



Impact Of Emotional Intelligence On Academic Performance Of University Students: Empirical Evidence

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Abstract: In the recent decade, Emotional Intelligence (EI) has evolved as a subject matter of study in academia and management in particular. It is widely regarded as an accurate determinant of scholastic accomplishments. EI has proven record of being a predictor of success in schools and colleges/universities. There is ample evidence in literature that, emotional intelligence accurately influences work success and management ability. Depending upon these considerations, this research paper seeks to determine the influence of emotional intelligence on scholastic success of university learners. Since the involvement of emotional intelligence (EI) in educational prowess needs more investigation, the objective of this research is to see if there is any link encompassing all four dimensions of EI (wellbeing, sociability, self control and emotionality) and academic performance among university students. In this study, 107 participants were randomly chosen from among students enrolled in a variety of Bachelor and Master-level professional programmes at the Chauras Campus of Hemwati Nandan Bahuguna Garhwal University (H.N.B.G.U.) in Srinagar Garhwal, Uttarakhand, and the Maya group of colleges in Selaqui Dehradun, Uttarakhand, India. Participants completed a 30-item questionnaire known as the Trait Emotional In four domains—well-being, self-control, sociability, and emotionality—this survey measures emotional intelligence (EI). In our study, there was a lack of association between academic success and emotional intelligence, which includes well being, self-control, sociability, and emotionality.

Key words: Academic Performance • Emotional Intelligence • Performance • University Students.

Introduction

Countless people have often been interested about the elements that influence students' academic success at establishments of learning extending from pre to post secondary level. Various researches conducted in the field over a significant duration of time highlight a plethora of variables, including individuals' IQ, socioeconomic situation, commitment, societal pressure, teacher-student cooperation, parenting influence, and personality type. IQ was widely regarded as a defining factor and linked to scholastic success amid all of these factors. However, many studies show that IQ isn't

always a credible predictor of students' academic ability (Craggs, 2005). In the recent past, academic literature has become intensely interested in emotional intelligence (EI). There is no doubt that Daniel Goleman's book (Goleman 1996) and the publicity it obtained, contributed to the prevailing, concern for the subject of EI. A variety of widely read books and articles that examine the topic's development and applications in the context of both people and businesses resulted from the topic's popularity. People with EI, a component of interpersonal intelligence, are able to identify their personal and other person's feelings and



make pertinent decisions regarding their thinking and actions (Mayor and Salovey, 1993). Understanding and being able to use the strength and wisdom of emotional responses as a resource for human vitality, practical knowledge, relationships, and control is referred to as emotional intelligence (Cooper and Sawaf 1998). The capacity to recognize, use, understand, and manage emotions is what is meant by this term (Mayer and Salovey, 1997). In fact, it is crucial to monitor and fully comprehend emotions in order to achieve success in personal, social and professional life. Traditionally, educational institutions have prioritized rational and logical intelligence over other types of intelligence. It's been fascinating to discover that much of our accomplishment is not due to cognitive skills determined by IQ tests, but rather due to our ability or knowledge of maintaining social connections, portraying a favorable image of oneself, and influencing how others see us (Goleman, 1996).

Review of studies

Emotional Intelligence and Performance

Goleman (1996) asserted that EI also plays a significant role, refuting the conventional wisdom that only IQ affects academic performance. Academic accomplishment is strongly influenced by a pupil's disposition (Wuensch and Lao, 1987). Positive outcome measures like personal and job contentment, interpersonal competence, companionship, job efficiency, psychic health, physical well being, and psycho physiological parameters of coping mechanisms have all been shown to be positively correlated with EI (Martins et al, 2010). EI is also necessary for improved interpersonal and communication abilities. Improved communication abilities contribute to

better health outcomes and fewer patient complaints.

