

# A Study on the Relationship between Emotional Intelligence and Academic Achievement among Adolescent College Students

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**Abstract-** The present descriptive correlational study investigates the relationship between Emotional Intelligence and Academic Achievement among adolescent College Students who are studying in higher secondary and undergraduate colleges of Balasore locality. Schutte Self-report Emotional Intelligence Test was administered to 100 higher secondary and undergraduate students who were selected through purposive sampling technique. Pearson's Product Moment correlation was applied to measure correlation between Academic Achievement criterion and emotional intelligence. Also t-test was applied to find the gender differences if any. The result of the study revealed that, though there is not any gender difference was observed, but there is a significant relationship between Emotional Intelligence and Academic Achievement was found.

**Key Words:** *Emotional Intelligence, Academic Achievement. Adolescent College Student*

## INTRODUCTION

*Life is a comedy for those who think and a tragedy for those who feel"*

**HORACE WALPOLE**

Educational psychologists and researchers indicated that emotions play a vital role in learning and teaching. Emotional Intelligence (EI) is defined as the capacity of individuals to perceive their own, and other people's emotions, to discriminate between different feelings and emotions, and to use emotional information to guide their thinking, behaviour and action. Although the term was first coined by Michael Beldoch in 1964, but it gained much popularity in 1995 by Daniel Goldman when he published his book entitled, "*Emotional Intelligence: Why it can matter more than IQ*". Salovey and Mayer (1997) as pioneering researchers in Emotional Intelligence, proposed a four-level model to account for the Daniel Goleman's emotional intelligence. The levels were identified as (i) perceiving emotions, (ii) reasoning with emotions, (iii) understanding emotions and finally

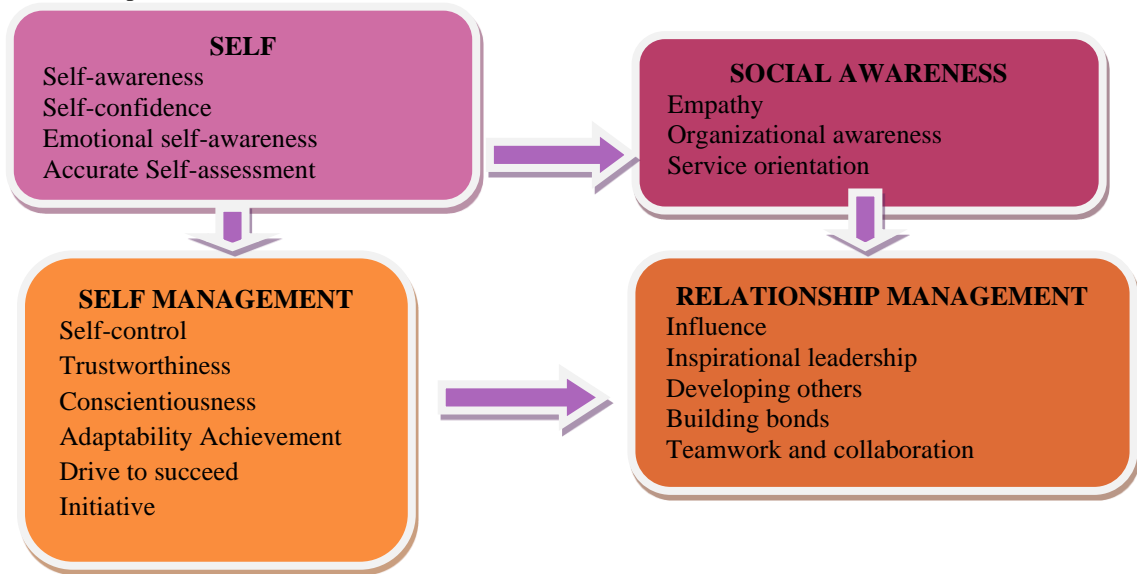
(iv) managing emotions. According to them, these four levels are arranged from more basic psychological processes to psychologically higher and more integrated processes. For example, the lowest level concerns the simple abilities of perceiving and expressing emotion, while the highest level is concerned with the conscious and reflective regulation of emotion.

Currently, there are several models on emotional intelligence. Goleman's original model may now be considered as a mixed model that combines the subsequently developed trait and ability models. The trait model was developed by Petrides in 2001. Trait emotional intelligence is defined as a constellation of emotional self-perceptions located at the levels of personality. In other words, trait emotional intelligence refers to an individual's self-perceptions of his emotional abilities and is measured through self report. The ability model, developed by Peter Salovey and John Mayer in 2004, focuses on the individual's ability to process emotional information and to use it in navigating the social environment.

