

Emotional Intelligence and Academic Achievement: A Real-Life Example

Induru Yamini

India

Abstract: Evidence suggests that emotional intelligence is a key indicator of academic achievement. Someone with a high EI is considered to have developed considerable self-awareness and emotional regulation skills. In general, those who are emotionally stable tend to excel in the classroom. The current research endeavored to track the correlation between EI and academic performance among Acharya Nagarjuna University postgraduates. High academic success (n=404), medium academic success (n=322), and poor academic success (n=100) are based on the class attained in SSC, Higher Secondary, and Graduation. Students who scored high or middle in the study had higher EI than those whose scores were low.

Keywords: EQ, academic achievement, self-awareness, social awareness, self-management, and teamwork

1. Introduction

The first proposal for emotional intelligence (EI) came from Salovey and Mayer (1990). The idea of EI prompted studies that questioned the general intelligence's hegemony and offered alternatives. The purpose of this research is to examine how EI relates to academic performance among postgraduate students at Acharya Nagarjuna University in Andhra Pradesh, India. Prior research has examined the relationship between emotional intelligence and dietary habits (Sankara Pitchaiah and Adam Paul, 2013; Sankara Pitchaiah, 2017; Sankara Pitchaiah, 2018a; Sankara Pitchaiah, 2018b); and between emotional intelligence and student faculty.

2. Methodology

With 826 participants divided into three groups (high success: 404, medium success: 322, and poor success: 100), this research used a purposeful random selection method. In order to gather information on EI, the author relied on a single standardized exam, the Mangal Emotional Intelligence Inventory (2004). Postgraduate boys and girls were surveyed to collect their responses. Because of the layout, the researcher was able to assess the EI. Additionally, students' grades from SSC, HSC, and graduation are compiled and categorized into three categories based on their academic performance: high (three first classes), medium (at least one second class), and poor (three third classes). To determine the variables' significance, the Chi-Square Test was used.

3. Operational Definitions of the Key Terms

- **Emotional Intelligence (EI):** The ability to perceive, understand and managing personal feelings and those of others.
- **Intrapersonal Awareness (IAA):** Knowing about one's own emotions. It can be defined as the ability to know and understand one's self.
- **Interpersonal Awareness (IEA):** Knowing about other's emotions. Interpersonal Awareness can be defined as the ability to know and understand others. It is the understanding other's emotions with a positive attitude and long association.
- **Intrapersonal Management (IAM):** Managing one's own emotions. Self-Management is the understanding own emotions and accepting deficit adopting suitable techniques.
- **Interpersonal Management (IEM):** Managing other's emotions. Interpersonal Management is the understanding others emotions and adopting suitable techniques.

4. Results and Discussion

EI

21.29% students of high and 22.36% of medium academic success group fell in V.good and good categories. It is only 16% in the case of low academic success group (Figure 1). It is understood that the overall EI and its four components are high for high



and medium academic success groups. Except IEM, results are similar for high and medium groups. Medium group show high ability in managing other's emotions compared to high success group.

Studies exploring the relationship between emotional intelligence and academic performance have produced mixed results. Schutte et al. (1998) found that scores on a self-report measure of emotional intelligence completed at the beginning of the academic year significantly predicted grade point average at the end of the year. According to Rozell, et al., (2002), there was a small, but significant relationship between academic success, as measured by grade point average, and three out of the five factors within the utilized emotional intelligence scale utilizing the Goleman (1995, 1998) scale. Barchard (2003), found that there are several aspects in emotional intelligence which had been proved in predicting the success of students' academic. They found that emotional intelligence moderated the relationship between academic performance and cognitive ability. A study by O'Connor and Little (2003) assessed the relationship between emotional intelligence and academic achievement, as measured by

grade point average, in college students, using both self report and ability-based measures of emotional intelligence. The results showed that emotional intelligence was not a strong predictor of academic achievement regardless of the type of instrument used to measure it. Research findings indicate that emotional intelligence skills are important and perhaps critical factors of student achievement, retention, and personal health (Vela, 2003).

