

EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG GRADUATE STUDENTS

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ABSTRACT

The present research is conducted to investigate the contribution of emotional intelligence to academic achievement among graduate students. The sample consist of 200 students, 100 each from Hindi and English medium (50-girls and 50 -boys). Emotional Intelligence scale developed by Chadha (2000) is employed and the academic performance is considered as academic achievement. The t-test is employed to analyze the obtained data. Results revealed that no significant difference is found between Hindi medium and English medium students regarding Emotional Quotient whereas, academic achievement is high among English medium students. Also, gender differences are found significant at both variable i.e academic achievement and emotional intelligence.

Emotional Intelligence and Academic Achievement among Graduate Students

Emotions are believed to be some things which are supposed to cloud thoughts and judgmental process. Intelligence has been considered as the ability to adjust oneself according to the new and changing situation. Commonly, Emotional Intelligence refers to accurate, recognition of one's and others moods, attention to and discrimination of one's emotions, balancing of honest expressions of emotions against courtesy, consideration and respect (Processing Social and Communication Skills) and mood management or control over emotions, responses with appropriate (adaptive) emotions and behaviours in various life situations, specially to stress a difficult situation. In addition to these, the behaviour styles, the nature preferred for the

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behaviour, e.g. involvement of motivation, the way of handling conflict, achievement and so on, act as a supplementary of emotional intelligence.

Emotional Intelligence is still a relatively new concept for researchers and even the experts. Goleman (1995), has defined it as "the ability to monitor one's and other's emotions, to discriminate among them and to use the information to guide one's thinking and actions."

Those who coined the term Emotional Intelligence were to a lesser or greater degree aware of non- cognitive aspect of Intelligence and Emotional Intelligence could have been smelt even when, Hunter and Hunter (1984), found that Intelligence quotient was not a good predictor of performance and at best accounts for may be around twenty five percent of the variance.

The atmosphere of educational institutions generally is rarefied and as such a pertinent question arises as to whether emotional skills can be taught? Even if this is possible, this teaching would challenge all the basic tenets of the current paradigms of institutions based learning. Many would argue that teaching-learning is not question of institutions, but rather the responsibilities of parents. But, if we go to the psychological aspects, we find that the families have shrunk from as extended community to its strict minimum and much less time is spent in the family then in the educational institutions. Today, parents are not always in the positions to cope with or dispense such emotional skills.

The search for correlates of emotional Intelligence is in its infancy. There is no denying the fact that the effect of Emotional Intelligence on outcome variables is more through certain emotional dimension. Performances and behavior, achievements are all inherent is the making of emotional intelligence.

Intelligence is an important dimension for achievement. Achievements are the yardsticks of success, status and successes in social adjustment. McClelland (1953), talks of need for achievement as basic as other biological and other socio-psychological needs. Need for achievement sprouts from achievement motive. The motive of 'achievement' develops through early training as well as experience learning.

Many studies observed and proved that the management of emotions has a significant relationship with achievements. Achievement motive may be considered as a disposition to approach success, acquire abilities and capacities not only to work for its accomplishments but also to view it as a crown of glory.

Schutte, et al (1998), developed a thirty three item self-report measure emotional intelligence have predictive value as in his study. He was able to identify high performance. Goleman (1995), opined, "Emotional intelligence was two times as important in contributing to excellence than intellect and expertise alone".

It has been seen that students with higher emotional intelligence have higher self-esteem, optimism, achievement and success orientation, sociability and friendliness, social competence, capacity to develop one's full potential, adaptive capacity, integrity and honesty and general intelligence. Thus, there is no denying that emotional intelligence is much more important in predicting the level of success and satisfaction in life than intelligence quotient.

In a research to explore the levels of emotional intelligence in graduate students, Wang (2000), found that whites as compared to non-whites showed higher reported levels of emotional intelligence. Emotional intelligence driers emotional education and this means that there ought to be a relationship between emotional intelligence and educational success, well as success in life (Rich and Fletcher, 2002). Wottaszewski (2001), also showed that emotional intelligence contributes significantly to social and academic success.

Lack of emotional intelligence and gender differences in relation to learning disabilities in college students was probed by Reiff et. al (2001). Stottelemyer (2002), examined emotional intelligence with reference to achievement and implications for educations showed that here was a significant relation between emotional intelligence skills and academic achievements. Emotional intelligence may account for a significant portion of overall intelligence and as such may be a predictor of success (Boyce, 2002). With this assumption, he studied the correlation between emotional intelligence and academic success. Tehan (2002), focused upon emotional intelligence as a predictor of graduation but unfortunately found that it was not a critical factor.

Emotional intelligence could be the basis of prediction of academic achievements and this was found valid with under graduate students of psychology (Barchard, 2003). Feldman (2004) also found in his study of college freshmen that there was a modest significant relationship among emotional intelligence, risk tolerance, academic hardiness and prediction of academic success. Asmari (2014) made study on Emotional Intelligence and Academic Achievement: A Comparative, Gender-Based Study of Undergraduate English Language Learners in Saudi Arabia. The present study aimed at investigating the effects of EI on academic achievement of male and female English language undergraduates in Saudi Arabia. Data were collected from 100 male and 100 female students through Emotional Quotient Inventory (EQ-I, 125). The responses were compared with their performance in English language tests. It was found that higher EI levels of female undergraduates had positive impact on their performance in English language tests. Females also scored better in EI constructs: intrapersonal, interpersonal, stress management and general good. However, adaptation was not significant in both genders. Results demonstrate a trend of social and educational change in Saudi Arabia as female students are performing better compared to their male counterparts. Accordingly, if EI skills are strengthened and enhanced in students of both genders, they may potentially display better levels of personal and academic achievements.

