Emotional Intelligence Predicting Academic Achievement among College Students

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Abstract: *Emotional Intelligence (EI) is considered as a successful predictor of Academic Achievement. Researchers have claimed that EI predicts success in schools/colleges/universities. The present study is an attempt in this direction. Three hundred Post-graduate girl Psychology students, studying at Indian Institute of Psychology and Research, Bangalore University, Bangalore, constitute as a sample for the present study. The students are administered with Emotional Intelligence Scale to measure their Emotional Quotient (EQ). EQ score is compared with all the four semester examination marks of the college students. Results clearly indicate that there is a significant difference (P >0.01) existing between the EQ and Academic Achievement of college students in all the semester examinations. EQpredicts Academic Achievement. Students, who are high on EQ, are academically excellent. EI plays a major role in promoting Academic Achievement among college students. Development of EI among college students leads to academic success.*

Keywords: Emotional intelligence, Emotional Quotient, Academic Achievement, Psychology students

1. Introduction

Emotional intelligence theory was originally developed by the research work / writings of Harvard Gardener (Harvard), Peter Solovey (Yale) John Mayer (New Hampshire) during the 1970's and 1980's. Daniel Colman's book entitled as "**Emotional Intelligence**" identifies 5 domains of Emotional Quotient such as Self - recognition (knowing your emotions), Self -regulation (managing your emotions), Self - motivation (motivating yourself) Empathy (recognizing and understanding others emotions) and Handling relations (managing emotions of others). (Nelson and Low, 2003; Solovey and Mayer, 1990).

Development of **EI** is an intentional, active and engaging process (Nelson and Low, 2003). By developing **EI**, one can become more productive and successful. **EI** appears to be a core ingredient that, when developed and well employed, has wide ranging benefits for learning, relationship and wellness Academic achievement and academic performance have been determined by variables such as family, school, society and motivational factors (Aremu, 2004). Dr. Parthasarathy (2000), HOD, Dept. of Social Work, NIMHANS, has highlighted the role of parents and teachers in cultivating emotional intelligence.

Jaeger (2003) delineated the fact that **EI** and academic achievement are positively correlated. Abisamra (2000) reported that there is a positive relationship between academic achievement and **EI**. Majority of the research suggests that **EI** abilities lead to superior performance even in the most intellectual career. **EI** predicts academic achievement (Zee, et al., 2000; Parker, et al., 2004; Marquez Martin, et al., 2006; Pavithra Raj and Dr Chandramohan,2014). The present study was carried out to test this assertion on final year Post– graduate Psychology girl students.

2. Aim

Aim of the present study was to find out the relationship between **EQ** and Academic Achievement among Psychology girl college students

3. Objective

EI plays a major role in the Academic Achievement. Once it is identified at an early stage, students can be helped to develop **EI** so that they will be successful in the Academic Achievement. The other objectives are
- Development of **EI** reduces attrition rate among college students
- Emotionally intelligent student can work efficiently in the workplace

4. Materials and Method

Three hundred healthy and well motivated final year, M.Sc., Psychology girl students, age ranging from 23 to 25 years, studying at Indian Institute of Psychology and Research, Bangalore University, Bangalore, constituted as a sample for the present study (**Table 1**)..

Table 1: Sample Characteristics

DISCIPLINE	NUMBER
M.Sc., CLINICAL PSYCHOLOGY	100
M.Sc., COUNSELLING PSYCHOLOGY	100
M.Sc., INDUSTRIAL PSYCHOLOGY	100

Table 1 showed sample characteristics. Out of 300 girl students, 100 girl students each were studying Clinical Psychology, Counseling Psychology and Industrial Psychology. Hence, the sample selected for the study was a homogeneous sample. Students were administered with **Emotional Intelligence Scale** to measure **EQ**.
Short details of the psychological test, is as follows:

Emotional Intelligence Scale (**EIS**) has been developed by **Schutle et al**., (1998) to measure EQ. It is a five point rating scale and the ratings are Strongly Agree (5) , Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1), which measures five domains of **EI** such as Self-recognition (knowing your emotions), Self-regulation (managing your emotions), Self-motivation (motivating yourself) Empathy (recognizing and understanding others emotions) and Handling relations (managing emotions of others). College students were asked to record their responses on a separate answer sheet. There were 33 items and it usually takes 20 minutes to complete the test.

