

Components of Emotional Intelligence Determining the Academic Performance: A Study of College Students

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ABSTRACT

Emotional intelligence (EI) has surpassed intelligence quotient (IQ) in recent years, according to research. The ability to recognize emotions in oneself and others, comprehend their significance, and control one's emotions as necessary. According to a number of studies, EI is crucial for academic success. Effective people are those who are aware of their own feelings and are adept at interpreting emotional signs, such as understanding why they are upset and how to express themselves without going against social norms. The impact of emotional intelligence in a student's academic achievement. It also emphasizes the five parts of The role of such elements in emotional intelligence. These are self-contained alertness, self-consciousness, drive, empathy, and social competence.

Key Words: Emotional intelligence, intelligence quotient, academic performance.

1. INTRODUCTION

Salovey and Mayer (1990) provide a clear definition of emotional intelligence as "the ability to monitor one's own feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action."

In every stage of life, emotions are important because they directly influence our personalities by determining how we respond to certain situations. According to a number of studies, those who are emotionally stable outperform those who are smarter. According to Goleman, Daniel, Emotional Intelligence, Bantam Books, New York, 1995, "Emotion Intelligence includes 5 main components i.e. self-awareness, self-regulation, motivation, empathy, and social skill." This study focuses on students and how emotional intelligence affects their academic achievement because it undoubtedly affects their career paths and success rate. The goal of the proposed study is to investigate different aspects of emotional intelligence and how it affects pupils.

2. LITERATURE REVIEW

Examining the research on emotional intelligence (EI), with a focus on the connection between EI and student achievement, was the goal of this review.

Emotional intelligence: There is no commonly accepted definition of emotional intelligence or interpretation of EI. The most widely acknowledged theoretical frameworks of emotional intelligence are the Bar-On model, the Salovey-Mayer model, and the Goleman model. The Goleman model. Goleman's model was developed based on the Bar-On (1999) and Salovey-Mayer (1997) models. Goleman (1995) provided a historical overview of emotional intelligence (EI) and the various researchers who have tried to study and quantify its expression. Salovey's interpretation of Gardner's (1993) research on personal intelligences served as the basis for Goleman's term.

EI is "the capacity to recognize our own feelings and those of others, to motivate ourselves, and to effectively manage emotions in ourselves and in our relationships," according to Goleman (1995) (p. 317). Goleman (1995) asserts that EI can be a crucial component in determining whether people will succeed in their relationships, education, and employment. A synopsis of Goleman's social and emotional abilities was provided in 1998. Self-awareness, self-management, social awareness, and

relationship management are the four elements of emotional intelligence (EI) that Goleman (1998) identified as essential for success. Goleman proposed basing the development of EI on a paradigm that included these four key elements. Based on early research on EI competencies, Goleman et al. (2002) expanded the four EI components into eighteen competencies.

Academic performance and Emotional Intelligence: According to Holt and Jones (2005), some studies have also found a link between social skills and academic achievement, so given the differences in students' cognitive capacities, the significance of EI in academic settings justifies more analysis. Holt and Jones (2005) assert that academic success cannot be guaranteed by intellectual capacity alone. EI is thought to be crucial in academic settings, and students who receive relevant EI training will not only succeed academically but also grow into well-adjusted members of society. A Word cloud in "R" was made during the literature study and utilized as an initial analysis to validate earlier findings. It showed 35 words from the 60 research papers that aided in our framing.

3. RESEARCH METHODOLOGY

3.1 Objectives of the Study

1. To evaluate the student's emotional intelligence.
2. To comprehend the relationship between the academic achievement of college students and emotional intelligence.
3. To determine the emotional intelligence components of students.

3.2 Methodology

It is an exploratory study. Random sampling was selected for this study. 100 replies from Delhi's graduate and postgraduate students were gathered, and 95 respondents' data were analyzed after the less valuable data was removed. Validity and trustworthiness were determined using Cronbach's alpha and face validity, respectively. In order to investigate the relationship between academic success and emotional intelligence, factor analysis was used to compute the results using the IBM SPSS Statistics 21 tool. Academic success, self-awareness, social skills, self-competency, and self-monitoring are the factors that were found.

3.3 Hypotheses framed:

- H1: There is no significant impact of Self-Awareness on academic achievement of students.
- H2: There is no significant impact of Social-Skills on academic achievement of students.
- H3: There is no significant impact of Self-Competency on academic achievement of students.
- H4: There is no significant impact of Self-Monitoring on academic achievement of students.

TABLE1: DEMOGRAPHIC PROFILE OF THE RESPONDENTS (Source: Research Output)

Gender	Male	50
	Female	45
Education	Pursuing Graduation	40
	Pursuing under Graduation	55
Joined this course by the influence of	Friends	20
	Relatives	35
	Parents	40

Support from teacher	Helps in mentoring	50
	Helps in query handling	25
	Counselling	20
Father's occupation	Services	50
	Business	45
Family type	Nuclear	60
	Joint	35

ANALYSIS AND DISCUSSION

TABLE 2: KMO and Bartlett's Test (source: Research Output)

Kaiser-Meyer-Olkin measure of sampling Adequacy.	.702
Approx Chi-square	
Bartlett's Test od df	1517.005
Sphericity sig	528 .000

The Kaiser-Meyer-Olkin (KMO) Test, which assesses the data's suitability for factor analysis, is shown in Table 2. The KMO value in this instance is 0.702, which demonstrates the validity of the data gathered. The number should not be less than 0.50. The significance of the Bartlett's test of sphericity ($p < 0.001$); this indicates that there is enough correlation between the variables to move further with the analysis. The factor explains 66.283% of the variance, according to additional analysis of the total variance explained.

