

EFFECT OF ACADEMIC ACHIEVEMENT OF UNDER-GRADUATE STUDENTS ON THEIR EMOTIONAL INTELLIGENCE

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Abstract

Emotional intelligence is very important in today's life for every individual. This study is aimed at investigating the effect of academic achievement of under-graduate students on their emotional intelligence in relation to their gender. A sample of 55 under-graduate college students was selected randomly from graduate degree colleges of Bhopal City. To measure the emotional intelligence of under- graduate students, Emotional Intelligence Scale (EIS) developed by Anukool Hyde and Sanjyot Dethe were used and for measure the academic achievement of under- graduate students, their XII standard obtained percentage were used. Mean, SD and 't' test were used for data analysis. The result reveals that there is no significant effect of academic achievement on emotional intelligence of under-graduate students. The significant effect was found in the area of self motivation of emotional intelligence. This indicates that high achievers are more self-motivated than the low achievers under-graduate students. No significant effect of gender was found in respect of academic achievement, emotional intelligence and factors of emotional intelligence except in the area of emotional stability of emotional intelligence. This shows that the male under- graduate students are better in the area the emotional stability that of their female counterparts.

Keywords: Academic Achievement, Emotional Intelligence, Under- graduate Student



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Introduction:

The ability to perceive control and evaluate emotions in oneself as well as others is what constitutes emotional intelligence. Emotional intelligence coined as EI is very important in many circumstances for successful person. John Mayer (1997) defined emotional intelligence as “The ability to perceive emotion, integrate emotion, to promote thought, understand emotions, and to regulate emotions to promote personal growth”. Until recently, we have been led to believe that a person's general intelligence is the greatest predictor of

success in any walk of life – academic, social, vocational or professional. However, increasingly it has been realized that in addition to intelligence, emotions are equally or even more responsible for performance in every walk of life (Mangal, 2005). Emotions play significant role in person's well being self- esteem, self motivation, handling situations, managing relations and overall performance in academic, social, professional and level of satisfaction in life.

Academic achievement is a combination of ability and effort presumable ability being equal, those with higher motivation, expects more effort and will and achieves higher grades. School is a primary setting for academic and social experience. Achievement is a behavior directed towards the attainment of approval or the avoidance of disapproval for competence of performance in situations to which standards of excellence are relevant. The terms academic achievement, academic performance and scholastic achievement are interchangeable. Academic performance refers to some methods of expressing a student's scholastic standing. It indicates a grade for a course, an average for a group of courses in the subject area or an average for all courses expressed on a zero to hundred or other quantitative scale.(Dash, B.N. 2004)

Academic achievement is “knowledge attained and skill developed in the school subjects usually designed by test scores or by marks assigned by teachers or both”. Achievement can be measured with the help of tests, verbal or written of different kinds. Since academic achievement is the criterion for selection, promotion or recognition in various walks of life, the importance of academic achievement can't be ignore (Chenna Reddy, 2007)

Review of Literature

According to Basu and Jyoti (2014) in the era of rapid development and globalization, the ability to control emotions play a significant role in determining the level of success in life. Manoj Kumar M. (2016) found in his research article that except self management rest all factors of emotional intelligence (Self awareness, Motivation, Empathy and Social skill) have greater impact and remains the same across the sample. The study investigated correlations between imotional intelligence and academic performance.

In a study by Slaski and Catwright (2002) found that individual with higher level of emotional intelligence reported lower level of stress and distress, higher morale and good quality of work life and notably better work performance and health. The academic

achievement of the students is influenced by their emotional intelligence. Contribution of emotional management to academic performance was supported by Mac Cannetal (2011), Low and Nelson (2004), Abisamra (2000) etc. They found positive relationship between emotional intelligence and academic achievement. High emotional intelligence has been found to contribute to a student's learning process (Goleman 1996; Elias Ubriaco; Reese et al., 1992; Svetlana, 2007). "People who have developed skills related to emotional intelligence understand and express their own emotions, recognize emotions in others, regulate affect and use moods and emotions to motivate adaptive behaviors. Is this just another definition of healthy, self-actualized individual?"(Salovey & Mayer 1990)

The present study aims at finding out the effect of academic achievement of college students on their emotional intelligence.