Studies have shown that people with high Emotional intelligence have greater mental health, better social life, job performance, and leadership skills. For example, Goleman indicated that emotional intelligence accounted for 67% of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical expertise or Intelligence Quotient. Taylor and his associates (2006) reported that emotional intelligence benefits the individuals to increase self-confidence, willingness to speak their mind, willingness to fight for what they deem important and a greater resilience to the challenges and changes they face in both their professional and personal lives. Emotionally intelligent people are more confident, better motivated, more committed to the purpose of their organization and better able to apply their unique skills to the tasks at hand. In addition to being more willing to share their creative ideas, emotionally intelligent people build better

relationships with family members, colleagues and clients. The researchers proposed the following flow diagram with respect to the benefits of emotional

intelligence for the individual as well as for the society and organizations.



Development of emotional intelligence plays a crucial role in the lives and experiences of adolescents. They experience more extreme, intense, and fleeting emotions compared to adults, due to changes arising from hormones and brain development. Emotional intelligence develops among them from a process of appraisal of situations, which in turn influences their motivation and behavior. Biological and social/cultural influences on their emotions and emotion regulation figure out prominently in the development of their emotional intelligence. Researchers have reported significant age and sex differences in the development and functioning of emotional intelligence over adolescence period, with older adolescents and girls showing better regulation of emotions compared to younger adolescents and boys. However, there is also wide variation between adolescents in their levels of emotion expression and regulation within both sexes and at all age levels. On the basis of such findings of the previous researches, the present investigation seeks to find out the development of emotional intelligence among adolescents from 15 years to 22 years of age.

An emotion expresses an individual's effort to establish, maintain or change relationship with their environment on a matter of importance to that person (Krause et al, 2003). Epstein (1998) states that individuals have two minds: rational and experiential, each with its own intelligence form. The rational mind is the cognitive domain which can be measured through IQ tests. The experiential

mind, which is referred to constructive thinking, affords a key to understanding Emotional Intelligence. Researchers have demonstrated that EQ accounts for success in life and education more than IQ (Goleman, 1995; Mayer & Salovey, 1990). Considering empirical research has been proved that Emotional Intelligence is also a significant factor associated with Academic Achievement.

Three major models that defines and measures Emotional Intelligence are as follow;

- 1) The Salovey- Mayer model (Mayer & Salovey, 1990; 1997), which defines the construct as the ability to perceive, understand, manage and use emotions to facilitate thinking, and is assessed by an ability-based measure (Mayer et al., 2002);
- 2) The Goleman model (Goleman, 1998), which views the construct as a wide array of emotional and emotional competencies that drive managerial performance (Boyatzis, et al., 2001); and
- 3) The Bar-On model (Bar-On, 2002), which describes a cross-section of emotional and social competencies that impact intelligent behavior, and is measured by a combination of self-report with a potentially expandable multimodal approach (Bar-On, 2002).

**Emotional Intelligence:** The subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide ones thinking and actions. From the above definitions it is clear that Emotional intelligence is

the ability to identify, assess, and control the emotions of oneself, of others, and of groups. There are five elements identified as the components of emotional intelligence: self awareness, self regulation, motivation, empathy and social skills that comprise the field of emotional intelligence.

*Emotional intelligence has four branches:* Perceiving emotions, reasoning with emotions, understanding, motions, and managing emotions.

*Emotional intelligence has four attributes:* Self awareness, self management, social awareness, relationship management. Importance and effects of Emotional Intelligence Many researcher shows that the people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. It has significant effect on other factors too in general life.

*Performance at work:* The student should be able to navigate the social complexities, lead and motivates others to excel in their career.

*Physical health:* They should be able to manage stress level, which can lead to serious health problems (blood pressure, suppress the immune system, increase the risk of heart attack and stroke).

*Mental health:* Uncontrolled stress can also impact mental health, making vulnerable to anxiety and depression, mood swings lonely and isolated due to incapability for controlling emotion.

*Relationship:* By understanding emotions and how to control them, they will better able to express, own feelings and other s feeling. This will help to communicate more effectively and forge stronger relationship, both at work and in personal life.

**Academic Achievement:** Academic achievement is the outcome of education –the extent to which a student, teacher and institution has achieved their educational goals. Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign. Academic achievement can be referred here as academic intelligence, by academic intelligence means a typically defined by conventional definition and tests comprising so-called general ability and related abilities. Student's ability to express his or her personality and to enjoy

rich and complex social relations depends largely on his mastery of academic matters. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects is more important procedural knowledge such skills or declarative knowledge such as facts. Achievement encompasses student ability and performances; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development it reflects the whole child.

**Emotional Intelligence and Academic Achievement:** Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship through his research he showed that emotional intelligence is highly beneficial in the areas of education, work, and mental health. He suggested as well as provided research evidences that when it comes to long-term success and success in varied life situations, being high in emotional intelligence is more important than being high in academic abilities. It is claimed about IQ; we can teach and improve in children some crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake. Teaching emotional and social skills is very important at school; it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement. In short emotionally intelligent student would have better academic achievement or through EI there is a possibility of improvement of academic achievement.

