

# Emotional Intelligence and its Impact on Students Academic Performance

Aditya Farsole<sup>1\*</sup>, Fatema. S. Hakim<sup>2</sup>

<sup>1</sup>Head, Department of Psychology, Vanita Vishram Women's University, Surat, India

<sup>2</sup>Surat, India

**Abstract:** We live in a world that is changing faster than ever before and facing unparalleled challenges. According to Plato, “all learning has an emotional base”. Emotional intelligence is the ability to use one’s emotions, which helps to solve problems and live a more productive life. Thus, this study was carried out to examine the impact of Emotional Intelligence on university students’ Academic Performance. A sample of 65 students from universities in the age group of 18-24 years from Surat City was taken. The data was collected through a questionnaire. The TelQue-SF Scale was used to measure Emotional Intelligence and CGPA for measuring Academic Performance. Correlation was used as a statistical tool. The formulated hypothesis was, there will be a significant relationship between Emotional Intelligence and Students’ Academic Performance. The correlation between Emotional Intelligence and Student’s Academic Performance came out to be  $-.104$  ( $p=0.05$ ), so the results showed that there was not any significant relationship between Emotional Intelligence and Student’s Academic Performance.

**Keywords:** Emotional intelligence, academic performance, university student, emotions.

## 1. Introduction

Emotional Intelligence (EQ) is a typical social intelligence that involved the ability to monitor one’s own and other’s feelings and sensations to discriminate among them and to use the information to guide one’s own thinking and operations (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5). According to Narrad and Abdullah (2016), academic performance is the knowledge gained assessed by a teacher or educational goals set by students and teachers to achieve over a specific period. Students in tertiary institutes need to be aware that their ability or inability to control the emotions will directly impact their academic performance. Most of the problems one encounters in life, be they personal, social, educational, or political are caused by how one interprets the emotions of those involved (Mishra, 2012). While Intelligence Quotient (IQ) has been used as a predictor of a student’s success, as the world enters the 21st century, investigation shows that Emotional Intelligence (EI) is a better predictor of “SUCCESS” than the more conventional measures of cognitive intelligence. EI is one of those factors that plays a key role in situations that require students to adapt happily from one environment to (Hettich, 2000). Emotional Intelligence skills are vital to human

performance and the management of successful earning organizations. (Daniel Golman, 1964).

Petrides et al., (2004) have looked at the relationship between trait emotional intelligence, academic performance and cognitive ability found that emotional intelligence moderated the relationship between academic performance and cognitive ability. Parker et al. (2004) found that various elements of EI were used as predictors of educational attainment.

From the research of Petrides et al (2004), they studied the relationship between trait emotional intelligence, academic performance, and cognitive, and discovered that emotional intelligence moderated the relationship between academic performance and cognitive ability. Similarly, Parker et al (2004) finding in their studies concluded that different emotional intelligence variables are used as predictors of academic success. They found that highly successful students scored higher than the unsuccessful group on three subsets of emotional intelligence. Additionally, in a study carried out by Rode et al. (2007), they predicted that emotional intelligence was related to academic performance for two reasons. Firstly, academic performance involves a great deal of uncertainty. Secondly, most of the academic work is self-directed, requiring a high level of self-management. Thus, students that possess high emotional intelligence would perform better academically. Svetlana (2007), suggested the need to incorporate emotional intelligence training into secondary education curricular due to a significant relationship between emotional intelligence and academic achievement.

## 2. Methodology

### A. Objective

To understand the Emotional Intelligence and its impact on students’ academic performance.

### B. Hypothesis

There is a statistically significant relationship between Emotional Intelligence and students’ academic performance.

### C. Sample

The sample consisted of 63 university-going students, both male and female of age 18-24 years. They all have good proficiency in the English language. It was ensured that they are

\*Corresponding author: dhyanivashi@gmail.com

studying in English medium school and are not having any clinically recognized mental or physical disability.

**D. Tools Used**

Data was collected through The Trait Emotional Intelligence Scale (TEIQue) by K.V. Petrides in 2001, it is a 30-item questionnaire that evaluates the Emotional Intelligence The internal consistency score of the scale was 0.81 and the test-retest reliability of the total score was 0.86. The Cumulative Grade Point Average (CGPA) is used to measure the overall academic achievement of a student by awarding grades. CGPA is a calculation of the average grade point obtained in all subjects. Therefore, CGPA was used to measure the academic performance of university students.