OBJECTIVES AND HYPOTHESES OF THE STUDY

Objective:

1. To study the effect of medium (English/ Hindi) and gender on emotional intelligence and academic achievement among graduate students.

Hypotheses: The four main hypotheses have been formulated for the present study:

1. There is a significant difference between the English medium students and Hindi medium students on levels of emotional intelligence.
2. There is a significant difference between English medium and Hindi medium students on levels of academic achievement.
3. There is a significant difference between the boys and girls on the level of emotional intelligence.
4. There is a significant difference between the boys and girls on the level of academic achievement.

METHODOLOGY

Sample: The present study includes the sample of 200 students i.e. 100 students (50 girls and 50 boys) from English medium institutions and 100 students (50 girls and 50 boys) from Hindi medium institutions from Haridwar district. The criteria include the same age group and equal socio-economic status.

Tools Employed: Two test materials are used. Details are as follows:

Emotional Intelligence Scale - The scale was developed by Chadha (2000). In this fifteen item section, have five probable response and the subjects had to tick one of the five for each of the fifteen. The response ranges from 0-20 depending on the assigned weightage for the relevant responses. The representation of E.Q. is done as below 140 were supposed to have E.Q. which was of concern, 141-175 was considered to be below average, 179-249 was taken to be average, 250-280 represented high and above 280 was very high.

Academic Achievement - The data was based on the results of the students, that is the academic performance considering it as achievement the percentage as per the academic records reflected the achievement.

RESULT AND DISCUSSION

Table1: Comparison between English Medium and Hindi Medium Graduate Students on level of E.Q.

Group	N	Mean	S.D.	t-value
English Medium Students	110	114.50	30.2	0.95 ^{NS}
Hindi Medium Students	100	110.78	24.8	

Ns - Not significant

Above Table-1 revealed that English medium students ranked higher means (M= 114.50) in comparison to its counterpart the students of Hindi medium (M=110.78). On face value there appears to be differences between English medium and Hindi medium students thus far do not meet the required significance levels as per the t-test. The aspect behind the more emotional intelligence among English medium students may be the socio-economic background and related

to personality development. Tiwari and Srivastava (2004) in his study found that emotional intelligence scores are positively related to the home school environmental quality. English medium students were found to have the ability to handle emotional situations leading to resentment, respect emotions, and identifying triggers and being committed to more trusting relationships and to create an emotional intelligence culture.

The reason of lower level of emotional intelligence in Hindi medium students seems to be related with the parent-child interactions and relationship also. Ladd and Price (1987), Salvoverly and Rosenhan (1989), Steinberg (1996) and several other psychologists have put emphasis upon family environment.

Kurdek and Fine (1993) conclusion appears to be appropriate in this context that family's socio-economic, educational, moral and emotional support may either open or may shut the opportunities for young generation.

Table-2: Comparison between English Medium and Hindi Medium Graduate Students on the level of Academic Performance.

Group	N	Mean	S.D.	t-value
English Medium Students	110	140.75	48.2	0.95 ^{NS}
Hindi Medium Students	100	125.85	35.0	

Ns - Not significant

Here, achievement goes, these are assessed on the basis of performance in School. The above table indicates that English medium students and the Hindi medium students are different on the basis of academic performance. English medium students are found to be high on academic performance; the previous table revealed that they were also high on E.Q. So, we can say that high emotional intelligence can help to achieve aims or goal considered by the individual. E.Q. is essential to take the right decision and solve problems.

Research findings tend to show that family environment is an important influence in students' achievement. Favourable home environment has been effective for the academic achievement of

children. Bornbusch, Ritter, leidernan, Roberts and Fraleigh (1987) found that authoritative parenting style, which includes open communication group decision-making and praise for good grades is strongly associated with academic success.

Table -3: Comparison between Girls and Boys Students on levels of Emotional Intelligence

Group	N	Mean	S.D.	t-value
Boys	100	50.32	13.01	2.71*
Girls	100	45.03	14.6	

* Significant at 0.01 level

Evident from the mean Score (in Table-3) itself is the fact that boys have higher emotional intelligence score than the girls. The difference shows the 't-value' 2.71, Significant at 0.01 level. Results indicates that emotional intelligence is affected by the personality traits. As the boys are seemed to be more stable regarding emotion, easily understand their own feeling and respond appropriately to the every day environment successfully. In comparison to girls, boys have the knack of recognizing, perceiving and controlling their emotions because they are aware of their impact on others. They also add a dash of personality traits like self management, empathy and trust worthiness to this affective component to put forth a wholesome effect.

Table -4: Comparison between Girls and Boys Students on levels of Academic Achievement

Group	N	Mean	S.D.	t-value
Boys	100	70.08	9.41	2.19*
Girls	100	67.23	10.14	

* Significant at 0.05 level.

In case of academic achievement among boys and girls students, the table 4 reveals the boys and girls differ significantly on having t-value of 2.19, significant at 0.05. Perusal indicates that girls rank high on academic achievement to their counterpart. Female/girls of past Indian society were treated as second grade citizens usually not allowed to decide, express, react and protest freely but the accelerated trend of modernization has directly or indirectly helped females in achieving

equal status in the family and all segments of the society. In present time girls have become confident self-reliant, emotionally -socially matured and balanced developing immense capacity to keep a healthy interaction between the families and the outer world. All these changes have affected the achievement in their lives.

CONCLUSION: Results of the study reveals that on the level of E.Q. among Hindi medium and English medium students no significant difference was found. English medium students are found to be higher on academic performance. Gender differences were also found to be significant on both variables; boys were high on emotional intelligence and academic achievement than girls. Present study needs further research to explore the findings.

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