How Emotional Intelligence Affects Academic Achievement

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ABSTRACT:

Purpose: The purpose of this study was to improve the students' academic performance by studying the underlying variables associated with it, specifically emotional intelligence.

Design/Methodology: The research design used in this study is exploratory/descriptive. A standard questionnaire was used to get responses from the sample derived by using the proportionate stratified sampling technique.

Findings: The study findings suggested that the research variables considered for emotional intelligence have positive influence on academic performance of the students.

Originality: The study is done in St. Joseph's Degree & PG College for all courses of BBA available in the college such as BBA General, BBA IT and BBA BA.

Keywords: Emotional Intelligence, Academic Performance, Success, Goals.

1. INTRODUCTION

Emotional intelligence refers to the potential to identify and manage one's own emotions, as well as the emotions of others. The term was coined in 1990 by psychologists (John D. Mayer, 2011). In 1995, psychologist/journalist Daniel Goleman published the highly successful *Emotional Intelligence*, which was built on Mayer and Salovey's work and he further popularized the EI concept.
Academic performance or academic achievement is the extent to which a student, teacher or institution has attained their short or long-term educational goals.
This study focuses on understanding the relationship between emotional intelligence and performance.

2. REVIEW OF LITERATURE

(Isa Kida, 2019) This study examined the effect of emotional intelligence on employees' performance with the objective of understanding the impact of emotional intelligence of employee on his or her performance in a company. Six organizations from different industries in operation

in Maiduguri Borno State were studied. Questionnaires were collected from 121 employees. A Chi-Square (X2) was used to test the hypotheses formulated. It was found out that the use of emotional intelligence was a more potent drive to any accomplishment than monetary rewards. It also concludes that the use of emotional intelligence, more than anything else, puts more drive into any accomplishment. The study recommends among others that managers should shift attention to employing emotional intelligence as a catalyst to drivers of performance rather than the measure of performance.

(Rawian, 2019) The 21st century classrooms have the " Four C's" as prequisites. They are communication, critical thinking and problem solving, creativity and collaboration.The study of emotions in classrooms is central to understand learners' motivation and learning patterns. The Nelson and Low(2003) have proven in their study that emotional intelligence is essential to effectively manage behaviours, to navigate social situations and to make decisions.

(Devis-Rozental, 2018) Emotional Intelligence explores the positive impact of social interactions and how the brain is indeed social and thrives in a nurturing environment. They focuses on the views of how to develop socio-emotional intelligence within the context of a higher education environment.

(Kobyakova O.S., 2018) The review of the study presents the data analysis of classic and contemporary research studies on emotional intelligence and its importance in human life, in particular, in the attainment of success. This concept is considered from the point of view of basic concepts, the different definitions and highlighted key parameters of each model. Ways of assessing the level of emotional intelligence, their practical value and the advantages and disadvantages, also raised issues of objectivity and evidence-based practice. Different ways of its improvement depending on the individual characteristics and practical need. Special attention is paid to the role of emotional intelligence in successful career and its relationship with IQ.

(Pallavi, 2018) Emotional intelligence is the combination of interpersonal and intrapersonal skills to define personal goals. It includes the capabilities of analyzing and managing emotions of self and others, at the same time adequatelyutilizing them for the realisation of goals. People with high EI have the ability to understand their's and their peer's emotions and use them towards their goals. Emotional intelligence creates a way towards success.

(Ricarte, 2018) Emotional intelligence is a way to interact with the environment by applying emotional abilities such as: being able to identify and express emotions correctly, controlling your impulses, having mental agility, being empathic among others. Emotional intelligence has been encouraged at every level paving way to better performance of the individuals. A child that is taught under an emotional schooling model, is more likely to be an integral and emotionally smart individual. The individual learning these skills will be able to thrive independently and collectively.

(Lotif, 2013) Emotional intelligence can be considered as one of the leading factors influencing different aspects of life. It leads individuals to percept their feelings for appropriate decision making and fields for future accomplishments. Considering inconsistencies on the role of emotional intelligence in academic achievement in different studies, this study aimed to investigate the association of emotional intelligence with academic achievement and some characteristics of students in Kashan University of Medical Sciences. This descriptive cross-sectional study was conducted on 180 students of Kashan University of Medical Sciences. Data was collected through a two-part questionnaire including demographic data for the first part and Farsi version of Cyberia-Shrink emotional intelligence survey for the second part. Data was analyzed using descriptive statistics, ANOVA, t-test, and Pearson correlation coefficient. The data analysis showed no significant difference between emotional intelligence and academic achievement. Moreover, no significant difference was observed between female students' emotional intelligence mean score and that of males. Students under investigation obtained almost 59% of the attainable score for emotional intelligence. However, no significant correlation was observed between emotional intelligence score and academic achievement.