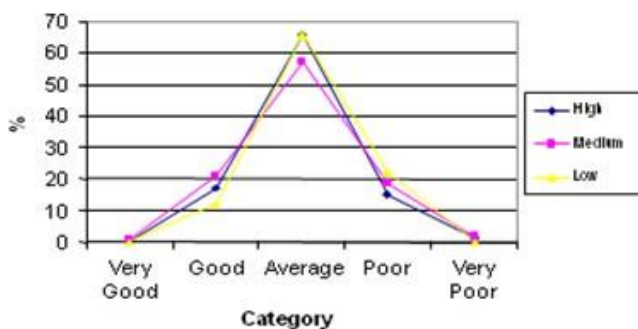


Figure 5. Relation between EI and Academic Success

In a study conducted by Parker et al. (2004), various dimensions of emotional intelligence were found to be predictors of academic success. At the beginning of the semester, 372 first-year full-time students completed the short form of the Emotional Quotient Inventory (EQ-i: Short) at a small Ontario university. At the end of the academic year, data from this inventory was matched with the students' academic records and two levels of very different academic success were identified: highly successful students who achieved a first-year university grade point average of 80% or better and relatively unsuccessful students who received a first year grade point average of 59% or less. The results showed that the highly successful students scored higher than the unsuccessful group on three out of the four subsets intrapersonal ability, stress management, and adaptability of emotional intelligence as defined by the EQ-i: Short. Petrides et al., (2004) looked at the relationships between trait emotional intelligence, academic performance, and cognitive ability in a sample of 650 British secondary education students (Grade 11). Nelson and Low (2003) revealed the importance of emotional intelligence during transition period of high school graduates in the first year of college. They emphasized the importance of emotional intelligence skills as influencing variables in students' achievement and retention. Parker et al., (2004) found emotional intelligence a predictor in identifying academically successful and academically unsuccessful students during transition period. A number of other studies did not find significant relationships between emotional intelligence and academic success. It is investigated the relationship of emotional intelligence, cognitive ability, and personality with academic achievement. Emotional intelligence was measured using the Emotional Quotient Inventory (EQi), including the total EQ-i score and five EQ-i composite factor scores. None of the EQ-i factor scores, nor the total EQ-i score, was significantly related to academic achievement. The longitudinal study (Yahava et al., 2005) shows the important implication towards the relation between emotional intelligence with students' academic achievement, which found that the children with high emotional intelligence acquires the high marks compared to the children with low emotional intelligence in scholastic assessment test. As emotional intelligence involves such skills as motivation and determination, it can play an important role in achieving goals in various fields of life thereby leading to success. Studies conducted in multiple areas like education, health, work, etc., indicate that emotional intelligence is related with different aspects of success in life. For example, Rego and Fernandes, (2005) found that EI is an important predictor of students' satisfaction with life, health and academic achievement.

Marquez et al., (2006) found relationship between emotional intelligence and academic achievement. Bastian et al., (2005) examined the relationships between emotional intelligence and a number of life skills (academic achievement, life satisfaction, anxiety, problem-solving, and coping ability).

Jaeger and Eagan (2007) found interpersonal, stress management and adaptability scales of Bar On EQi as significant predictors of academic performance of students in the first year of university. It is also found that some dimensions of emotional intelligence significantly predict academic performance of college students. After reviewing research studies about emotional intelligence in relation to university students, Abraham (2006) concluded that training in appropriate emotional skills is necessary for career success and fulfillment. Qualter et al., (2012) found that higher levels of emotional intelligence facilitate students' ability to cope with the transition from primary to secondary school. The two groups did not score significantly different on interpersonal ability. Rode et al., (2007), predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity, which has been shown to cause felt stress. Students are required to manage numerous assignments, adapt to the differing teaching styles and expectations of instructors, work independently toward objectives, and manage conflicting academic and non-academic schedules. In addition, some aspects of academic work may be considered highly stressful, such as taking exams. Second, the majority of academic work is self-directed, requiring high levels of self-management.

Understanding the causes and effects of various emotions is an important element of emotional intelligence. They have explained that individuals with high emotional intelligence would perform better academically. Despite their prediction, emotional intelligence was not significantly associated with grade point average, however, they did find an interaction of emotional intelligence with conscientiousness explained unique variance in academic performance (cumulative GPA), as well as public speaking and group behavior effectiveness. Effective learning takes place when students have an understanding of how to learn and this understanding requires such emotional skills as confidence, self-control, the ability to communicate and the ability to cooperate with others. Many studies have found positive correlation

between emotional intelligence and academic achievement.

Fallahzadeh (2011) demonstrated that aspects of personality as major determinants of academic success. Amy Yeo and Carter (2011) studied the predictive emotional intelligence (EI) phenomenon in relation to academic achievement using business undergraduate students at a large established premier institution in Malaysia. Out of 12 EI constructs, the regression model revealed that beta values for four domains (stress management, time management, drive strength and commitment ethic) were found to be statistically significant as predictors of academic achievement. Mohd Mohzan et al., (2013) investigated the influence of EI on academic achievement among students of Education Faculty, Universiti Teknologi Mara (UiTM). The results of the study reveal that the respondents have high level of EI. Two domains (Self-Emotion Appraisal and Understanding of Emotion) of the EI investigated are found to be significantly and positively associated with the respondents' academic achievement. Ramana and Anitha Devi (2018) have chosen 300 second year Intermediate girl students of Krishna district, Andhra Pradesh for their study. The Results indicated a positive correlation between Emotional Intelligence and Academic Achievement of students. The paper discusses the urgent need to integrate Emotional Intelligence as part of education curriculum. Ghorbani Nia (2018) studied association of motivation academic achievement with EI and Life Quality of female Students of Bam University of Medical Sciences-2015. There were no significant differences between the variables of academic achievement motivation, EI and quality of life in terms of demographic variables.

In the present study high and medium success groups show EI compared to low success group.

Mean Variation

Male students with higher academic success show high EI (mean 67.32) in compared to the medium (mean 65.96) and the low academic success groups (mean 64.4). Significant variations also found among female students (Table 1). The students with medium academic success show high EI (mean: 68.02) compared to high academic success groups. (Mean: 66.57) and low academic success group (mean: 60.8). The students belong to low academic success group significantly differ in EI level compared to high academic success group (mean difference: 5.77).

Mean variation and gender

Except minor variation in mean of male and female students EI, no significant variation is found in relation to four EI areas (Tables 1). **Table 1:** Statistical Relation between EI and Academic Success

P	EI					
	Male			Female		
	Low	Medium	High	Low	Medium	High
M	64.4	65.96	67.32	60.8	68.02	66.57
SE	1.088	0.747	1.002	1.493	1.055	0.623
SD	9.73	11.226	11.768	6.678	10.338	10.168



5. Conclusion

Students in the groups with high and medium levels of academic accomplishment have higher levels of EI, according to the percentage variation and mean variance. When looking at the correlation between EI and academic performance, there is no discernible gender gap.

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