Scoring: Each correct answer is awarded with marks. Minimum raw score is 33 and the maximum 165. Out of 33, seventeen items are reverse scored and they are 1, 3, 5-10, 12-13, 16-19, 24, 29, 30. All the other items are taken as it is (straight sixteen items).

Ratings	Positive Responses	Negative Responses
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

The items are scored domain wise. The Overall score gives **EQ** of the student. Higher the score, higher the Emotional Intelligence.

EQ was compared with four semester examination marks of the college students to find out the relationship, if any, between **EQ** and Academic Achievement.

The data thus collected were subjected to **ANNOVA** to find out the relationship, if any, between **EQ** and Academic Achievement

5. Results and Discussion

Results of the present study were discussed in **Tables 2** to **5** and **Figures 1** and **2**.

Table 2: Relationship between EQ and First Semester marks of girl students

EQ			Semester Marks Obtained		F – Value
Grade	Number	%	MEAN	SD	
High	69	22.9	73.92	8.23	14.105**
Average	139	47.1	68.94	8.59	
Low	92	30.0	60.75	11.54	

** Significant at 1% level

 EQ was compared with the first semester examination marks (**Figure 1** and **2**). It was seen from the **Table 2** that 69 girls are High (Very good), 139 are Moderate (Average) and 92 are Low (Poor) on **EQ**. Similarly, girl students scored 73.92 as a mean score in the Very good category, 68.94 in the Average category and 60.75 in the Poor category on academic performance. The calculated F- Value, 14.105 was greater than the Tabular value, hence, there was a significant

difference (P <0.01) existing between the **EQ** and Academic Achievement. The students, who were high on **EQ** were also Very good in their Academic Achievement. **EQ** predicted academic success. Results of the present study were corroborated with the findings of Abisamra (2000), Zee, et al., (2000); Aremu (2004; Pavithra Raj and Dr Chandrmohan, 2014).

Table 3: Relationship between EQ and Second Semester marks of girl students

EQ			Semester Marks Obtained		F – Value
Grade	Number	%	MEAN	SD	
High	69	22.9	75.04	7.54	14.274**
Average	139	47.1	68.22	9.56	
Low	92	30.0	65.16	8.66	

** Significant at 1% level

EQ was compared with the second semester examination marks. **Table 3** showed that 69 girls are High (Very good), 139 are Moderate (Average) and 92 are Low (Poor) on **EQ**. Similarly, girl students scored 75.04 as a mean score in the Very good category, 68.22 in the Average category and 65.16 in the Poor category on academic performance. The calculated F – Value, 14.274, was greater than the tabular value, hence, there was a significant difference (P <0.01) existing between the **EQ** and academic achievement. The students, who were high on **EQ** were also Very good in their Academic Achievement. **EQ** predicted academic success Results of the present study were corroborated with the research conducted by Abisamra (2000), Zee, et al., (2000) and Aremu (2004; Pavithra Raj and Dr. Chandrmohan, 2014).

Table 4: Relationship between EQ and Third Semester marks of girl students

| EQ			Semester Marks Obtained		F – Value
Grade	Number	%	MEAN	SD	
High	69	22.9	81.82	8.35	9.901**
Average	139	47.1	69.22	9.35	
Low	92	30.0	64.66	9.94	

