ROLE ON EMOTIONAL INTELLIGENCE IN ACADEMIC PERFORMANCE OF COLLEGE STUDENTS

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Abstract*:* This study is to identify the role of emotional intelligence in academic performance of college students. The data has been collected from 155 students in Coimbatore district by applying convenient sampling technique. Statistical tools such as percentage analysis, chi-square analysis, weighted score analysis and ranking analysis have been used to analyse the data. The study has attempted to cast light on the emotional intelligence of the students also this study has necessitated that increase in emotional intelligence among students in order to increase their academic performance.

Key words: Emotional Intelligence, Academic Performance, Emotions, Students

INTRODUCTION:

"Higher-level thinking is more likely to occur in the brain of a student who is emotionally secure than in the brain of a student who is scared, upset, anxious, or stressed."

— Mawhinney and Sagan

Education is the keyword to success. Here, this generation students are very creative with their work and also with capability of doing smart work in the area in which they are on. To get succeed in their academics and also to increase their talent in particular field, their emotional intelligence plays a major role. It is obviously that having high emotional intelligence gives an added advantage to individuals, may it be in academic performance or career development. This is because it has been established that emotional intelligence is one of the important determinants of academic achievement among students and it is also what makes them adaptable employees once they launch into the working world.

STATEMENT OF THE PROBLEM:

Students are the most powerful source for the future development of the country. They play many important roles in building the nation. As all we know that India is the Youngest nation, Educating young minds can bring a change in the community and as well as they can bring change the people's mind by doing some awareness in the society. They form a large size of the population, who play a vital role in the advancement of the economy. College students are in the crucial period of growing into young adults and are becoming the core of our society. So, it is very important to produce students with outstanding skills, healthy bodies and minds. The aim of present research paper is to analyse the role of emotional intelligence in students' academic achievement. The study tries to find:

❖ Is the emotional intelligence plays a significant role in academic performance of college students.

❖ How the emotions of students effects their academic performance.

OBJECTIVES OF THE STUDY:

1. To know the level of emotional intelligence among college students.

2. To investigate the level of self - awareness among college students.

3. To examine the impact of emotional intelligence in academic performance of college students.

METHODOLOGY OF THE STUDY

Research methodology is a way to systematically solve the research problems. It may be understood as a science of studying how research is done scientifically. It includes the overall result design, data collection methods, and analysis procedure.

SAMPLE DESIGN

Convenient sampling method is adopted for the purpose of study.

DATA COLLECTION

Data was collected to both primary and secondary data sources. Primary data was collected through questionnaire. The study was done in the form of direct personal interviews.

PRIMARY DATA

A primary data is a data which is collected for the first time for the particular interest to collect more information. In this study, the primary data was collected using questionnaire.

SECONDARY DATA

Secondary data consist of information that already exists somewhere, having been collected for some other purpose. In this study, the secondary data was collected from studies, journals and websites.

PERIOD OF THE STUDY

The period for the study is 4 months i.e.   December 2020 to March 2021.

TOOLS USED FOR THE STUDY

The rules of statistics in research is to function as a tool in designing research, analysing the data, drawing its conclusion from must research studies result in large volume of raw data that must be suitable reduced so that the same can be read easily and can be used for future analysis. The tools used are

- Simple percentage analysis

- Ranking analysis

- Weighted average analysis

- Chi-square analysis

LIMITATIONS OF THE STUDY

- The information can be biased due to questionnaire.

- Accuracy of the primary data collected depends upon the authenticity of the information filed by the respondents of questionnaire.

- Due to the shortage of time the sample size is limited to 155 only.

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- The research is restricted to Coimbatore district only.

LITERATURE REVIEW:

Jaleel et al. (2017) conducted a study on the relationship between emotional intelligence and aggression among a sample of 90 teacher trainees at secondary level. It was concluded that there was no significant relationship between emotional intelligence and aggression.

Singh et al. (2016) conducted a study to find out the effect of emotional intelligence and gender on job satisfaction of primary school teachers. A total of 300 (150 male and 150 female) primary school teachers were selected randomly for the study. Emotional Intelligence Scale (EIS) and Teachers' Job Satisfaction Scale (TJSS) were used to collect the data. The study found a significant positive relationship between emotional intelligence and job satisfaction.

OPERATIONAL DEFINITIONS

EMOTIONS

- Oxford dictionary has defined Emotions as a strong feeling deriving from one's circumstances, mood, or relationships with others.
- Collins English Dictionary has defined Emotions as any strong feeling, as of joy, sorrow, or fear.

INTELLIGENCE

- Oxford Dictionaries defines intelligence as the ability to acquire and apply knowledge and skill.
- Collins English Dictionary defines Emotional Intelligence as awareness of one's own emotions and moods and those of others, especially in managing people.

