

Impact of Emotional Intelligence on the Academic Performance of Students in Higher Educational Institutions

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Abstract:

Good Performance in academics in Higher Educational Institution is a herculean task. It is not always the skilled or talented scores high in academics but a student who has stability and smartness are able to have a better score. The emotional quotient occupies a predominant place in success than the intelligent quotient. EQ (Emotional Quotient) overtakes the IQ (Intelligent Quotient) to generate good AP (Academic Performance). The various activities in the institution like co-curricular activities, extracurricular activities, cultural, sports, workshops, mega events eat away his/her time in the institution. Further a teen ager is influenced by other entertainments, mobile apps, virtual games, social media etc., A student needs emotional intelligence for time management, prioritisation, decision making, smart work, compromise and co ordination to balance the various types of activities in the campus life. This study is an effort to probe into the imperceptible link between the emotional intelligence of a student and its relationship with the academic performance in the Higher Educational Institutions.

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I. INTRODUCTION

Good Performance in academics in Higher Educational Institution is a herculean task. The campus life of a student varies across the various levels of graduation and also influenced by numerous factors. It is not always the skilled or talented scores high in academics but a student who has stability and smartness are able to have a better score. What is the link or why is a question probed and debated by the researchers for a long time? The emotional quotient occupies a predominant place in success than the intelligent quotient. EQ (Emotional Quotient) overtakes the IQ (Intelligent Quotient) to generate good AP (Academic Performance). Today a student in the higher educational institution has to be in a position to have interpersonal and intrapersonal skills to maintain good rapport with his/her seniors, juniors and class mates.

The various activities in the institution like co-curricular activities, extracurricular activities, cultural, sports, workshops, mega events eat away his/her time in the institution. Further a teen ager is influenced by other entertainments, mobile apps, virtual games, social media etc., A student needs emotional intelligence for time management, prioritisation, decision making, smart work, compromise and co ordination to balance the various

types of activities in the campus life. This study is an effort to probe into the imperceptible link between the emotional intelligence of a student and its relationship with the academic performance in the Higher Educational Institutions.

II. EMOTIONAL INTELLIGENCE & ITS CONSTRUCTS

Sl. No.	Emotional Intelligence Constructs	Constituent of the Constructs
1.	Self-Awareness	The ability to identify the emotions emanate from oneself is an important constituent of Emotional Intelligence. Each individual has to play numerous roles in different capacities and in different places in day-to-day life. How an individual carry himself is based on his emotions. Awareness about the swinging mood due to the environmental dynamics is considered to be an important quality for a successful person.
2.	Self-Management	The capability of managing various emotions and controlling them is the toughest quality for a human being. Self-management is the art of emotional management. It empowers an individual to redirect the impulses and internal states of emotions in a desired version of expression.
3.	Social Awareness	Emotional intelligence does not warrant the awareness of one's own emotions but also enables to be aware of the emotions of others. Empathizing the feelings of the opponent

		person can be termed as social awareness.
4.	Relationship Management	It refers to the overall personality development of a person to inspire, influence, and develop other emotions even during conflicts.

III. REVIEW OF LITERATURE

Talip et al., (2019) scrutinized the relationship between emotional intelligence (EI) and perception of stress (PS) among undergraduate university students in Malaysia and further examined the difference between genders on EI and PS scores. The study applied correlation and t-test and found out a significant positive relationship between perception of emotion (PE) and PS, managing own emotion (MOE) and PS, managing others' emotion (MOT) and PS and utilization of emotion (UE) and PS among the undergraduate university students.

Garima Tyagi and Ashish Gautam (2017) identified the impact of emotional intelligence on the academic achievement of students of Career Point University and found out that the Emotional Intelligence is the effective factor for the specific change in the academic performance of students. While traditionally education institution focus on logical intelligence without considering any other type of intelligence nevertheless this research proves that emotional intelligence occupies a predominant role in the academic achievement rather than logical and linguistic intelligence. Michael EwelaEbinagbome & Ismail Nizam (2016) chose information technology and business management students and studied the impact of emotional intelligence on their academic performance. The independent variable includes self-awareness, self-motivation, empathy, emotional management and interpersonal skills while the depended variable is academic performance. Through the cross sectional survey method using a survey questionnaires establishes significant positive correlation of emotional intelligence with students' academic performance. The regression analysis indicates empathy and self-motivation are statistically significant has a strong influence on academic performance

BhadouriaPreeti (2013) emphasised to find out the factors that are affecting the development of emotional intelligence and its role in academic achievement for students. The study points out the positive correlation between emotional intelligence and academic achievement and further reiterates that teaching emotional and social skills at school not only positively influence academic achievement during their study period but also impact their life optimistically for long term achievement. Mehdi Zarak and Elaheh Ahmadian (2015) made an effort to observe the relationship between emotional intelligence and academic achievement with an emphasis on students' creative thinking. The sample includes all fifth grade male and female students of TorbatHeidarie state schools from 2012 to 2013. The results point out that there is no positive and significant relationship between emotional intelligence & academic

achievement, but there is a positive and significant relationship between creative thinking & academic achievement.