** Significant at 1% level

EQ was compared with the third semester examination marks. **Table 4** showed that 69 girls are High (Very good), 139 are Moderate (Average) and 92 Low (Poor) on **EQ**. Similarly, girl students scored 81.82 as a mean score in the Very good category, 69.22 in the Average category and 64.66 in the Poor category on academic performance. The calculated F – Value, 9.901, was greater than the tabular value, hence, there was a significant difference (P < 0.01) existing between the **EQ** and Academic Achievement. The students, who were high on **EQ** were also Very good in their Academic Achievement. **EQ** predicted academic success. Results of the present study were corroborated with the research conducted by Abisamra (2000), Zee, et al., (2000) and Aremu (2004; Pavithra Raj and Dr. Chandrmohan, 2014).
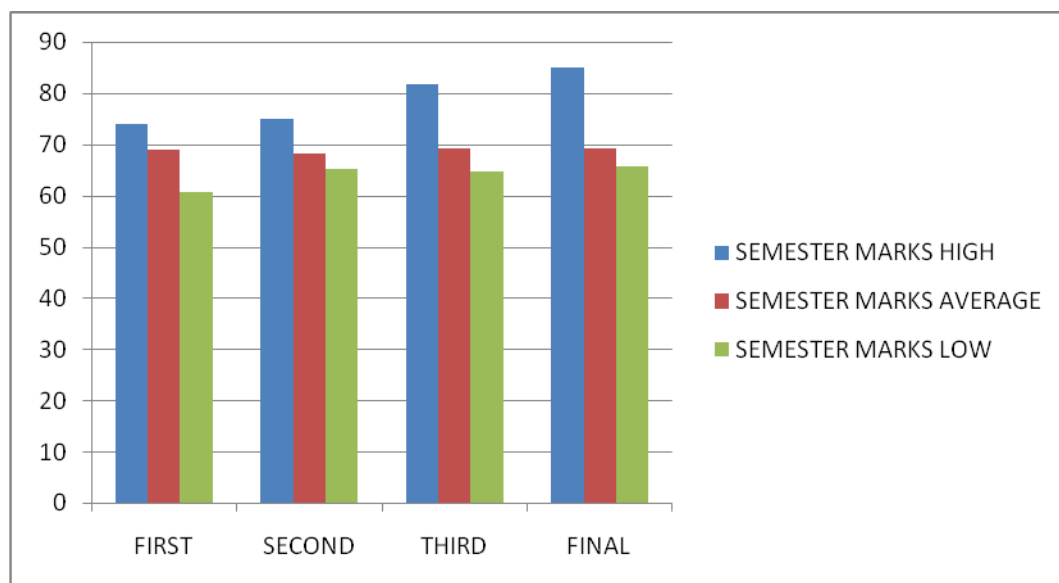
Table 5: Relationship between EQ and Final Semester marks of girl students

EQ			Semester Marks Obtained		F – Value
Grade	Number	%	MEAN	SD	
High	69	22.9	85.10	6.93	11.235**
Average	139	47.1	69.16	9.09	
Low	92	30.0	65.67	8.65	

** Significant at 1% level
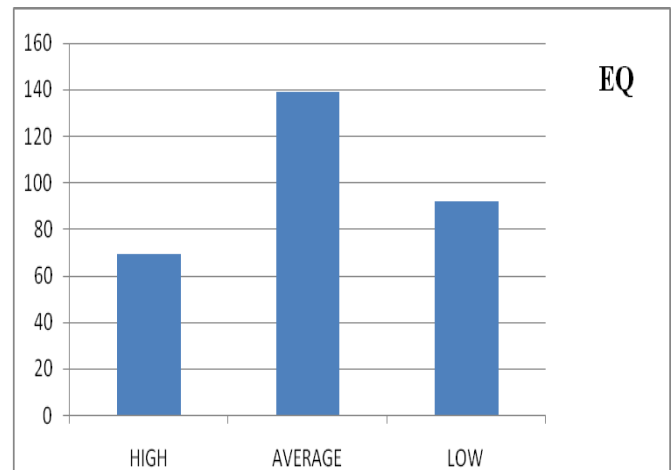
Figure 1: Emotional Quotient of College Students

Figure 2: Semester Examination Marks

EQ was compared with the final semester examination marks. **Table 7** showed 69 girls were Very good with the mean score of 81.10. The mean score was found to be decreasing gradually with reference to the **EQ**. **F**-Value indicates that there was a significant difference (P >0.01) existing between the **EQ** and Academic Achievement. **EQ** predicted academic success. Results of the present study were corroborated with the research conducted by Abisamra (2000), Zee, et al., (2000) and Aremu (2004; Pavithra Raj and Dr. Chandrmohan, 2014). An emotionally intelligent student can use such skills to overcome stress and anxiety associated with test taking situation and workplace.

6. Summary and Conclusions

EI appears to be a core ingredient that, when developed and well employed, has wide ranging benefits for learning, relationship and wellness. Academic achievement and academic performance have been determined by variables such as family, school, society and motivational factors. However, **EI** plays a major role in the Academic achievement and academic performance. Hence, the present study was undertaken to find out the relationship between **EI** and academic achievement among Post-graduate girl students because level of maturity will be more. Psychology students were selected because they are going to be mental health care professionals. The following conclusions are drawn from the present study:

1. **EQ** predicts success in academic performance of the girl students in all the four semester examinations
2. Higher level of **EI** would improve employee performance and interaction in the workplace
3. Educational psychologist should encourage the development of a strong **EI** in the students through counselling / intervention programmes and enabling environment
4. **EI** promotes not only academic achievement but also success in the family / workplace

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