In some contexts, the teaching of empathy has indeed been incorporated in certain curricula since it can impair students' communicative ability, which can then indirectly lead to poor academic performance (Grewal and Davison 2008). Only producing the smartest experts will not suffice in the fierce competition of today. The development of students' full personalities, including their cognitive, psychological, and social abilities, should also be a priority at universities because this will aid degree holders in their future pursuits (Seal et al 2011). For a person to achieve their goals, emotional intelligence is more important than general intelligence (Joshi et al., 2012). Researchers have demonstrated a connection between success in the classroom and in the office and emotional intelligence (EI), which is related to individual cognitive performance far beyond level pertaining to general intelligence (Romanelli et.al 2006). Following a review, Shechtman (2002) came to the conclusion that in order to improve performance, social and psychological needs must also be addressed. According to a study, mediocrities have higher levels of anxiety, self-criticism, defensiveness, feeling rejected, and keeping more impossible goals (Gaver and Goliez, 2000). A study of secondary school students in Nigeria discovered a favorable relationship between EI and school performance. Other studies also yielded equivalent results. (Mahyuddin et al 2009, Parker et al 2004, Parker et al 2005). Students who have emotional intelligence are seen as friendly and non-aggressive by their peers and teachers (Brackett et al., 2011). This enhances peer relationships and fosters intellectual growth, both of which result in higher academic success (Berndt 1999, Ford and Smith, 2007,



Schutte et al. 2001). According to Low and Nelson (2006), a student's success in college and personal well-being depend on their EQ. Youngsters with emotional intelligence abilities, according to this argument, are effectively equipped to endure the rigorous and tough college experience. People can concentrate on their learning and perform well in school if they are able to successfully navigate life in academia.

The outcomes of studies on the connection between EI and academic success have indeed been equivocal. Several additional researches found no significant links between EI and academic achievement. (Newsome et al 2000) looked at the association between EI, intellectual abilities, temperament, and educational success. The Emotional Quotient Inventory (EQ-i) was applied to measure emotional intelligence, which contained the overall EQ-i score along with 5 EQ-i aggregate factor scores. Neither the EQ-i component values nor the overall EQ-i value were shown to be substantially associated to academic success. O'Connor and Little (2003) employed self-report and ability-based emotional intelligence tests to examine the connection between college students' academic success, as assessed by grade point average (GPA), and emotional intelligence. The findings revealed that regardless of the measurement method, emotional intelligence was not a significant marker of scholastic achievement. In their study on engineering students, Skipper and Bradenburg (2013) sought to ascertain if a student's strong academic achievement (as assessed by GPR) and high EI score were positively correlated. It was not proven that EI improved academic achievement. In their research of Saudi Arabian medical students, Altwirji et al. (2021) discovered no statistically

relevant correlation between EI and educational achievement.

Emotional intelligence and educational success in India are adversely associated, according to Shah et al. (2014). A different study discovered no statistically relevant connection between academic success and emotional intelligence (Bastian et al 2005).

Need for the study

EI's effects on work performance have been thoroughly researched, while its effects on academic achievement have gotten far less attention. While the majority of research have showed minimal or no link, a small number have revealed a high correlation between EI and academic success. In order to ascertain how EI influences university students' academic performance, additional study is necessary. The following study sought to bridge a knowledge gap and dearth of studies on how emotional intelligence (EI) affects educational outcomes.

Research Objectives

The following goals serve as the study's direction:

1. Exploring the connection between Emotionality and academic achievement among university graduates.
2. Exploring the connection between Self control and academic achievement among university graduates.
3. Exploring the connection between Well being and academic achievement among university graduates.
4. Exploring the connection between Sociability and academic achievement among university graduates.



Research Methodology

In the current study, the Trait Emotional Intelligence Short Form (TEIQue-SF) was utilized to determine students' total EI. A 30-item survey called the TEIQue-SF is used to gauge overall trait EI. It comes from the instrument's full form, which includes 4 factors and 15 facets (Petrides 2001, 2009). 26 questions make up the TEIQue-SF, which are divided among 04 factors: well-being (6 questions), self-control (6 questions), emotionality (8 questions), and sociability (6 items). The four remaining items are unrelated to any one factor and directly affect the overall trait EI score. This survey evaluates emotional intelligence (EI) in four areas: wellbeing, self-control, sociability and emotionality (Shipley et al 2010, Smith et al 2008). The trait EI questionnaire has indeed been demonstrated to be a more accurate predictor of EI than the ability measure (Gardner and Qualter, 2010). Students were instructed to score each sentence on a scale of 1 (totally agree) to 7 (absolutely disagree) based on their intensity of approval or disapproval (completely disagree). Table 01 contains descriptive information on the four aspects of EI. The survey was completed by 107 students (4 responses were discarded on the basis of incomplete information) enrolled in