The studies about emotional intelligence and academic achievement are carried out for different groups at different places. There are studies pertaining to schools, colleges and universities of various geographical boundaries. Nevertheless, a study pertaining to a university in Chennai city is yet to be an explorable research space. The study travels in this research space to adjoin to the existing knowledge.

IV. OBJECTIVES OF THE STUDY

- ❖ To measure the emotional intelligence of the students in Higher Educational Institutions.
- ❖ To inspect the relationship between emotional intelligence and the academic performance of the students in Higher Educational Institutions.

V. DATA AND METHODOLOGY

The focal point of the study gyrates around the students in higher educational institutions. The primary data from the students were collected through a structured questionnaire which is pilot tested and corrected. The respondents were selected through multi stage random sampling method. The Chennai city being a metropolitan city was selected for the study. Among various streams of higher educational institutions, only self-financing colleges affiliated to University of Madras was selected for the study in the first stage. The second stage concentrates only on those colleges offering Commerce, business administration and science stream. In the third stage only final year students were selected. In the last stage, by the application of sampling formulae, the sample size of 380 has been arrived. The perceptions are categorised and emotional intelligence is measured through Likert's five point scale. The performance efficiency is categorised as Low, Medium and High performance based on their scores in the aggregated marks of four semesters. Besides the responses received on the questionnaire, informal discussions were held with them to get insight on various matters related to the factors leading to emotional intelligence.

VI. HYPOTHESES OF THE STUDY

- H₀: There is no significant relationship on the perceptions of respondents on emotional intelligence – self awareness across the academic performance.
- H₀: There is no significant relationship on the perceptions of respondents on emotional intelligence – self management across the academic performance.
- H₀: There is no significant relationship on the perceptions of respondents on emotional intelligence – social awareness across the academic performance.

H₀: There is no significant relationship on the perceptions of respondents on emotional intelligence – relationship management across the academic performance.

VII. LIMITATIONS OF THE STUDY

- Perception of students are analysed during this specified period; hence the findings may not be generalised for different time periods.
- The study focuses on the students studying in self-financing institutions in Chennai affiliated to an University. Hence the results may vary across the cities due to the impact of environmental variables.

VIII. ANALYSIS AND INTERPRETATIONS

Table I- Perception of Respondents on Emotional Intelligence Construct – Self Awareness

Performance of the students	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total	Mean
Low Performers	49 (34)	38 (26)	14 (10)	25 (17)	19 (13)	145	2.50
Medium Performers	43 (24)	41 (23)	19 (10)	42 (23)	37 (20)	182	2.94
High Performers	03 (6)	04 (8)	05 (9)	18 (34)	23 (44)	53	4.01

Source : Primary Data

To be aware of the various emotions emanate from a person due to divergent environmental dynamics and disparity in the behaviour of known and unknown group is an essential construct of emotional intelligence named as self awareness. The perception of the respondents are classified as low, medium and high performers based on their average semester marks and their opinion on self awareness is displayed in table no. 1. More than 60 per cent of the low performers disagree about their awareness of their own emotions convey a strong message about their performance.

The closer look on the table unfolds the fact that around 10 per cent of the respondents across the categories are not certain about their emotions. Medium performers affirm equally about their agreeability and disagreeability towards self awareness of their emotions while more than 78 per cent of high performers state that they are aware of their emotions. High mean score of 4.01 of high performers also supports their perception on self awareness. Hence, it can be inferred that self awareness contributes to a significant extent for good scores of marks and elevate the respondents as high performers.

Table II - Perception of Respondents on Emotional Intelligence Construct – Self Management

Performance of the students	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total	Mean
Low Performers	36 (25)	38 (26)	17 (12)	26 (18)	28 (19)	145	2.81
Medium Performers	26 (14)	35 (19)	20 (11)	61 (34)	40 (22)	182	3.29
High Performers	06 (11)	08 (15)	04 (8)	18 (34)	17 (32)	53	3.60

Source : Primary Data

Self awareness of one's emotions pops up the subsequent question whether he/she is capable of managing their emotions in the right way – the art of self management. The response of the respondents across the category on the realization of identifying their ability to manage themselves in various situations is presented in table no. 2. 67 per cent of high performers and 66 per cent of medium performers avows that they are able to manage themselves well. The mean scores of 3.60 and 3.29 also support the perception of high and medium performers. The low mean score of 2.81 of low performers signifies the fact that their perception of self management was not high.

Table III - Perception of Respondents on Emotional Intelligence Construct – Social Awareness

Performance of the students	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total	Mean
Low Performers	18 (12)	22 (15)	13 (09)	40 (28)	52 (36)	145	3.54
Medium Performers	43 (24)	34 (19)	23 (13)	48 (26)	34 (18)	182	2.98
High Performers	11 (21)	12 (23)	11 (21)	12 (23)	07 (12)	53	2.85

Source : Primary Data

Emotional intelligence construct social awareness among the various levels of performers is displayed in table no. 3. It is quite interesting to note that low performers has a high mean score (3.54) than the medium performers (2.98) and high performers (2.85). The concentration of high and medium performers is not prioritised to the management of social emotions is concerned. The social awareness attracts low performers

more as it might have occupied their time more than the academic activities.