Table 3: Summary of Factor loadings and reliability (source: Research Output)

Factor	Statements	Factor Loadings	Cronbach's Alpha	No. Of Items
Self- Awareness	I always know which emotions I am feeling and why.	0.541	0.809	6
	I display my feelings instead of hiding them.	0.564		
	I am results-oriented.			
	I am always ready to seize opportunities.	0.557		
	The larger mission gives me a sense of purpose.	0.699		
	I operate from hope of success rather than fear of failure.	0.738		
		0.760		

Social skills	I can voice views.	0.538	0.788	5
	I am an active listener.	0.78		
	I constantly try to improve my self.	0.716		
	I am attentive to emotional cues and am a good listener.	0.525		
	I anticipate my friends needs and help them	0.712		
Self Competency	Difficult people do not annoy me.	0.502	0.766	4
	I am good at reconciling differences with other people.	0.599		
	I am at times a trusted advisor.	0.726		
	I am a proactive in approach.	0.674		
Self Monitoring	I recognize how my feelings affect my performance.	0.567	0.711	4
	I show sensitivity and understand others** perspectives.	0.702		
	I see working with difficult people as simply a challenge to win them over.	0.547		
	I gladly offer appropriate assistance.	0.642		
Academic achievement	My last result was as per my expectations.	0.631	0.69	3
	I am able to manage my course load without any difficulty during the semester.	0.883		
	I can easily understand the material taught in class room.	0.702		

5. REGRESSION ANALYSIS

Following data analysis, the remaining respondents were subjected to regression after outliers were eliminated.

5.1 The dependent variable is Academic Achievement and the independent variable is self-awareness.

R	R Square	Adjusted R Square	Sig	Sig F Change	Durbin Watson	H1
0.219 ^a	0.048	0.037	0.37 ^b	0.000	2.032	Rejected

H1: There is no significant impact of Self-Awareness on academic achievement of students.

Given that the significant value is less than 0.05, or 0.037, it is evident that students' academic progress is significantly impacted by self-awareness; so, H1: rejected.

5.2 The dependent variable is academic achievement and independent variable is Self- Skills.

R	R Square	Adjusted R Square	R	Sig	Sig F change	Durbin Watson	H1
.217 ^a	0.047	0.036		0.039 ^b	0.000	2.110	Rejected

Given that the significant value is less than 0.05, or 0.039, it is evident that there is considerable influence of social skills on students' academic performance, hence H2: rejected.

5.3 The dependent variable is academic achievement and independent variable is Self- Competency.

R	R Square	Adjusted R Square	R	Sig	Sig F change	Durbin Watson	H1
.186	0.035	0.024		0.078	0.000	2.017	Accepted

Given that the significant value is higher than 0.05, or 0.078, it is evident that academic Self-competency has no bearing on accomplishment. There isn't any notable effect from Self-competency in relation to pupils' academic performance and, thus, H3: accepted.

5.4 The dependent variable is academic achievement and independent variable is Self-Monitoring.

R	R Square	Adjusted R Square	R	Sig	Sig F change	Durbin Watson	H1
.186 ^a	.035	.024		0.078	0.000	2.017	Accepted

Given that the significant value is less than 0.05, or 0.041, it is evident that there is considerable Students' Academic performance is affected by self-monitoring. Thus, H4: accepted.

FINDINGS AND SUGGESTIONS

The reliability study revealed five factors out of the 33 total assertions. The variance-causing elements are thus limited. We used data from 91 respondents for regression analysis, eliminating outliers to verify the connection between academic success and other variables. It is evident from the KMO value of .702 that the data is trustworthy. It is responsible for 66.283% of the variance. The statement "I am able to manage my course load without any difficulty during the semester" (ESA 31, or 0.846) has the highest score, while ESA 10, or 0.504, has the lowest. (that is, "can deliberately change my mood or frame of mind"). Researchers discovered through regression analysis that academic accomplishment is influenced by self-awareness, self-monitoring, and social skills, but not by self-competency because the significant value of self-competency was above 0.05. It came to 0.78. To have a comprehensive understanding, it is possible to investigate additional variables. Since the data was solely gathered from management students, it should also include data from other streams. The current study has certain limitations because the data obtained had some statistical errors, and the analysis based on these flaws may have different actual outcomes.

CONCLUSION

The study shows that there is a moderate correlation between students academic success and emotional intelligence. Teachers, peers, and family environments all have an impact on children' emotional intelligence, and this has a relationship to academic success. This study unequivocally demonstrates how academic achievement and self-awareness are impacted by self-monitoring, social skills, and self- Competency has no bearing on it. In summary, students should receive more appropriate academic assistance based on real-world experience and should be fostered as social beings.

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