EMOTIONAL INTELLIGENCE

According to psychologists John D. Mayer and Peter Salovey Emotional

Intelligence is

- 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 one's thinking and actions(1990).

Daniel Goleman defines emotional intelligence as

- Managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals.

- Understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living.

● The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence.

ACADEMICS

● The Free Dictionary by Farlex defines Academics as college or university courses and studies.

● Macmillan Dictionary defines Academics as relating to education, especially education in colleges and universities.

ACHIEVEMENT

Collins dictionary defines achievement as

● Something that has been accomplished, especially by hard work, ability, or heroism

● Successful completion; accomplishment.

ACADEMIC ACHIEVEMENT

● **Trow (1956)** defined academic achievement as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils' performance".

● **Mehta K.K. (1969)** defined academic achievement as "academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students performs their potentials efficiently, as a result of it, learning takes place".

ANALYSIS AND INTREPRETATION OF DATA:

SIMPLE PERCENTAGE ANALYSIS:

Simple percentage analysis is one of the basic statistical tool which is widely used in the analysis and interpretation of primary data. It deals with the number of respondents response to a particular question in percentage arrived from the total population selected for the study.

The simple percentage can be calculated by using the formulae,

$$\frac{\text{Actual respondents}}{\text{Total number of respondents}} \times 100$$

Table 4.2.1

YEAR OF THE RESPONDENTS

YEAR	NO OF RESPONDENTS	PERCENTAGE
1st year	12	7.7
2nd year	21	13.5
3rd year	117	75.5
4th year	5	3.3
Total	**155**	**100**

Source: Questionnaire

INTERPRETATION:

In this table it reveals that the year of the respondents. 7.7% of them are from 1st year, 13.6% of them belongs to 2nd year, 75.5% of them from 3rd year, 3.2% of them are 4th year.

TABLE NO 4.2.10

LIST OF GOALS AND AMBITIONS

FACTORS	NO OF RESPONDENTS	PERCENTAGE
Yes	88	56.8
Somewhat	46	29.7
No	21	13.5
Total	**155**	**100**

Source: Questionnaire

INTERPRETATION:

The above tables describes whether the respondents are able to list their goals and ambitions. 56.8% of them can be able to list out their goals and ambitions, 29.7% of them can be able to list some of their goals, 13.5% of them are not able to list their goals and ambitions.

RANKING ANALYSIS

Under this method the respondents are asked to rank the choices. This method is easier and faster. In this study the respondents are asked to rank the various factors which influence to select the primary health care centres and the respondents are used to rank as 1,2,3,4, and 5. It does not matter which way the items are ranked, item number one may be the largest or it may be the smallest.

The scores of each expectation of 155 respondents were totalled and the total score has been arrived. Final ranking has been based on the total score and their ranks are given in the following table.

TABLE 1

IMPACT OF INTERPERSONAL SKILLS

FACTORS	1(5)	2(4)	3(3)	4(2)	5(1)	TOTAL	RANK
Interest in learning new things	14 70	4 16	27 81	42 84	66 66	155 317	IV
Listen while others talking	14 70	15 60	27 81	41 82	58 58	155 351	III
Ask doubts without any hesitation	15 75	25 100	48 144	37 74	30 30	155 423	I
Comfortable in doing group studies	14 70	26 104	36 108	35 70	44 44	155 396	II

INTERPRETATION:

The above table shows the impact of interpersonal skills in academic performance of college students that are ranked based on the return by the respondents.

Asking doubts to their professors without any hesitation is given I by respondents.

Feeling comfortable in doing group studies is ranked II.

Listening while others talking is ranked III

Interest in learning new things are ranked IV respectively.

4.4 WEIGHTED AVERAGE

Under this method, the respondents are asked to rank their choices. This method involves ranking of the items given. To secure a ranking of all the items involved, the researchers total the weights which are given to each item. The highest weighted score is ranked first. Correspondingly the other ranks are assigned.

$$\text{Weighted average} = \frac{\sum f(x)}{N}$$

TABLE 1
MOTIVATION

FEATURES	1(4)	2(3)	3(2)	4(1)	TOTAL	MEAN SCORE
Encouragement	67	61	23	4	155	3.380
	268	183	46	4	524	
Long term goals	34	76	35	10	155	2.864
	136	228	70	10	444	
Feedback and criticism	19	24	40	72	155	1.935
	76	72	80	72	300	
Focus	15	27	58	55	155	2.012
	60	81	116	55	312	

INTERPRETATION:

The above table shows the level of motivation among college students. The highest mean score is 3.38 for the encouragement of their friends when they try something new.