various Bachelor and Master level professional programmes at Chauras Campus of Hemwati Nandan Bahuguna Garhwal University (H.N.B.G.U) in Srinagar Garhwal, Uttarakhand, and the Maya group of colleges in Selaqui Dehradun, Uttarakhand, India. This complies with Hair et al. (2014)'s advice that a sufficient sample size for regression analysis requires at minimum of 10 samples per independent variable using the 10:1 ratio. The current analysis has four independent variables therefore it has the minimal number of samples—40—recommended by experts. According to the demographics, around 40% of the 103 respondents are from master's-level courses, with the remainder from bachelor's-level courses. Only 5% of respondents are over the age of 25, with the bulk lying between the ages of 20 and 25. The sample includes an equal number of men and women.

The students' CGPA was determined by self-reporting. Data screening was done to make sure that the values entered were within the stated ranges that were acceptable (Tabachnick and Fidell, 2018). The reliability of alpha for all four EI components ranged from 0.769 to 0.904 for all EI sub constructs (Kline, 2011).

Table 1: Descriptive statistics

Emotional Intelligence Independent variables	Mean	Median	Mode	Standard Deviation	Minimum	Maximum
Independent Variable 1: Emotionality (8 items)	5.497	6.00	5.0	1.312	1.5	7.0
Independent Variable 2: Self-control (6 items)	30.08	30	30	4.995	20	42
Independent Variable 3: Well Being (6 items)	28.35	28	29	4.235	14	42
Independent Variable 4: Sociability (6 items)	28.62	28	27	5.545	15	42



H1: There is a significant positive connection between emotionality and academic success of university graduates as measured by student CGPA.

To determine whether there is a connection between emotionality and academic success, correlation tests (Table 2) were run. According

to the Pearson correlation coefficient ($r = .047$) and the p value (0.634), which is higher than the alpha value (0.05), there isn't a statistically significant link between university students' emotionality and academic success.

		CGPA	EMOTIONALITY
CGPA	Pearson Correlation	1	.047
	Sig. (2-tailed)		.634
	N	103	103
EMOTIONALITY	Pearson Correlation	.047	1
	Sig. (2-tailed)	.634	
	N	103	103

Table 2: Correlation between Emotionality and Academic Success as assessed by student CGPA.

H2: There is a significant positive connection between Self control and academic success of university graduates as measured by student CGPA.

Correlation tests were done to examine whether self-control and academic achievement were

connected (Table 3). Because the p value was greater than the alpha value (0.05) and the Pearson correlation coefficient was ($r = -.060$), it was discovered that there is no statistically significant link between self control and academic success among university pupils.

Table 3: Correlation between Self control and Academic success as measured by student CGPA.

		CGPA	SELF CONTROL
CGPA	Pearson Correlation	1	-.060
	Sig. (2-tailed)		.550
	N	103	103
SELF CONTROL	Pearson Correlation	-.060	1
	Sig. (2-tailed)	.550	
	N	103	103



H3: There is a significant positive connection between wellbeing and academic success of university graduates as measured by student CGPA.

Correlation tests were performed (Table 4) to see whether there is an association between wellbeing and academic success. The Pearson correlation was estimated to be ($r = .083$), and the p value was found to be 0.404, indicating that there is no statistical correlation between university students' well-being and academic success.

H4: There is a positive link between sociability and educational success.

The correlation test was used (Table) to see whether there was an association between sociability and academic success. Pearson's coefficient of correlation was found to be ($r = -.074$), and the p value was found to be 0.460, which is larger than the alpha value (0.05), signaling that there is no statistical association between sociability and academic success of university students.

Table 4: Correlation between Well being and Academic success as measured by student CGPA.

