

A Study of Emotional Intelligence and its Relation with Academic Achievement

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Abstract: This research was conducted to see the relation between emotional intelligence and academic performance among boys and girls. Emotional intelligence was established as a key predictor variable in the success of student's academic achievement. In the present study, descriptive survey method was used to obtain pertinent and precise information. The sample consists of 200 students (100 Males 100 Females) selected from lovely professional university by using simple random sampling technique. A self constructed questionnaire was used to study an academic achievement of the students. To study an emotional intelligence, Emotional Intelligence Inventory was developed by Dr. S. K. Mangal & Mrs. Shubhra Mangal. In this inventory total 100 items and it is divided into four areas (intrapersonal management, interpersonal management, intrapersonal awareness and interpersonal awareness). T-test and Pearson's Product Moment Co-efficient of Correlation Methods are used for data analysis. The result reveals that there is a relation between Academic Achievement and Emotional intelligence.

Keywords: Emotional, Intelligence, Academic, Achievement, Boys, Girls

I. EMOTIONAL INTELLIGENCE

Emotional intelligence is a very important aspect on which the children's future career depends. The absence of emotional intelligence also indicates the weak personality. Emotional Intelligence is the ability to use one's emotions to live more effective life and to help one to solve problems. Emotional intelligence involves awareness, regulation and true expression of a range of emotions. Emotional Intelligence represents the experience in whole of the life. Emotional Intelligence is ability to use our emotions to more effectively manage ourselves and influence positive outcomes in our relationships with others. Therefore, the ability to express and control these emotions is an essential part of emotional competency. **Lam and Kirby (2002)** concluded that the emotional intelligence involves understanding, perceiving and regulating emotions. These abilities are interrelated and represent a distinct construct. (**Mayer, Salovey, Caruso & Sitarenios, 2003**). Emotional intelligence includes what type of

feelings you are having and how to use your feelings to make good decisions in everyday life. It is being able to manage our distressing moods well. It is the capacity to understand one's emotional condition and to know about the relationship between emotions, thinking and feelings. . On the part of Empathetic individuals, they judging too quickly and avoid stereotyping. On the part of Empathetic individuals, they judging too quickly and avoid stereotyping. Social skills can manage disputes and are able to maintaining good relationship with others. (**O'Neil, 1996**).

A. Ability model of Mayer, Salovey and Caruso's emotional intelligence

There are four branches in this model of emotional intelligence:

- 1. Emotional Perception:** First step in this model in considerate emotions is to correctly recognize them. Those persons who are having high emotional intelligence are better to perceiving emotions are performed well in their environment. It involves an understanding non-verbal signals such as facial expressions and body language.
- 2. Emotional integration:** The second step of emotional intelligence in this model is emotional integration. It involves using emotions to encourage thinking and cognitive action. Thus, people skilled in emotional integration are more likely to view things from an optimistic perspective when happy, a pessimistic perspective when sad and a threat- oriented perspective when anxious or angry. This capacity to see things from multiple perspectives may facilitate very problem solving and may explain why people with mood swings show greater creativity than those with more stable moods.
- 3. Understanding emotions:** It includes that how correctly to understand or identify own and others emotions. Those who are having high emotional understanding, they can understand how one's emotions lead to another, and how this can affect relationships and how emotions change over time.

4. Emotional management: The next step is capability to administer emotions sufficiently is a key part of emotional intelligence. How to use emotions? How to manage the emotions of others and our own? People who are having high emotional management abilities, they are able to know that in what degree to which they are open to and expressing them and experiencing emotions.

B. Model of emotional intelligence by Goleman

Goleman's (1995) list of specific attributes under motivation includes marshalling emotions, delaying gratification and stifling impulsiveness, and entering flow states. He created a model that also was mixed and was characterized by the five broad areas:

These are:-

1) Self-Awareness –First is an ability to understand the emotional condition. It is to know about the relationship between emotions, thinking and feelings. Individuals with high emotional intelligence understand their emotions, they can perform better and they know about their strengths and weaknesses. It also includes ability to using a healthy balance of emotions and reason the ability to make intelligent decision, motivate, encourage, and inspire others, feel compassion for; the ability to manage. knowledge of the causes of emotions, take the responsibility for one's emotions and recognizing the difference between feelings and actions.