Finnegan (1998) argued that abilities underlying the Emotional Intelligence should be taught to students. Also, Abisamra (2000) indicated that there is a positive correlation between Emotional Intelligence and Academic Achievement. Research on the predictive significance of EI over IQ was supported by Goleman's initial publication on the topic which claimed that Emotional Intelligence could be "as powerful, and at times more powerful, than I.Q." (Goleman, 1995). Lam (2001) indicated that advanced emotional intelligence was correlated with greater individual performance, often above and beyond that associated with one's level of general intelligence. The studies by (Jaeger, 2003; Chamundeswari, 2013; Maraichelvi and Rajan,

2013; Roy, Sinha, and Suman, 2013) revealed that there is a positive correlation between emotional intelligence and academic achievement. By contrast a few studies indicated that there is a limited relationship between students' emotional intelligence and their scores in their studies. For instance the studies by (Lawrence, and Deepa, 2013; Koifman, 1998; Zee, Thijs, and Schakel, 2002) indicated that there is no relationship between emotional intelligence and academic achievement. Therefore some studies found a positive correlation between emotional intelligence and in contrast some didn't agree with that, so still there is a need to investigate this relationship.

#### STATEMENT OF THE PROBLEM

To study the relationship between Emotional Intelligence and Academic Achievement among adolescent college students.

#### OBJECTIVES OF THE STUDY

The following objectives are undertaken in to the present study:

1. To assess the Emotional Intelligence among the higher secondary boys and girls.
2. To assess the Emotional Intelligence among the undergraduate boys and girls.
3. To assess the relationship between emotional intelligence and academic achievement.
4. To examine the influence of age on the development of emotional intelligence during adolescence.
5. To examine the gender difference if any in emotional intelligence and academic achievement.

#### HYPOTHESIS:

H01: There is no significant relationship between Emotional Intelligence and Academic Achievement.

H02: There is no significant relationship between the components of Emotional Intelligence and Academic Achievement.

#### REVIEW OF LITERATURE

Emotional intelligence is a fairly new concept. We reviewed the literature—in refereed journals, non-refereed journals, books, and on the Internet—in order to see what researchers have discovered about

it so far and how they linked it to academic achievement.

In the 1940s and 1950s, there were several attempts to find a substantial relationship between academic achievement and personality, but these attempts did not meet much success (Barton, Dielman & Cattell, 1972).

In 1968, Cattell and Butcher tried to predict both school achievement and creativity from ability, personality, and motivation. The authors succeeded in showing the importance of personality in academic achievement however could not link motivation to it.

In 1972, Barton, Dielman and Cattell conducted another study to assess more fully the relative importance of both ability and personality variables in the prediction of academic achievement. One of the conclusions they reached was that IQ together with the personality factor—which they called conscientiousness—predicted achievement in all areas. What was tested under personality was among others, whether the student is reserved or warmhearted, emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not, shy or socially bold, tough-minded or tender-minded, zestful or reflective, self-assured or apprehensive, group dependent or self-sufficient, uncontrolled or controlled, relaxed or tense. We can easily see that most of these factors are included in the components of emotional intelligence.

In 1983, Howard Gardner introduced his theory of Multiple Intelligences which opened doors to other theories like Emotional Intelligence.

In 1985, Dr. Reuven Bar-On invented the term "EQ" (Emotional Quotient) to describe his approach to evaluating general intelligence. (EQ University, <http://www.equiversity.com/about.htm>). He explained Emotional Intelligence saying that it reflects our ability to deal successfully with other people and with our feelings. He developed the BarOn EQ-i after 17 years of research, and this inventory is the first scientifically developed and validated measure of emotional intelligence that reflects one's ability to deal with daily environmental challenges and helps predict one's success in life, including professional and personal pursuits. (BarOn Emotional Quotient Inventory (EQ-i), <http://www.parinc.com/percouns/BarOnEQi9f.html>; Abraham, 1999). It was published by Multi-Health Systems in 1996 as the first test of its kind. The test covers five areas: intrapersonal,

interpersonal, adaptability, stress management and general mood (Mirsky, 1997).

Then the term Emotional Intelligence appeared in a series of academic articles authored by John D. Mayer and Peter Salovey (1990, 1993, 1995). Their first article presented the first model of emotional intelligence. However, the term "emotional intelligence" entered the mainstream only with Daniel Goleman in 1995. He argues in his book that IQ contributes only about 20% to success in life, and other forces contribute the rest. We can infer that emotional intelligence, luck, and social class are among those other factors. He also says that emotional intelligence is a new concept indeed, but the existing data imply that it can be as powerful as IQ and sometimes even more. And, at least, unlike what is claimed about IQ, we can teach and improve in children some crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake.

Teaching emotional and social skills is very important at school, it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement. (Elias et al, 1991).

