



Relationship Between Emotional Intelligence and Academic Performance

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Abstract:

In 21st century, intelligence and success are not viewed the same way as they were before. The overall development of child/student has become the centre of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. Emotional knowledge, skills, and intelligence hold a major key to improve education and help teachers, students and moreover it develops professionals for higher degrees of achievement, career success, leadership and personal well-being. The researcher had also examined the relationship between EI and its twelve skills. All twelve skills showed good relationship at 0.01 level of significance and found significant difference on the scores of EI with male students and female students. This study showed a significant relationship between emotional intelligence and academic performance.

Keywords: *Emotional Intelligence, Academic Performance*

1. Introduction

We educate students with one main objective in mind - their success. What is the measure of success? Is it only a strong scientific mind? From the fifties to seventies, a person's Intelligence Quotient (IQ) or mental ability was considered as a key determining factor of success in school and in a later career. It was believed that students had to have a high IQ in order to be a successful engineer, doctor, lawyer, or university professor (Geller, 1996)¹. It's important to realize the fallacy of IQ as a key determinant of success in life.

The results of different researches indicated that emotions, being the most significant component of personality, play an extremely important role in ones" life. These emotions help the students to take important decisions in their lives. Emotions facilitate their attitude and behaviour towards the achievement of their goals. Therefore, it can be said that healthy emotions give clarity in understanding, thinking and analyzing everyday life situations. Thus, an attempt will be made to examine and coordinate the relationship between emotional intelligence and its effect on academic performance. For the present study Emotional Intelligence score obtained from Emotional Intelligence Scale (EIS) is considered as Emotional Intelligence of the students.

2. Definition of key terms

Emotional Intelligence

Emotional Intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.

Academic Performance

A measure of students" performance as determined by marks or percentages. In the present research, academic performance means the students" first terminal marks of year 2014-15.

Four competencies and twelve skills of EI:

Sr. No.	Skills
A	INTRAPERSONAL AWARENESS
1)	Self Awareness
2)	Self Esteem
3)	General Mood
B	INTRAPERSONAL MANAGEMENT
1)	Self Control
2)	Personal Power
3)	Drive Strength
C	INTERPERSONAL AWARENESS
1)	Social Awareness
2)	Social Relationship
3)	Empathy
D	INTERPERSONAL MANAGEMENT
1)	Leadership
2)	Attitude
3)	Managing Relationship

3. Objectives

1. To study the relationship between four competencies and twelve skills of emotional intelligence with academic performance.
2. To study the emotional intelligence of sampled students of different boards and gender.
3. To study the relationship between emotional intelligence and academic performance of sampled students for different boards and gender.

4. Hypothesis

- Ho₁:** There is no relationship between emotional intelligence and its twelve skills.
- Ho₂:** There is no significant difference between emotional intelligence of students of different boards.
- Ho₃:** There is no significant difference between emotional intelligence of students of different gender.
- Ho₄:** There is no relationship between twelve skills of emotional intelligence and academic performance of students.
- Ho₅:** There is no significant difference between correlations of emotional intelligence and academic performance among students of different boards.
- Ho₆:** There is no significant relationship between correlations of emotional intelligence and academic performance among students of different gender.

5. Importance of the Study

The field of Emotional Intelligence includes abilities to identify, understand and manage emotions in oneself and in other people. It is already proved by many researchers that EI plays a very important role in every sphere of life. Normally, the school measure cognitive abilities through various subject exams but, the success ratio is not only with it but more with emotional intelligence. In Educational programs at schools, EI is considered to be more important and significant for bringing personal, occupational and emotional qualities which give success in life. The present research helps the students to be aware of their emotional intelligence which they can further increased for betterment of life and success in their career.

6. Limitations

1. The study was restricted to Ankleshwar city only.
2. The sampled students of standard 9th were randomly selected from the schools of GSEB and CBSE covering from different areas of the Ankleshwar city.

7. Methodology

The present research was a descriptive survey research where an attempt was made to determine, describe and analyze relationships between emotional intelligence and academic achievement.

8. Population & Sample

The population of the present research was that of ninth standard students of English medium schools of Gujarat Board and Central Board of Ankleshwar city. The present research, the researcher had decided to select 15% of schools with Random Sampling technique of each board for the descriptive survey.

9. Research Tool

The researcher had selected the tool for EIS of contracted by Nehaben Chokasi.

10. Analysis of data

In the present research, to analyse the data the researcher had used t-test, Pearson's correlation and regression analysis using Microsoft Excel.