Objectives

1. To explore the influence of academic achievement of under-graduate students on their emotional intelligence.
2. To explore the influence of gender on emotional intelligence and academic achievement of undergraduate students.

Hypothesis:

1. There is no significant effect of academic achievement of under- graduate students on their emotional intelligence.
2. There is no significant effect of gender on academic achievement of under-graduate students.
3. There is no significant effect of gender on emotional intelligence of under-graduate students.

Method:

Survey method of study was employed in the present investigation.

Sample:

55 under- graduate students [32 male & 23 female] were selected randomly from private degree colleges of Bhopal city which affiliated by Barkatullah University Bhopal (M.P.)

Tool:

For the measurement of emotional intelligence of under- graduate students, Emotional Intelligence scale (EIS) developed by Anukool Hyde and Sanjyot Dethé were used. For academic achievement percentage of XII standard were used.

Statistical techniques:

For the analysis of data Mean, SD and ‘t’ test were computed.

Result and Discussion

H₀₁: There is no significant effect of academic achievement of under- graduate students on their emotional intelligence.

Table No. 1: Showing significance of Academic Achievement on Emotional Intelligence

Category	N	Mean	SD	df	‘t’ value	Result
High Achiever	31	127.23	15.255	53	1.485	N S
Low Achiever	24	117.42	32.509			P > 0.05

The table no. 1 shows that the value of ‘t’ is 1.485 which is not significant at 0.05 level. Hence the hypothesis is not rejected. From this it may be said that there is no significant effect of academic achievement of under- graduate students on their emotional intelligence.

In addition to this, the researcher intended to explore the effect of academic achievement on the factors of emotional intelligence separately. The significance value of the academic achievement of the under- graduate students and the factors of emotional intelligence are shown in table no. 2:

Table No. 2: Showing significance of Academic Achievement and factors of Emotional Intelligence

S. No.	Factors of emotional intelligence	Category	N	Mean	S D	df	't' value	Result
1	Self Awareness	High Achiever	31	15.9	3.145	53	1.295	NS p>0.05
		Low Achiever	24	14.54	4.644			
2	Empathy	High Achiever	31	18.32	2.638	53	1.665	NS p>0.05
		Low Achiever	24	16.46	5.477			
3	Self motivation	High Achiever	31	22.55	3.171	53	2.28*	S P<0.05
		Low Achiever	24	19.75	5.818			
4	Emotional stability	High Achiever	31	14.48	2.999	53	0.15	NS p>0.05
		Low Achiever	24	14.33	4.44			
5	Managing relations	High Achiever	31	13.97	2.892	53	0.784	NS p>0.05
		Low Achiever	24	13.21	4.203			
6	Integrity	High Achiever	31	11.06	2.38	53	1.433	NS p>0.05
		Low Achiever	24	10	3.135			
7	Self Development	High Achiever	31	7.77	1.564	53	1.208	NS P>0.05
		Low Achiever	24	7.21	1.911			
8	Value orientation	High Achiever	31	7.77	1.955	53	0.702	NS P>0.05
		Low Achiever	24	7.33	2.665			
9	Commitment	High Achiever	31	7.65	2.050	53	0.760	NS P>0.05
		Low Achiever	24	7.17	2.615			
10	Altruistic Behavior	High Achiever	31	7.42	1.409	53	0.944	NS P>0.05
		Low Achiever	24	7.00	1.088			

NS = Not significant , * significant at 0.05 level

Table no. 2 reveals that no significant effect of Academic Achievement of undergraduate students was found in the areas of Self -Awareness [$t=1.295$], Empathy [$t=1.665$], Emotional Stability [$t=0.15$], Managing Relations [$t=0.784$], Integrity [$t=1.433$], Self Development [$t=1.208$], Value Orientation [$t=0.702$], Commitment [$t=0.76$] and Altruistic Behavior [$t=0.944$] except Self- Motivation [$t=2.28$] which is found to be significant at 0.05 level. It shows that the students with high academic

achievement are more self motivated than that of low academic achievement. Self motivation is found to be the significant factor for high academic achievement.