Richardson and Evans (1997) explored some methods for teaching social and emotional competence within a culturally diverse society. Their purpose was to help students connect with each other, in order to assist them in developing interpersonal, intrapersonal, and emotional intelligences, arguing that these intelligences are essential for personal accomplishment.

According to Ediger (1997), the emotions, feelings, and values are vital for a person's well being and achievement in life. He also states that science teachers should stress on the affective domain that cannot be separated from the cognitive domain. Quality emotions and feelings help students give their best potential in the classroom. The students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others.

At La Salle Academy, a private school in providence, Rhode Island, students are given lessons in emotional intelligence across the curriculum. This is part of an exhaustive program in social and emotional education called "Success for Life." The school's academic council voted to approve this program by 20-0 vote. (Pasi, 1997).

Pool, the senior editor of Educational Leadership, stated in an article she wrote in 1997 that emotional well-being is a predictor of success in academic achievement and job success among others.

Finnegan (1998) argues that schools should help students learn the abilities underlying emotional intelligence. Possessing those abilities, or even some of them, "can lead to achievement from the formal education years of the child and adolescent to the adult's competency in being effective in the workplace and in society." (p. 23)

Students often experience failure in school, at home, with friends, and on the job because they have poor communication skills, argue Cangelosi and Petersen (1998).

Coover & Murphy (2000) conducted a study that examined the relationship between self-identity and academic persistence and achievement in a counter-stereotypical domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement.

In September 1999, a conference on emotional intelligence was held in Chicago, IL. The conference mission was to "provide the most comprehensive learning forum on emotional intelligence and its impact in the workplace." Linkage Incorporated (<http://linkageinc.com/ei99/index.html>) claims that "research shows that well-developed EI distinguishes individual "star performers" and plays an important role in determining which organizations will outperform the competition, due in part to higher retention rates, better morale and heightened results." Another conference will be held this coming March in Amsterdam, Hay International Conference: The key to success in the 3<sup>rd</sup> millennium (<http://icm.haygroup.com/introduction.htm>). This conference sees building people and organizational capability as the key to success.

AbiSamra, N. (2000) conducted study to see whether there is a relationship between emotional intelligence and academic success. Do high achievers in 11<sup>th</sup> grade have a high emotional intelligence level or isn't there any relationship between their achievement and their emotional intelligence? So, the population of this study will be the 11<sup>th</sup> graders in Montgomery, Alabama. The sample will be 500 11<sup>th</sup> graders-- boys and girls-- from public and private schools in Montgomery,

Alabama. The sampling will be stratified, making sure that schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. The sample will be given the BarOn Emotional Quotient Inventory (EQ-i) which is the first scientifically developed and validated measure of emotional intelligence. The BarOn EQ-i consists of 133 items and takes approximately 30 minutes to complete. We shall calculate the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards we shall compare these grades with the Emotional Intelligence level of each student, to see whether there is a relationship between emotional intelligence and academic achievement or not, in order for us to be able to accept or reject our hypothesis.

Audrey J. Jaeger and M. Kevin Eagan (2007), the academic model of success in higher education often neglects the role of non-cognitive variables, including Emotional Intelligence (EI). As higher education educators turn their attention to learning, scholars are focusing on the role of EI and other non-cognitive variables in enhancing learning. Although learning takes place both inside and outside the classroom, this specific study addresses learning as it relates to academic performance. To explore the role of non-cognitive factors in predicting academic performance, this study utilizes an initial sample of 864 first-year students at a large research university. The research addresses the value of EI in predicting academic performance as measured by cumulative grade point average (GPA). The role student affairs professionals play in the non-cognitive development of students, specifically EI, could enhance student performance inside and outside the classroom. Implications for educators, including student affairs professionals, are addressed.

Lam et al (2012), examined the interrelated influences of managers' emotional intelligence, leadership styles and employee outcomes. In particular, this study aims to explore the potential mediating effects of managers' transformational leadership style on the relationships between managers' emotional intelligence and employee outcomes. The results showed that managers' transformational leadership style fully mediates the relationship between managers' emotional intelligence and employee job satisfaction. However, no mediating effect of managers'

transformational leadership style is found on the relationship between managers' emotional intelligence and employee performance, organizational commitment and job stress.

Maizatul Akmal Mohd Mohzan, Norhaslinda Hassan, Norhafizah Abd Halil (2013), this study investigates the influence of Emotional Intelligence on academic achievement among students of Education Faculty, Universiti Teknologi Mara (UiTM). The data of this research were obtained through the use of a questionnaire which elicits information on the students' Emotional Intelligence level as well as their academic performance. The results of the study reveal that the respondents have high level of Emotional Intelligence. Two domains (*Self-Emotion Appraisal and Understanding of Emotion*) of the Emotional Intelligence investigated are found to be significantly and positively associated with the respondents' academic achievement. The findings of the study hold import anti-implications on the value of Emotional Intelligence and their relationships to students' academic performance especially among pre-service teachers.