		CGPA	WELL BEING
CGPA	Pearson Correlation	1	.083
	Sig. (2-tailed)		.404
	N	103	103
WELL BEING	Pearson Correlation	.083	1
	Sig. (2-tailed)	.404	
	N	103	103

Table 5: Correlation between Sociability and Academic success as measured by student CGPA.

		CGPA	SOCIABILITY
CGPA	Pearson Correlation	1	-.074
	Sig. (2-tailed)		.460
	N	103	103
SOCIABILITY	Pearson Correlation	-.074	1
	Sig. (2-tailed)	.460	
	N	103	103

Discussion and Implications

Academic success is characterized as "knowledge attainment ability or degree of competence in school tasks often measured by standardized tests and reflected in a grade or units depending on student performances." Researchers have examined a variety of

characteristics that can affect academic results, including motivation, parenting methods, socioeconomic background, instructional strategies, and social conduct (Roth J. A 1956). The investigation of the elements influencing academic success has a long history. IQ has traditionally been considered to be a significant



stimulant. Non-cognitive factors have been identified as potential drivers in recent years. Several studies have looked into EI as a determinant of scholastic success, with the awareness that non-cognitive elements may fall within the scope of EI (Zhou et al 2020). In 1996, Goleman concluded that EI has a big impact on academic success. A pupil's temperament influences academic achievement significantly (Wuensch and Lao 1987). According to Scechtman's study, in addition to academic demands, interpersonal and psychological components must be stressed in order to boost efficiency (Shechtman 2002).

The goal of this research is to look at the connection between specific emotional intelligence traits and academic success. For the sample, convenient sampling technique was employed. The current study sample included of 103 students, approximately 50% male and 50% female, who were enrolled in various Bachelor and Master level professional programs courses at the Hemwati Nandan Bahuguna Garhwal University (H.N.B.G.U) Chauras campus in Srinagar Garhwal and the Maya Group of colleges in Selaqui, Dehradun ,04 hypotheses were developed and tested in an apparent effort to portray the image of students' EI abilities in connection to their educational success, as evaluated by cumulative grade point average (CGPA). The Trait Emotional Intelligence Short Form (TEIQue-SF) was employed to assess students' overall emotional intelligence across four domains: wellbeing, emotionality, sociability, and self control. The first hypothesis proposed a linkage between emotionality and educational success. According to the correlation, there is no statistical linkage between emotionality and educational success. The second theory put out a connection between self-control and academic success. The

correlation results show no statistical relationship across self-control and scholastic achievement. The third theory postulated a connection between well being and academic accomplishment. The correlation data show that there is no meaningful connection between well being and academic accomplishment. The fourth theory proposed a link between sociability and academic achievement. The correlation data show that there is no connection between sociability and academic achievement. The study's conclusions are consistent with those of prior research that found no conclusive link between academic achievement and emotional intelligence. O'Connor and Little (2003) used self-report and ability-based measures of emotional intelligence to examine the link between EI and academic accomplishment, as evaluated by grade point average (GPA), in college pupils. The findings revealed that, regardless of the instrument employed to assess it, academic success was not strongly predicted by emotional intelligence. Skipper and Bradenburg (2013) investigated if there was a beneficial association between an engineering student's excellent academic achievement (as evaluated by GPR) and a high EI score. The concept that EI improves academic achievement was not substantiated. Altwirji et al., (2021) did not discover a statistically significant correlation between EI and educational success. in a study of Saudi Arabian medical students. (Newsome et al 2000) looked at the association between emotional intelligence (EI), intellectual capability, personality type, and scholarly achievement. The Emotional Quotient Inventory (EQ-i) was employed to gauge EI, which included the total EQ-i score along with the 5 EQ-i composite factor values. Neither the EQ-i component values nor the overall EQ-i value were shown to be substantially associated to academic success.



Limitations

This study has some limitations, just like all other research designs. Since the data was only gathered from two universities, the findings should first be cautiously generalized. We advise researchers to use a range of different students to confirm the study's conclusions. Future studies should consider alternative EI models like the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) or the Emotional Quotient Inventory (EQi) in order to discover whether they can better predict academic achievement (Nasir and Masrur, 2010). Last but not least, this study's limitation is its small sample size.

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