CHI SQUARE ANALYSIS

A statistical test used to determine the probability of obtaining the observed by chance, under a specific hypothesis. It is used to test if the standard deviation of a population is equal to the specific value. Chi-square is a statistical significance test based on frequency of occurrence, it is applicable both to qualitative and quantitative variables. Among its many uses, the most common are tests of hypothesized probabilities or probability distributions, statistical dependence or independence and common population. A Chi-square test is any statistical hypothesis test in which the test statistic has a Chi-square distribution if the null hypothesis is true.

TABLE NO-4.6.1

RELATIONSHIP BETWEEN OVERALL PERCENTAGE AND IS RESULT VERY IMPORTANT FOR THE RESPONDENTS

S.NO	OVERALL PERCENTAGE	IS RESULTS REALLY IMPORTANT FOR YOU				TOTAL
		Yes it is important for me to succeed	Yes, a lot	In my opinion, both the process and results are important	My life is a journey not a destination	
1	80 to 100%	8	3	14	14	**39**
2	60 to 80%	28	25	35	14	**102**
3	40 to 60 %	6	3	4	0	**13**
4	below 40 %	0	0	0	1	**1**
	TOTAL	**42**	**31**	**53**	**29**	**155**

To find out the association between Overall percentage of the respondents and their opinion regarding results are very important for them, chi-square test is used and results is given below.

HYPOTHESIS

There is no significant between overall percentage of the respondents and their opinion regarding results are very important for them.

CHI-SQUARE TEST

Factor	Calculation value	Df	Table value	Remarks
Overall percentage	20.791[a]	9	16.92	Rejected

INTERPRETATION

It is clear from the above table show that, the calculated value of chi-square at 0.05% level is less than the table value. Hence the hypothesis is rejected. So there is a relationship between overall percentage of the respondents and opinion regarding results are very important for them.

FINDINGS:

SIMPLE PERCENTAGE:

1. Majority 75.5% of the respondents are from 3rd year college students.

2. Majority 65.8% respondents maintain 60 – 80 % of overall percentage.

3. Majority 43.9% of them controlling their anger so as not to hurt themselves as well as others and in order to lead a quiet life.

4. Majority 52.9% of them are able to understand their feelings most of the times.

5. Majority 58.7% of them will try to rectify their mistakes the best way they can, without any delay.

6. Majority of 72% of respondents are able to list their guiding principles and core values right now, they know how to distinguish between what they care about and the outsider influence on others.

7. Majority of 56.8% of them can be able to state the list of goals right now that both short term and long term goals.

8. Majority of 84% of them can list their personal strengths right now, as well as where they fit into their life and how they use them to find success.

9. Majority of 45.8% of respondents can be able to list their shortcomings as well as how they affect their life and what they need to do to overcome them.

10. Majority 54.8% of them choose their course because they really wanted to do it.

11. Majority of 51.6% of respondents will discuss and sort out their confusion, after that they will make right decisions.

12. Majority 49% of them will set and review their goals sometimes.

13. Majority 44.2% of them motivates themselves by hearing songs.

14. Majority 46.5% of them agree that they will utilize feedback and criticism to grow personally and professionally.

RANKING ANALYSIS:

The above table shows the impact of interpersonal skills in academic performance of college students that are ranked based on the return by the respondents. Asking doubts to their professors without any hesitation is given I by respondents. Feeling comfortable in doing group studies is ranked II. Listening while others talking is ranked III. Interest in learning new things are ranked IV respectively.

WEIGHTED AVERAGE ANALYSIS:

The above table shows the level of motivation among college students. The highest mean score is 3.38 for the encouragement of their friends when they try something new.

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SUGGESTIONS:

TO IMPROVE EMOTIONAL INTELLIGENCE:

- Younger students are sometimes shown pictures of faces and asked to read what emotions is being expressed. Ask students to mirror the emotion by making facing that express that particular feeling.

- It may seem obvious, but even the act of naming the emotion you are seeing can help you more fully understand it. Is that a person happy, irritated or confused?

- Most people listen with the intention of responding, but encourage your students to listen with the intention of understanding.

TO IMPROVE INTERPERSONAL SKILLS:

- Teach yourself to be positive by remainding yourself every day of the good things about your life and your career.

- Body language is essential in communication. Taking pride in your appearance is just the first step. Practice standing in a welcoming way and other non- verbal communication skills.

- Positive environments reduces stress, promotes creativity and innovation.

TO IMPROVE MOTIVATION

- Give frequent, early, positive feedbacks that supports student's belief that they can do well.

- Ensure opportunities for students success by assigning tasks that are neither too easy nor too difficult.

CONCLUSION:

Emotional intelligence has been noticed as important for success in the workplace and steps are taken by organizations to create awareness, motivate the workers to learn and practice specific skills to enhance their performance. In the academic sector the concept of emotional intelligence, its importance and need to possess emotional intelligence skills both by the teachers and students is only in the starting stage.

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