Ana Costa, Luísa Faria (2015), this study examines the predictive validity of Emotional Intelligence (EI), assessed by a self-report and a performance ability-based measure, over students' academic achievement in Portuguese secondary school. Within a 3-wave longitudinal design, 380 students ( $M_{age} = 15.4$ ;  $SD = .71$ ) completed both *Emotional Skills and Competence Questionnaire* (42 items) and *Vocabulary of Emotions Test* (35 items). Students' GPA, Portuguese and Mathematics grades were collected at the end of each academic level. Path analysis results showed that although both types of EI can predict students' academic achievement, they exert a higher influence in the prediction of 10th grade students' achievement. Moreover, the performance measure exhibited higher predictive power over the self-report one. Multi-group analyses indicated that some paths in the GPA model differ by gender while those in the Mathematics model differ by type of school. These findings suggested the importance of fostering students' EI in the academic context as a strategy of enhancing academic success.

In this review of literature we studied what researchers have published about emotional intelligence so far and how they have linked it to achievement. We also covered how important emotional intelligence has become nowadays in the

workplace. We still have to conduct our research to see whether there is any relationship between this intelligence and academic achievement. If the results turn out to be positive, then, in order to prepare better students for this new century, it might be better to include emotional intelligence in the school and even university curricula. After all, university students haven't benefited from it yet, and they are the ones to start working soon.

### METHODOLOGY

#### DESIGN:

Descriptive correlational research method was adopted in order to find out the relationship between Emotional Intelligence and Academic Achievement.

#### SAMPLE:

100 higher secondary and undergraduate students including 50 male and 50 female who were studying in the colleges of Balasore locality participated in the study, they were selected purposively base on the following criteria:

- 1) Age Range: 15-22
- 2) Sex: Female and male
- 3) Ethnic Origin: Indian
- 4) Education: higher secondary - undergraduate
- 5) Their willingness to voluntarily participate

#### INSTRUMENTS:

1. Schutte Self-report Emotional Intelligence Test (SSEIT): Schutte Self-report Emotional Intelligence Test (SSEIT) was developed by Schutte et.al. in 1998 used to collect data. The scale consists of 33 items in the form of statements which describe some events or situations demanding emotional decisions. This test has been designed to map on to the Salovey and Mayer (1990) model of Emotional Intelligence. Items of this test relate to the three aspects of Emotional Intelligence, namely; Appraisal and Expression of emotion having 13 items, Regulation of emotion having 10 items and Utilization of emotion having 10 items. However, a global score on the test indicate the general strength of Emotional Intelligence in the person. In this test, the Subjects are required to respond to each item in

a five-point scale relating to the extent they disagree or agree to the statement. The scale values indicate that "1 = Strongly Disagree," "2 = Disagree," "3 = Neither Disagree nor Agree", "4 = Agree," and "5 = Strongly Agree". There is a reverse scoring for the item numbers 5, 28 and 33 in the test. The maximum score will be 165 in the test. Higher the score, higher is the emotional intelligence of a subject.

2. Academic Achievement: The previous semester/ examination mark in GPA (grade point average) of the sample was used as Academic Achievement criterion.

#### Procedure

On the basis of sampling procedure 100 adolescent participants from higher secondary and undergraduate students including 50 male and 50 female who were employed in the study, they were selected on the basis of purposive sampling. The investigator then told them that he had a test consisting of 33 items, having a statement in each item relating to certain important situation of one's life. They should read the statements very carefully and understand the subject matter in the statement. There is no right or wrong response, rather they need to evaluate the statement from their own perspective and give out their response on a five-point Likert scale. They need to take decision between Strongly disagreeing with the statement as '1' to strongly agreeing with the statement as '5'. All the subjects were very cooperative and enthusiastic about the test.

#### Data collection

While the students were doing the Schutte Self-report Emotional Intelligence Test, asked to write their previous semester/ examination mark in GPA on the top of the paper. Doing the test took approximately 30 minutes.

#### STATISTICAL ANALYSIS:

The collected data were classified and tabulated in accordance with the objectives to arrive at the meaningful and relevant inferences by using arithmetic mean, standard deviation, t-test and correlation.

#### ANALYSIS AND INTERPRETATION OF RESULTS:

Table – 1: Mean and Standard deviation of the different categories of subjects on Emotional Intelligence.

Category of Subject	Number	Mean	SD
Higher Secondary Boys	25	102.12	9.578
Higher Secondary Girls	25	104.88	10.793
Undergraduate Boys	25	116.96	9.289
Undergraduate Girls	25	111.92	11.259

The result of table – 1 show that there is higher mean score in case of Girls in Higher Secondary as well as Undergraduate students i.e. 104.88 and 111.92 respectively.

Figure – 1: Bar graph showing the Mean and Standard Deviation of the different categories of subjects on Emotional Intelligence.