3. RESEARCH METHODOLOGY:

3.1 Population: The courses offered in St. Joseph's Degree & PG College are BBA, BBA IT and BBA BA. Each course has a strength of 60 students per stream. So total 180 students for 1st year. Since BBA is a 3 year course, total population is 180*3=540 students.

3.2 Research Design: The research design followed is proportionate stratified sampling method. The students are divided into various strata based on their streams, such as general, Information Technology and Business Analytics students.

3.3 Sampling technique: Proportionate sampling technique is used for each of them. So from each section 10% of students are taken, thus the sample we arrived at is 54 students in entirety.

3.4. Sample: To avoid data inadequacy, insufficient data and data redundancy errors, the total sample considered for the study is **79**.

3.4.1 Sample composition:

The demographic profile of the students is as follows: Total number of students who are male are 45 and total number of students who are female are 34. The pass percentage of the students is divided in the grades O, A, B, C, D, E, F respectively. O being outstanding and F being the fail grades. The total number of students in the sample are O:18, A: 44, B: 14, C: 1, D: 2 respectively.

3.5 Data Collection: Primary data is collected by distributing the standard instrument through google form to 100 students. Total 85 responses were received. Out of which 5 responses had missing data, and 2 responses had central tendency error. The secondary data is obtained from reviewing peer reviewed journals of both national and international origin. The sample chosen was

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also diverse from students to employees and relevant studies are included in the review of literature.

https://docs.google.com/forms/d/1zsNsOd5YDGaelwG8giHifpTjNXaNNMYfp1KoItm2O4U/viewform?edit_requested=true

3.6 Variables Studied: There are two key variables that are studied in this article. Emotional intelligence and Performance. The sub variables of Emotional Intelligence are Adaptability, Confidence, Involvement, Feelings, Problem Solving and Ambition. The Performance sub-variables studied are quality, quantity, knowledge of the students.

3.7 Objectives

1. To identify the impact of emotional intelligence on performance of the students of BBA at St. Joseph's PG College, Hyderabad.

3.8 Hypothesis

Ho1: There is no significant influence of emotional intelligence on the performance of a BBA student at St. Joseph's PG College, Hyderabad.

3.9. Statistical Tools Used

The data is analyzed using SPSS 20. The statistical tools that are used for this study are Correlation and Regression analysis.

4. DATA ANALYSIS

The total number of responses considered for the study are 79.

The standard instrument that is used to test the variables is tested for the reliability and it is 0.902 for 29 items. The instrument has the construct validity as suggested by (Rawian, 2019) (Lotif, 2013)

Table 4.1
 Reliability Statistics

Cronbach's Alpha	N of Items
.902	29

4.3 Hypothesis Testing
Ho1: There is no significant influence of emotional intelligence on the performance of a BBA student at St. Joseph's PG College, Hyderabad.

A correlation and regression test is conducted to test this hypothesis.

The model summary of the regression analysis done shows that the R value is 0.679 (Table 4.3.1). The R value usually lies between -1 and 1. The value of R 0.679 from the table 4.3.1 shows that there is a very good correlation between the dependent variable performance and independent variable emotional intelligence. The adjusted R square value of 0.416 suggests that 41.6% of dependent variable performance is explained by the independent variable emotional intelligence (Adaptability, Confidence, Involvement, Feelings, Problem Solving and Ambition).

Table 4.3.1
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679[a]	.461	.416	2.36925

a. Predictors: (Constant), Adaptability, Confidence, Involvement, Feelings, ProblemSolving, Ambition

ANOVA test is done to confirm the relationship between the emotional intelligence and performance variables. The significant level 0.00<0.05 suggests that there is a strong relationship between the independent and dependent variable and it is statistically significant.

Table 4.3.2
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	345.714	6	57.619	10.265	.000[b]
1	Residual	404.159	72	5.613		
	Total	749.873	78			

a. Dependent Variable: Performance

b. Predictors: (Constant), Adaptability, Confidence, Involvement, Feelings, ProblemSolving, Ambition

5. CONCLUSION

The study focuses on studying the relationship between the emotional intelligence and performance of the BBA students in St. Josephs Degree & PG college. The study included 79 students from different courses available in the college like BBA, BBA IT, BBA BA. The data collected was analyzed using SPSS 20. An inferential technique of correlation and regression

analysis is used to test the data for the relationship. The value of R 0.679 indicated that there is significant relationship between the emotional intelligence and performance of the students. It can be concluded that the colleges should focus on emotional aspect of the students for more studies performance. The colleges usually focus on teaching methodologies, using different techniques such as video, ppt, etc modes. This study shows that the emotional aspect of the student also plays a major role in determining the performance of the student (Adjusted R square 0.416) (Isa Kida, 2019) (Ricarte, 2018) (Lotif, 2013)

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