2) Self-Regulation –It is the capability to manage our emotions. People who control typically and don't allow turn into irritated or jealous, and they think before they act and don't take impulsive, careless decisions. It includes handling feelings so that they are relevant to the current situation and to react appropriately. It also includes tolerance, frustration and anger management. It is a better able to articulate anger appropriately, positive feelings about self, family and working environment, less aggressive or self destructive behavior, better at handling stress.

3) Motivation –Next is the capacity to changes our emotions to those states which will associate with a success. Individuals with a high emotional intelligence, they are greatly productive, love a challenge, and are effective in whatever they do. It includes gathering up one's feelings and directing oneself towards goal. It helps us to focus on paying attention. This will lead a person become less impulsive, self controlled behavior.

4) Empathy –The ability to be sensitive and influence other people's emotions. On the part of Empathetic individuals, they judging too quickly and avoid stereotyping. It is the most important ability to understand others emotions. Empathetic individuals are

friendly, sociable, helpful, and skillful in dealing with people. They make good companions because they are soft-natured and agreeable. Others feel comfortable with them & like them because of their good behavior.

5) Social Skills –The ability to use social skills in the emotional intelligence. Individuals who are having high social skills they more focus on their own achievement and they help others to develop these social skills. They can manage disputes and are able to maintaining good relationship with others. It includes handling interpersonal interaction, conflict resolution and negotiations, increased ability to analyze and understand relationship, more assertive and skilled at communication, more popular and outgoing; friendly and involved with peers, more sharing, co-operative and helpful, more democratic in dealing with others.

II. ACADEMIC ACHIEVEMENT

It refers to the level of proficiency or success attain in some specific area concerning academic work. Academic success is the total understanding acquired by the students in different subjects of learning. The concept of academic achievement involves the interaction of the factors such as aptitude of learning, readiness of learning and opportunity of learning. Environment of the student is also influence on their academic achievement like family background, socio-economic status, interests and aptitudes. Academic achievement is also influenced by demographic, cultural and environmental factors. High academic achievement in the school plays on important role in the life of a child to build self-confidence and leads to better adjustment in the group. Achievement encompasses enhancement, self actualization, self-improvement and some form of competitiveness (Maslow, 1954). In view of Good (1959), and Biswas and Aggarwal (1971), there seems to be considerable similarities in as much as all of them place emphasis on skills and abilities that are developed in academic achievement. Academic achievement plays an important role in working and development of mankind with the growing knowledge and scientific study. Some studies concluded that students who study more successfully when they are confident to have positive goals and ideals and when they receive maintain in scholastic goals that will allow them to function well in the world.(Shriver T.P., Elias M.J., Haynes N.M., Zins J.E., Weissberg R.P., Greenberg M.T., Frey K.S., Kessler R. & Schwab-Stone M.E.,1997) Academic achievement is related to the attainment of ethics and generalizations and the capability to achieve capably certain manipulations, symbols objectives and thoughts. The estimation of academic attainment has been largely restricted to the

assessment in terms of information, knowledge and understanding. **Crow & Crow (1969)** It is the total amount in which a student is acquired from education in which information and skills has been imparted to him.

A. The following ways that are used in the Assessment of Academic Achievement:

Academic achievement is an essential aspect in the life of a child. It is measured in terms of academic achievement assessment of the students is measured the success or failure of a student. It covers activities including in grading, examining, certifying etc. Methods of assessing academic achievement can be divided into three main types:-

- **Diagnostic-** this type of assessment helps to find out the strengths and weaknesses either on an individual or class level. The ability of the learner is to overcome the deficiencies in knowledge, capabilities and skills.
- **Formative-** this type of assessment is concerned during the process of learning. It includes class tests, assignments, unit tests etc.
- **Summative-** this type of assessment is related to the measurement of student's overall performance. It includes annual tests, external examinations. It is done at the end of academic session.