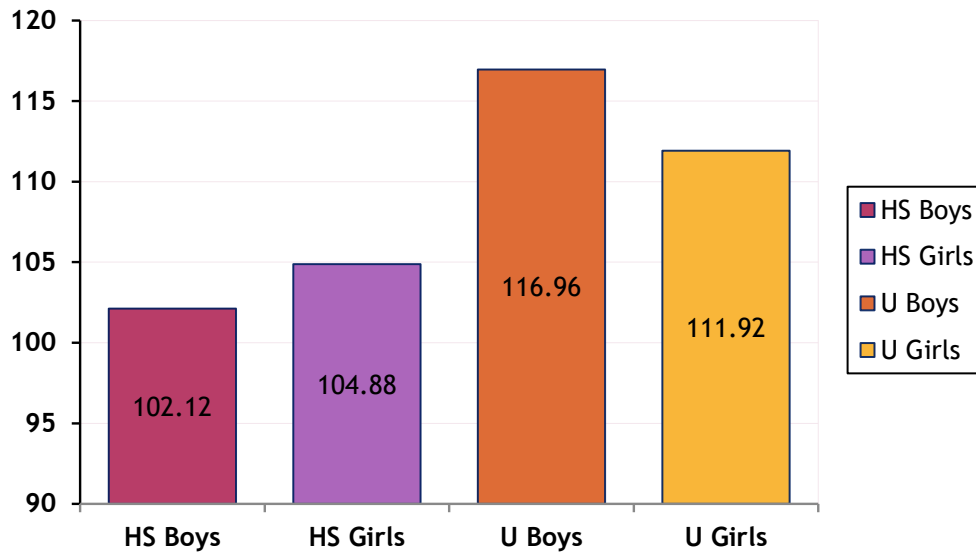


Table – 2: Gender differences in Emotional Intelligence among Higher Secondary as well as Undergraduate students.

Category of Subject	Number	Mean	df	t	P
Higher Secondary Boys	25	102.12	48	-0.99	NS
Higher Secondary Girls	25	104.88			
Undergraduate Boys	25	116.96	48	-0.33	NS
Undergraduate Girls	25	111.92			

NS: Not significant

The result of above table shows that there is no significant difference between the boys and girls students in Higher Secondary as well as Undergraduate students i.e. -0.99 and -0.33 respectively.

Table – 3: Differences in Emotional Intelligence among Higher Secondary as well as Undergraduate students.

Category of Subject	Number	Mean	df	t	P
Higher Secondary Students	50	103.50	98	-7.28	S
Undergraduate Students	50	114.44			

S: significant

The result of above table shows that there is a significant relationship between the two groups of students with regard to emotional intelligence. Further, the Mean of higher secondary and undergraduate students is 103.50 and 114.44 respectively; indicate that there is a progressive increase in the emotional intelligence with increase of age.

Figure – 2: Bar graph showing the differences in Emotional Intelligence among Higher Secondary as well as Undergraduate students.

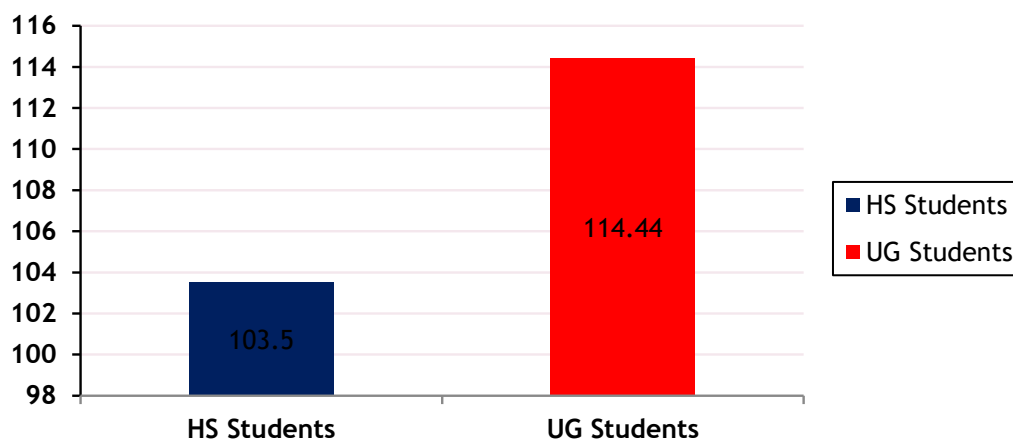




Table – 4: Differences in Academic Achievement among Higher Secondary as well as Undergraduate students.

Category of Subject	Number	Mean	df	t	P
Higher Secondary Students	50	83.6418	98	-14.84	S
Undergraduate Students	50	112.5586			

S: significant

The result of above table shows that there is a significant relationship between the two groups of students with regard to academic achievement. Further, the Mean of higher secondary and undergraduate students is 83.6418 and 112.5586 respectively; indicate that there is a progressive increase in the academic achievement with increase of age.