H₀₂ : There is no significant effect of gender on academic achievement of under- graduate students.

Table No. 3: Significance of ‘t’ in respect of Gender and Academic Achievement.

Category	N	Mean	SD	df	‘t’ value	Result
Male	23	62.91	10.457	53	0.552	NS
Female	32	61.44	10.267			

The table no. 3 shows that the value of ‘t’ is 0.552 which is not significant at 0.05 level. Hence the hypothesis is not rejected. From this it may be concluded that there is no effect of gender on academic achievement of under- graduate students. This indicates that the academic achievement is independent of male and female under- graduate students.

H₀₁: There is no significant effect of gender on emotional intelligence of under-graduate students.

Table No. 4: Significance of ‘t’ in respect of Gender and Emotional Intelligence

Category	N	Mean	SD	df	‘t’ value	Result
Male	23	128.57	19.083	53	1.453	NS
Female	32	118.91	27			

The table no. 3 shows that the value of ‘t’ is 1.453 which is not significant at 0.05 level. Hence the hypotheses is not rejected. From this, it may be concluded that there is no effect of gender on emotional intelligence of under- graduate students. This indicates that emotional intelligence is independent of male and female under- graduate students.

In addition to this, the researcher intended to find out the effect of gender on the factors of emotional intelligence separately .The significance value of gender and factors of emotional intelligence are show in table no. 5:

Table No. 5: Significance of ‘t’ in respect of Gender and factors of Emotional Intelligence

	Factors of emotional intelligence	Gender	N	Mean	S D	d f	‘t’ value	Sig.
1	Self Awareness	Male	23	15.83	3.576	53	.833	NS p>0.05
		Female	32	14.94	4.119			
2	Empathy	Male	23	18.74	3.078	53	1.892	NS p>0.05
		Female	23	16.62	4.675			
3	Self Motivation	Male	32	22.30	3.576	53	1.320	NS p>0.05
		Female	23	20.62	4.119			
4	Emotional Stability	Male	32	15.78	3.078	53	2.450*	S P<0.05
		Female	23	13.44	4.675			
5	Managing Relations	Male	32	13.87	3.522	53	.410	NS p>0.05
		Female	23	13.47	5.314			
6	Integrity	Male	32	11.04	2.969	53	1.011	NS p>0.05
		Female	23	10.28	3.835			
7	Self Development	Male	32	7.52	3.442	53	.020	NS P>0.05
		Female	23	7.53	3.672			
8	Value Orientation	Male	32	7.96	2.142	53	1.025	NS P>0.05
		Female	23	7.31	3.124			
9	Commitment	Male	32	7.70	1.504	53	.703	NS P>0.05
		Female	23	7.25	1.965			
10	Altruistic Behavior	Male	32	7.39	2.077	53	.593	NS P>0.05
		Female	23	7.12	2.476			

NS = Not significant – [p>0.05], * = significant at 0.05 level

The table No.5 reveals that there is no significant effect of gender in the areas of Self -Awareness [‘t’=.833], Empathy [‘t’=1.892], Self- Motivation [‘t’=1.320],Managing Relations [‘t’=.410], Integrity [‘t’=1.011],Self Development [‘t’=.020],Value Orientation [‘t’=1.025],Commitment [‘t’=.703]and Altruistic Behavior [‘t’=.593] except Emotional

Stability [$t'=2.450$] which is found to be significant at 0.05 level. It shows that the male students are better than the female under-graduate students in respect of emotional stability.

Conclusion

The analysis of the findings reveals that there is no significant effect of academic achievement on emotional intelligence. The significant effect was found in the area of self motivation of emotional intelligence. This indicates that high achievers are more self-motivated than the low achievers.

No significant effect of gender was found in respect of academic achievement, emotional intelligence and factors of emotional intelligence except in the area of emotional stability of emotional intelligence. This shows that the male under-graduate students are better in the area of emotional stability than that of their female counterparts.

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