**E. Procedure**

For the aim of collecting data, the students were sent a google form. Brief instructions and introduction were given to them in the google form. The form included 4 sections introduction and Instructions, the second was Demographic Details, the third was a questionnaire of EI and the last section debriefing. The consent of the participants was taken through the form. The participants were given the right to withdraw and were debriefed after they submitted the data. In total 70 questionnaires were received but some of them were rejected if they were incomplete or were not meeting the criteria and 63 questionnaires were retained.

**3. Result and Interpretation**

To fulfil the objectives of the present research both descriptive and inferential statistics were used. In this Statistical tool of correlation were used. In addition to these descriptive statistics were also used to understand the nature of data.

Table 1  
Descriptive analysis of emotional intelligence and student’s academic performance

Descriptive Statistics			
	N	Mean	Std. Deviation
Emotional Intelligence of University Students	64	118.5781	13.76077
Students Academic Performance	64	9.1763	11.98531
Valid N (listwise)	64		

Table 2  
Correlation analysis of one tailed for emotional intelligence and student’s academic performance

Correlations			
		Emotional Intelligence of University Students	Students Academic Performance
Emotional Intelligence of University Students	Pearson Correlation	1	-.104
	Sig. (1-tailed)		.207
	N	64	64
Students Academic Performance	Pearson Correlation	-.104	1
	Sig. (1-tailed)	.207	
	N	64	64

The descriptive analysis of emotional intelligence and student’s academic performance have been mentioned. The mean of emotional intelligence of university students is 118.5781 and standard deviation is 13.76077. The mean of student’s academic performance is 9.1763 and standard

deviation is 11.98531. In both the scenario it shows, that the standard deviation is not close to zero that indicates that it is not close to mean and that the data is spread out over a large range of values.

Table 3  
Correlation analysis of two tailed for emotional intelligence and student’s academic performance

Correlations			
		Emotional Intelligence of University Students	Students Academic Performance
Emotional Intelligence of University Students	Pearson Correlation	1	-.104
	Sig. (2-tailed)		.414
	N	64	64
Students Academic Performance	Pearson Correlation	-.104	1
	Sig. (2-tailed)	.414	
	N	64	64

In determining the strength of the relationship between Emotional Intelligence and Student’s Academic Performance, Pearson’s Correlation analysis was carried out. The overall results are presented in table 2 and 3.

Table 2 and 3 show that there is negative and weak relationship, between the participants overall emotional intelligence and academic performance which indicates that emotional intelligence does not impact the student’s academic performance. This relationship was found out to be not statistically significant.

**4. Discussion**

*Hypothesis:* There is no statistically significant relationship between EQ and students’ academic performance. The null hypothesis of the research states that there will be no statistically significant correlation between EQ and students’ academic performance. For this study, the Pearson correlation coefficient was used. After analysis, no statistically significant correlation was found. Much research has been done on it which concludes that there is not much impact of EQ on students’ academic performance

An analysis of the above table indicates that there was a total of 63 participants. The correlation between EQ and students’ academic performance came out to be -.104 (p=0.05). So, the null hypothesis was rejected. This shows that one variable does not have any impact on the other variable. Hence, we can conclude that there is no impact of emotional intelligence on the student’s academic performance.

**A. Limitations**

- The sample size was small.
- This data is not generalizable as the number of females and males are not equal, the data collected is biased towards males.
- There can be a limitation because of geographical area.

**B. Future Implications**

- It is suggested that colleges and universities may think about implementing emotional intelligence workshops and seminars to enhance their competency among teacher educators and student teachers.
- The views on the role of emotional intelligence in the

educational context have several implications, both for literature and educational practice. EI's contribution to a student's academic success may help us understand how affective qualities contribute to the achievement of academic goals.

- According to Kremenitzer and Miller (2008), improving emotional intelligence among pre-service teachers should be a fundamental element in their education programs and can be further enhanced and reinforced through continuous professional development activities.

### 5. Conclusion

The correlation coefficient was calculated, on the basis of we can conclude that there is no statistically significant relationship between EQ and student academic performance. Hence, we conclude that emotional intelligence does not have any relation with the academic performance of students.

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