Figure – 3: Bar graph showing the differences in Academic Achievement among Higher Secondary as well as Undergraduate students.

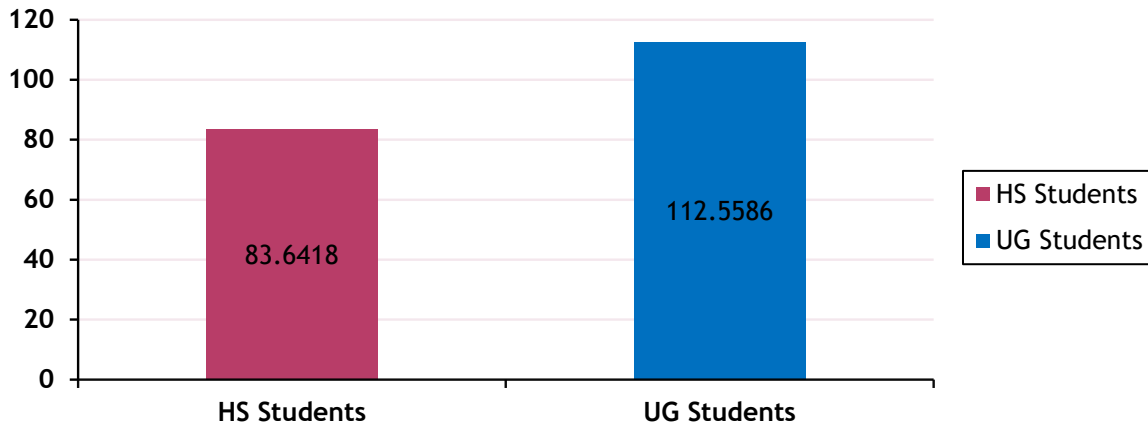


Table – 5: Relationship between Emotional Intelligence and Academic Achievement among different categories of students.

Category of Subject	Number	r
Higher Secondary Boys	25	0.76
Higher Secondary Girls	25	0.855
Undergraduate Boys	25	0.95
Undergraduate Girls	25	0.96

The result of above table shows that there is high positive correlation between Emotional Intelligence and Academic Achievement in all categories of students i.e. 0.76, 0.855, 0.95 and 0.96 respectively.

Figure – 4: Bar graph showing the relationship between Emotional Intelligence and Academic Achievement among different categories of students.

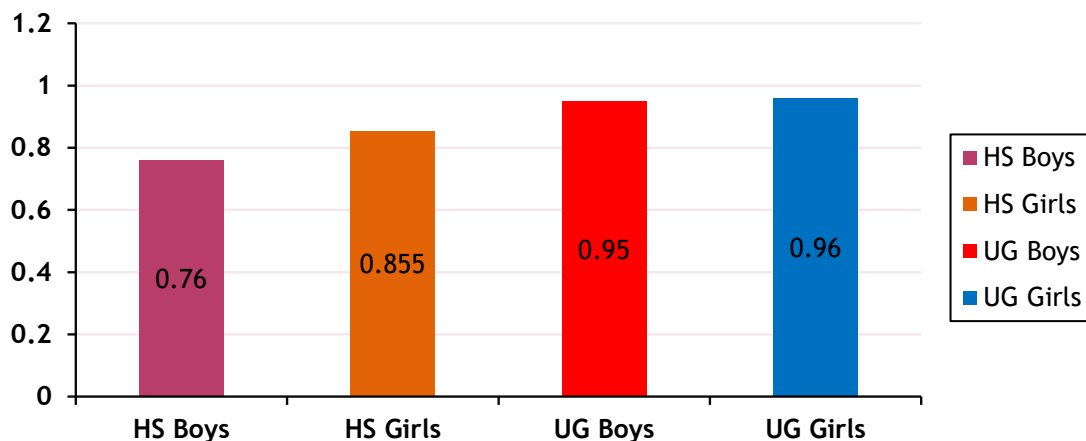


Table – 6: Analysis of Variance of Emotional Intelligence and Academic Achievement among students in higher secondary and undergraduate level.

Variable	Source of Variation	df	SS	MSS	F - ratio
Emotional Intelligence	Between groups	3	5261.04	1753.68	17.87**
	Within groups	96	9418.72	98.1117	
	Total	99	14679.76		

Academic Achievement	Between groups	3	22775.8408	7591.9469	98.08**
	Within groups	96	7430.9982	77.4062	
	Total	99	7430.9982		

\*\* Significant at 0.01 level

The result of above table for the Analysis of Variance performed among the boys and girls in Higher Secondary as well as Undergraduate students on their Emotional Intelligence and Academic Achievement. The F-ratio is 17.87 and 98.08 for Emotional Intelligence and Academic Achievement respectively, which are significant at 0.01 levels. Thus there is a significant difference in Emotional Intelligence and Academic Achievement among the students of higher secondary and undergraduate level