B. Relation between emotional intelligence and academic achievement:

Emotional intelligence is the ability to perceive, understand and managing emotions. Emotional intelligence is sustaining for a high attainment, encouraging behavior as well as improving life. Emotional intelligence is related to all cognitive and non-physical capabilities, skills and competencies a person has that help him/her to deal with everyday life. Emotionally intelligent individuals are having healthy feelings like self- control, awareness, desire, and appreciation. So, in this way the development of emotions are important for the overall personality of an individual. Academic achievement is related to the attainment of ethics and generalizations and the capability to achieve capably certain manipulations, symbols objectives and thoughts. The assessment of educational attainment has been mainly restricted to the evaluation in information, knowledge and understanding. If an individual is emotionally intelligent then it will directly influence high academic achievement. Several researchers have found that emotional intelligence has been found to successfully predict academic achievement.

Lam & Kirby (2002) by conducted this paper is to investigated the link between emotional intelligence and academic achievement. In this study total 304 undergraduate students as a sample. In this study, Random sampling technique was used for data collection. He found that emotional intelligence was related to the performance with better scores. To examine this study was to conclude the factors which are affecting the development of emotional intelligence and its role in academic achievement. Results revealed that the emotional intelligence was highly correlated with the better scores of academic performance.

Singh, Verma & Singh (2014) the aim of this study is to observe the connection between emotional intelligence and academic achievement. The study respondents were B.Tech first year students from the agra region. Stratified sampling technique was used in this study for data collection. The Emotional Intelligence Inventory (EII-MM), developed by S. K. Mangal and Shubhra Mangal used to measure the emotional intelligence. It consists of 100 items under four scales. The analysis suggests that there is a significant relationship between emotional intelligence and academic achievement. This study contributes in acknowledging the fact that even engineering students academic achievements are attached with emotional intelligence. Results concluded that academic achievement was highly related with the dimensions of emotional intelligence. The result indicated that the relationship between Emotional intelligence and individual performance was statistically significant.

Prezerakos (2015) they concluded the relation between achievement and emotional intelligence through this study and also included the demographic and psychological characteristics of the pupils. The present is a quantitative cross-sectional study. In total 480 questionnaires were distributed to the pupils of the Second and third classes of the Senior High Schools of Sparta. The results of the study showed that the overall Emotional Intelligence as a trait is not strongly related statistically to the grades achieved by the pupils. Furthermore, it was found that girls when compared to boys had a higher overall score in Emotional Intelligence as a Personality Trait but also in well-being.

III. METHOD

A. Participants

Total 200 participants have been selected for the study from lovely professional university by using simple random sampling technique. It consists both male (100) and female (100).

Performa for academic achievement was constructed to collect data pertaining to results.

B. Instruments

In the present investigation, for measuring emotional intelligence of participants, Inventory for emotional intelligence by Dr. S.K.Mangal and Mrs. Shubhra Mangal was used. It consists of 100 items. It consists four components each having 25 items. The participants were required to respond either yes or no. This inventory measuring emotional intelligence on 4 areas namely: a) Intra-personal awareness b) Inter-personal awareness c) Intra-personal management d) Inter-personal management There are hundred items in this tool and for each statement there are two possible responses either yes or no, and the respondent has to mark on either of these two. A score of one mark is provided for the response indicating the presence of emotional intelligence and zero for the absence of emotional intelligence and these scores provided according to the below scoring chart.

No. of Items	Mode of Response	Score
(where "Yes" response shows presence of intelligence)		
6, 18, 19, 20, 23to25, 27to29, 31, 41to44, 51to56, 58to68, 70, 71, 73to76, 79to82, 84, 88to90, 96, 99	"YES"	1
	"NO"	0
(where "No" response shows presence of intelligence)		
1to5, 7to17, 21, 22, 26, 30, 32to40, 45to50, 57, 69, 72, 77, 78, 83, 85to87, 91to95, 97, 98, 100	"NO"	1
	"YES"	0

The reliability of this inventory was established through split half method with correlation co-efficient of 0.89, K-R Formula method with correlation co-efficient of 0.90 and Test-Retest with correlation co-efficient of 0.92. The validity of this inventory was established by adopting two different approaches factorial or criterion related approach.

