academic achievement.
- ❑ Female students would not show any difference in level of emotional intelligence as compared to male students.
- ❑ The gender does not affect the scores on academic achievement of the UG students.

### Sample

The sample of the present study consisted of 500 students studying in U. G. final year and having a age range of 19-22 years drawn from three universities of Varanasi city (UP, India), namely Banaras Hindu University, Sampurnanand Sanskrit University, Mahatma Gandhi Kashi Vidya Pith. The sample of students studying in the class U. G. Final year was selected on the basis of quota random sampling technique.

### Tool

Emotional Intelligence Scale (Hindi) developed by the researcher (2005) during his doing Ph. D. work. The scale is based on self-report responses of 40 items. The index of reliability of the emotional intelligence scale was ascertained by computing Cronbach's  $\alpha$  coefficient, which was found to be 0.80 and Split-Half coefficient of reliability was found to be 0.78. The percentage of marks obtained in the UG final year examination was taken as measure of academic achievement.

### Data Collection, Analysis and Results

The final data of the present study was collected by administration of questionnaire related to emotional intelligence. Later on, the students sat for their annual examination after one month, when their results were declared, aggregate scores of each student were noted from the result-sheet in their respective faculty or University.

In the present investigation, to test the first hypothesis the scores on the emotional intelligence and academic achievement were correlated with each other. Coefficients of correlation between various levels of emotional intelligence and their corresponding scores of academic achievement have been presented in Table 1.0.

**Table 1:** Coefficient of Correlation between Emotional Intelligence and Academic Achievement

Variable	N	Academic Achievement
Emotional Intelligence	500	0.801**

\*  $p > 0.05$ , \*\*  $p > 0.01$

The results of the correlation analysis denote that emotional intelligence has high positive correlation (0.80,  $p > .01$ ) with academic achievement. So, we can say that when the value of emotional intelligence increases; the value of academic achievement increases, and when the value of emotional intelligence decreases; the value of academic achievement decreases. Thus, we can say that above results show that the formulated hypothesis is rejected, which states that, the emotional intelligence would not be correlated with the academic achievement.

To test the second hypothesis t-ratio was calculated between the academic achievement scores of students who score high and low on emotional intelligence scale. The results of this comparison have been presented in Table 2.0

**Table 2:** Significance of Difference between High and Low Emotional Intelligence Scores and Academic Achievement

Variable	Academic Achievement					
	High/Low	N	M	SD	t-ratio	p
Emotional Intelligence	High	129	66.64	3.40	11.33**	0.01
	Low	121	54.60	4.08		

\*  $p > 0.05$ , \*\*  $p > 0.01$

The perusal of results indicates that the value of t-ratio for high and low emotional intelligence and academic achievement was found to be 11.33, ( $p > .01$ ). So, we can say that the students who score high and low on, emotional intelligence significantly differ on academic achievement, i.e., the students who are scoring high on emotional intelligence also score high on academic achievement, and the students who score low on emotional intelligence are scoring low on academic achievement score. Therefore, we can say that above

results show that the formulated hypothesis is rejected which states that the students who score high and low on emotional intelligence scale would not differ significantly on academic achievement.

To test the next hypothesis t-ratio was computed between the male and female students' mean scores of emotional intelligence. Table 3.0 shows the results of t-test, which was applied to ascertain the statistical significance of mean scores on emotional intelligence of male and female students.

**Table 3:** Significance of Difference between Mean Scores of Male and Female Students on Emotional Intelligence

Variable	Gender	N	Mean	SD	t-ratio	Level of Significance
Emotional Intelligence	Male	250	122.38	21.31	1.46	Not Significant
	Female	250	128.66	21.32		

\*  $p > 0.05$ , \*\*  $p > 0.01$

The results shown in Table 3.0 indicate that male and female students do not significantly differ on emotional intelligence score. The mean of emotional intelligence for male and female students was 122.38 and 128.66 respectively. The female students score high on emotional intelligence score as compared to male students. The value of t-ratio for the significance of difference between mean scores on emotional intelligence of male and female students was found to be 1.46, which is not significant at any desired level. So, we may state that the male and female students do not significantly differ on emotional intelligence, but the female students score high on emotional intelligence scale. Thus, we can say that above results show that the formulated hypothesis is accepted, which states that, Female students would not show any difference in level of emotional intelligence as compared to male students.

To test the last hypothesis t-ratio was computed between the male and female students' mean scores on academic achievement. The t-ratio of scores on academic achievement of male and female students has been presented in Table 4.0.



**Table 4:** Significance of Difference between Mean Scores on Academic Achievement of Male and Female Students

Variables	Gender	N	M	SD	T-ratio	p
Academic Achievement	Male	250	57.98	6.81	2.81**	0.01
	Female	250	61.48	5.61		

\*  $p > 0.05$ , \*\*  $p > 0.01$

The above table 4.0 shows that the t-ratio of the above mean scores was 2.81, which was significant at 0.01 level. It means that the average academic achievement score of female students was better to that of male students. It led to the rejection of last hypothesis, which states that the gender does not affect the scores on academic achievement of the students.

## Conclusion

On the basis of the results of the present study, we can conclude that Emotional intelligence is positively correlated at 0.01 level with academic achievement, i.e., when the score on emotional intelligence increases academic achievement of students increases and when the score on emotional intelligence decreases academic achievement of students also decreases. Also, significant difference was found between the students who scores high and low on emotional intelligence scale, i.e., extreme scores of high emotional intelligence and extreme scores of low emotional intelligence does affect academic achievement. Gender of the students does not significantly affect the scores of emotional intelligence; but it was found that female students score relatively high on emotional intelligence. Gender of the students significantly affects scores on academic achievement, i.e., female students score high on academic achievement as compared to male students.

In nut shell, emotional intelligence is the ability to perceive and express emotion, assimilate emotion, understand and regulate emotion in the self and others. There is a fairly considerable body of literature which suggests that as a measured construct, emotional intelligence is positively related with the academic achievement in educational settings. It is also tried to uncover, how important emotional intelligence has become nowadays in the educational institutions and at other workplaces.

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