### DISCUSSION

The fundamental concern of the present research study was to examine the relationship between Emotional Intelligence and Academic Achievement. Results of Pearson’s product-moment correlation indicate that Emotional Intelligence of the students is correlated with their Academic Achievement significantly. The finding is consistent with evidence of Schutte et al., (1988) who found that scores on a self-report measure of Emotional Intelligence completed at the beginning of the academic year significantly predicted grade point average at the end of the year. Also Abismara (2000) and Sottlemyer (2002) reported that there is a positive relationship between Emotional Intelligence and Academic Achievement. Parker, Summerfeldt, Hogan and Majeski (2004) discovered that various emotional and social competencies were strong predictor of academic success. Petrides, Frederickson, and Furnham, (2000) found that Emotional Intelligence moderate the relationship between academic performance and cognitive ability. Research’s findings are in contrast with the studies by (Lawrence, and Deepa, 2013; Koifman, 1998; and Zee, Thijs, and Schakel, 2002).

### CONCLUSION

The study provides an insight into the relationship between Emotional Intelligence and Academic Achievement among the students of higher secondary and undergraduate. Results of the present study demonstrate that there is a significant relationship between Emotional Intelligence and Academic Achievement. Also gender wise Emotional Intelligence are correlated with Academic Achievement significantly. The information gathered by the study will help institutions, practitioners, and researchers to better understanding the interplay of Emotional Intelligence and Academic Achievement. Information obtained from the study may contribute

to develop a new model for academic advising among the students of higher secondary and undergraduate, that emphasizes Emotional Intelligence as influencing factors in personal, academic, and career success.

#### Recommendations for Further Research

The following is a list of recommendations for further research:

1. Further studies should be conducted to explore other variables that directly or indirectly contribute to Academic Achievement. Variables may include socioeconomic status, family structure, IQ, cultural differences, and other related variables.
2. Additional studies in the relationship of Emotional Intelligence and student Academic Achievement should be performed to develop education-based intervention models to teach Emotional Intelligence in the classroom.
3. It is recommended that further research include comparisons with different groups, for example a comparison between students of different communities in a similar environment and with a similar academic classification.
4. It is recommended that also use qualitative studies to explore the relationship between Emotional Intelligence and Academic Achievement among students of higher secondary and undergraduate.

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APPENDIX – 1 THE SCHUTTE SELF-REPORT EMOTIONAL INTELLIGENCE TEST

Instructions: The statements given below describe some important events in our lives that require the use of our emotions making decision. There is no right or wrong answer about the statements. There are 33 items all in the form of statements to which you are supposed to either disagree or agree. But in order to know the extent to which you agree or disagree with statements, we have to use a 5-point scale. If you strongly disagree about a statement give a score of 1, just disagree with the statement, give 2; you are undecided to agree with the statement, give 3; you just agree with statement, give 4; and if you strongly agree with the statement gives 5. Please write your response as SD, D, NDA, A, and SA for

strongly disagree, disagree, neither disagree nor agree, agree, and strongly agree respectively in the response column and the corresponding score will

be entered by the investigator. Also try to respond to each item independently when making your choice, do not be influenced by your previous choices.

Sl.No.	Items	Response	Score
1	I know when to speak about my personal problems to others.		
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.		
3	I expect that I will do well on most things I try.		
4	Other people find it easy to confide in me.		
5	I find it hard to understand the nonverbal messages of other people.		
6	Some the major events of my life have led me to re-evaluate what is import and not important.		
7	When my mood changes, I see new possibilities.		
8	Emotions are some of the things that make my life worth living.		
9	I am aware of my emotions as I experience them.		
10	I expect good things to happen.		
11	I like to share my emotions with others.		
12	When I experience a positive emotion, I know how to make it last.		
13	I arrange events others enjoy.		
14	I seek out activities that make me happy.		
15	I am aware of the nonverbal messages I send to others.		
16	I present myself in a way that makes a good impression on others.		
17	When I am in a positive mood, solving problems is easy for me.		
18	By looking at their facial expressions, I recognize the emotions people are experiencing.		
19	I know why my emotions change.		
20	When I am in a positive mood, I am able to come up with new ideas.		
21	I have control over my emotions.		
22	I easily recognize my emotions as I experience them.		
23	I motivate myself by imagining a good outcome to tasks I take on.		
24	I compliment others when they have done something well.		
25	I am aware of the nonverbal messages other people send.		
26	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.		
27	When I feel a change in emotions, I tend to come up with new ideas.		
28	When I am faced with a challenge, I give up because I believe I will fail.		
29	I know what other people are feeling just by looking at them.		
30	I help other people feel better when they are down.		
31	I use good moods to help myself keep trying in the face of obstacles.		
32	I can tell how people are feeling by listening to the tone of their voice.		
33	It is difficult for me to understand why people feel the way they do.		