IV. PERFORMA FOR ACADEMIC ACHIEVEMENT

A. Results

Hypothesis-1 Result pertaining to difference of Emotional Intelligence among male and female students

In order to study the significance difference of emotional intelligence among male and female students, Data was analyzed by using t-test. The analysis of the data is given in the table 4.1 below; The calculated value of 't' with df 198 came out to be 2.734, which is greater than the table value (2.60) at 0.01 and (1.97) 0.05 level of significance . Hence, the null hypothesis No. 1,"There is no significant difference in Emotional Intelligence among male and female students." is rejected. Therefore, it may be interpreted that Emotional Intelligence among male and female students differs significantly. However, it may be observed that the mean score of Emotional Intelligence among female students is greater than the male students i.e. (66.03) and (61.23) respectively. It has been concluded that there is no significant difference of Emotional Intelligence among male and female students. It does not differ significantly as the findings revealed that the emotional intelligence level of male and female are same.

Hypothesis-2 Result pertaining to difference of Academic Achievement among male and female students

In order to study the significance difference of academic achievement among male and female students, Data was analyzed by using t-test. The analysis of the data is given in the table 4.2 below; The calculated value of 't' with df 198 came out to be 2.734, which is greater than the table value(2.60) at 0.01 and (1.97) 0.05 level of significance . Hence, the null hypothesis No. 2,"There is no significant difference in Emotional Intelligence among male and female students." is rejected. Therefore, it may be interpreted that Emotional Intelligence among male and female students differs significantly. However, it may be observed that the mean score of Emotional Intelligence among female students is greater than the male students i.e. (66.03) and (61.23) respectively. It has been concluded that academic achievement among male and female students does not differ significantly as the findings revealed that the female academic performance is high as compared to male performance.

Hypothesis-3 Result pertaining to relationship between emotional intelligence and academic achievement of male students

In order to study the significant relationship between emotional intelligence and academic achievement of male students, Data was analyzed by using Pearson's Product Moment Co-efficient of Correlation Method. The co-efficient of correlation between emotional intelligence and academic achievement of male students is -0.068, which is not significant. It means that there is a negative (very low) correlation between the emotional intelligence and academic achievement of male students.

Hypothesis-4 Result pertaining to relationship between emotional intelligence and academic achievement of female students

In order to study the significant relationship between emotional intelligence and academic achievement of female students, Data was analyzed by using Pearson's Product Moment Co-efficient of Correlation Method. The co-efficient of correlation between emotional intelligence and academic achievement of female students is 0.38, which is insignificant. It means that there is an insignificant positive correlation between the emotional intelligence and academic achievement of female students.

Table-4.1

	Gender	N	Mean	Std. Deviation	t-value
EI	M	100	61.23	12.613	2.734
	F	100	66.03	12.2107	

Table-4.2

	Gender	N	Mean	Std. Deviation	t-value
EI	M	100	61.23	12.613	2.734
	F	100	66.03	12.2107	

Table-4.3

Variables	N	Males
Emotional Intelligence	100	-0.068
Academic		

Achievement	100	
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Table-4.4

Variables	N	Females
Emotional Intelligence	100	0.38
Academic Achievement	100	

CONCLUSION AND DISCUSSION

The result from this study is estimated to be a positive association between academic performance and Emotional intelligence among boys and girls by using Emotional intelligence inventory and Performa for academic achievement that is self constructed. Emotional Intelligence is a key factor to building career success. Academic Achievement is therefore no use if we cannot develop the Emotional Intelligence to support it. This study is expected to that emotional intelligence have a significant relationship that will influence student's academic achievement. Some studies concluded that students who study more successfully when they are confident to have positive goals. If an individual is emotionally intelligent then it will directly influence high academic achievement. **Katoch (2013)** this study concluded that the emotional intelligence of adolescent students in relation to the type of school. The study was conducted on three hundred adolescents (152 boys 148 girls) studying in senior secondary schools selected purposively from Shimla district of Himachal Pradesh. Intact classes of XI and XII were taken from the two schools. For the collection of necessary information investigator used Emotional Intelligence Inventory-MEII. To find the significance of difference between the various groups T-test was applied. Results indicated that Government and private secondary school students differ significantly on emotional intelligence but gender wise and area wise students do not differ significantly on emotional intelligence. Several researchers have found that

emotional intelligence has been found to successfully predict academic achievement. The more clarity of the study can be obtained through probability sampling, covering more number of students and colleges from different areas.

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