Table IV - Perception of Respondents on Emotional Intelligence Construct – Relationship Management

Performance of the students	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total	Mean
Low Performers	32 (22)	33 (23)	16 (11)	30 (21)	34 (23)	145	3.01
Medium Performers	20 (11)	17 (9)	13 (7)	64 (35)	69 (38)	182	3.81
High Performers	06 (11)	13 (25)	5 (9)	17 (32)	12 (23)	53	3.30

Source : Primary Data

Relationship management emphasise on the overall personality of a person to inspire, influence and develop others emotions during tough times. The efficiency to influence the other person's emotion and direct the emotion of others to the desired outcomes is a beautiful art. Whether this emotional construct called as relationship management have any influence among the varied level of performers are displayed in table no. 4. Among the varied level of academic performers, medium performers occupies a predominant per cent of 73 affirmation of relationship management with 3.81 mean score followed by 55 per cent affirmation by high performers with a mean score of 3.3. It can be inferred from the above analysis that the medium performers are good in relationship management, followed by high and low performers respectively.

Table V - Multiple Regression Analysis of Emotional Intelligence and Academic Performance

Particulars	Low Performers		Medium Performers		High Performers		Total	
	B	p-value	B	p-value	B	p-value	B	p-value
Self-Awareness	0.040 (0.038)	0.307	0.015 (0.031)	0.631	0.056 (0.001)	0.000**	0.026 (0.001)	0.000**
Self Management	0.046 (0.037)	0.097	0.101 (0.038)	0.097	0.051 (0.013)	0.000**	0.018 (0.010)	0.000**
Social Awareness	0.061 (0.031)	0.000**	0.022 (0.015)	0.161	0.021 (0.037)	0.396	0.022 (0.015)	0.161
Relationship Management	0.036 (0.023)	0.189	0.022 (0.015)	0.000**	0.031 (0.037)	0.004*	0.022 (0.015)	0.043*
Constant	4.922 (0.954)	3.145	8.318 (0.588)	4.828	5.541 (0.532)	0.000	6.497 (0.427)	0.870
Multiple R	0.602		0.756		0.846		0.808	
R Square	0.523		0.645		0.793		0.765	
F-value	7.045		6.454		8.639		7.852	
P-value	0.210		0.035*		0.001**		0.001**	
D-W Statistic	1.962		1.948		1.908		1.914	

Source: Computed from secondary data
Note: ** denotes significant at 1% level * denotes significant at 5% level

The relationship between the emotional intelligence constructs and the performance of the students are analysed through multiple regression analysis displayed in table no. 5. The degree of relationship between emotional intelligence and performance of respondents is quite high, strong and positive with 0.846 by the high performers at 1 per cent level of significance while it is significant with 0.756 at 5 per cent level of significance for the medium performers. Seventy-nine per cent of variation in performance by the high performers is explained by their emotional intelligence while 65 per cent of variation in performance is explained by their emotional intelligence for medium performers. In total 76 per cent of the variation in performance is explained by emotional intelligence of the students. The Durbin-Watson statistic for all the period indicates serial correlation among the variables as the calculated value is less than the critical value of 1.99(D-U). Hence it can be concluded, that emotional intelligence and performance has a significant relationship in total and for high performers in specific.

Among the independent variables regressed, Social Awareness for Low Performers, Relationship Management for medium performers and Self Awareness and Self management for high performers produce high beta coefficient with statistical significance. The results clearly state that emotional intelligence decides the performance of the students. If a student would like to score high in their academics, then their concentration towards emotional intelligence should be good to score. The academic fraternity can chalk down plans to make the students emotionally stable and disciplined to achieve their career path successfully.

IX. CONCLUSION

The emotional quotient occupies a predominant place in success than the intelligent quotient. EQ (Emotional Quotient) overtakes the IQ (Intelligent Quotient) to generate good AP (Academic Performance). A student needs emotional intelligence for time management, prioritisation, decision making, smart work, compromise and coordination to balance the various types

of activities in the campus life. This study is an effort to probe into the imperceptible link between the emotional intelligence of a student and its relationship with the academic performance in the Higher Educational Institutions. The primary data from the students were collected through a structured questionnaire which is pilot tested and corrected. The respondents were selected through multistage random sampling method. The performance efficiency is categorised as Low, Medium and High performance based on their scores in the aggregated marks of four semesters. The statistical results concludes that emotional intelligence and academic performance has a significant relationship in total and for high performers in specific. Among the independent variables regressed, Social Awareness for Low Performers, Relationship Management for medium performers and Self Awareness and Self management for high performers produce high beta coefficient with statistical significance. The results clearly state that emotional intelligence decides the performance of the students. If a student would like to score high in their academics, then their concentration towards emotional intelligence should be good. The academic fraternity can chalk down plans to make the students emotionally stable and disciplined to achieve their career path successfully.

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