To examine the researcher had found the correlations between Emotional Intelligence and its skills. The correlations matrix for EI and its skills. EI was highly correlated with Social Relationships ($r = .765$). Thus, the null hypothesis i.e. there was no relationship between Emotional Intelligence and its skills was rejected and the researcher can conclude that there was a positive strong relation between them at 0.01 level of significance.

To explore this hypothesis, the t-test was carried out for Gujarat Board and Central Board students. the researcher found that $t = -3.951$, $p = 0.00 < 0.01$, so the null hypothesis was rejected and it was found that there was a significant difference in the scores of Emotional Intelligence between Gujarat Board and Central Board students at 0.01 level of significance. Thus, it can be concluded that, the CBSE students were emotionally stronger than the GSEB students.

To examine this hypothesis, the t-test was carried out for all male and female students. the researcher found that $t = -3.368$, $p = 0.001 < 0.01$, so the null hypothesis was rejected and in other words it was found that there was a significant difference in the scores of Emotional Intelligence between two genders i.e. male and female at 0.01 level of significance. By this analysis, it can be concluded that female students are emotionally stronger than male students.

To examine this hypothesis, the researcher had found the correlations between Emotional Intelligence and academic performance. Emotional Intelligence and academic performance was positively strongly correlated with, $r = .747$ at 0.01 level of significance.

The correlations of EI and academic performance of students of different boards. Academic performance was correlated with EI of students of Gujarat Board, $r = .686$ and with EI of students of Central Board, $r = .797$. Thus, this null hypothesis was rejected and it was proved that there was a significant difference between correlations of Emotional Intelligence and academic performance among students of different boards at 0.01 level of significance.

This hypothesis, the correlations between Emotional Intelligence and academic performance of different gender were compared. the correlations of EI and academic performance of students of different gender. Academic performance was correlated with EI of male students, $r = .700$ and with EI of female students, $r = .815$. Thus, the null hypothesis was rejected and it was concluded that there was a significant difference between correlations of Emotional Intelligence and academic performance among students of different gender at 0.01 level of significance.

11. Findings

1. EI and its competencies:

Researcher examined the relationship between EI and its four competencies i.e. 1) Intrapersonal Awareness, 2) Intrapersonal Management, 3) Interpersonal Awareness and 4) Interpersonal Management. As the Interpersonal Awareness had highest influence, it was concluded that the students understand others' emotions, to establish and maintain relationship well with others.

2. EI and its skills

The researcher had also examined the relationship between EI and its twelve skills. All twelve skills showed good relationship at 0.01 level of significance.

3. EI and different boards and gender

Researcher made an effort to examine the relationship between students' EI and different boards i.e. GSEB and CBSE. Researcher found significant difference on the score of EI with two different boards. The score of CBSE students was higher than GSEB students. So, it was proved that the CBSE students were more emotionally sound than the students of GSEB. The mean scores of EI of eighth and ninth standard students of CBSE were higher than GSEB. Similarly, the mean scores of EI of male students of CBSE were higher than GSEB. For female students the mean scores of EI is higher for CBSE than GSEB but it was not statistically significant. Researcher found significant difference on the scores of EI with male students and female students. The scores of female students were higher than the scores of male students. Thus it was proved that females were emotionally stronger than male and were more aware of emotions, demonstrate more empathy, and relate better intra-interpersonally.

4. Emotional Intelligence and academic performance

The one of the main aims of the study was to understand the relationship between emotional intelligence and academic performance. This study showed a significant relationship between emotional intelligence and academic performance. It justifies the belief that educational programs at schools (where input and output are only human), their emotions play a critical role in learning. Students who were adjusted emotionally well could improve their academic performance as learners.

12. Conclusions

The most important goal for every educational institute is academic development. However, in today's diversified society, students need much more to lead healthy and productive lives concerning academic, career and personal goals. The researcher wants to conclude from the findings of the present study that academic achievement is affected by several factors, of which emotional intelligence is a crucial component. As emotional intelligence can be developed through proper guidance, efforts should be made to include emotional intelligence into school curriculum. Thus, in adolescent age, emotional intelligence should be incorporated into the general study programme and made compulsory for all students irrespective of their boards. In terms of educational quality and resources, it can be emphasized that new educational programs should focus on development of social and individual values such as close and intimate relationships, consciousness, collaboration, confidentiality, tolerance, respect, love, empathy, leadership, and etc.

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