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A Study On Emotional Intelligence And Academic Achievement Of College Student Under Sadar Sub-Division Of West Tripura District

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ABSTRACT

Intelligence, technology, human emotion and effort have brought people to the pinnacle of progress. Through effort and thought, people today have developed a vast field of knowledge by combining intelligence with technology and emotion. So, two acronyms AI and EI have been researched by people. It is within this context that present study on emotional intelligence and academic success was conducted. The researchers were able to determine these research findings on analysis of data conducted by providing self-constructed standardized tool with 180 college students through descriptive survey method. The outcomes of this study specified that there is a positive association between emotional intelligence and academic success. From another viewpoint, there is no gender disparity in connection with two variables used in this study. These findings not only enrich the horizon of knowledge but also guide us in the right direction to solve multiple academic and emotional obstacles.

Key words: Emotional Intelligence, Academic Achievement

Introduction

The progress of civilization has been done by the collective effect of people. Education, discovery, creativity, emotion, intelligence and cultural values have always played important roles in the progress of human civilization. In addition to general intelligence, many other forms of intelligence provide the necessary impetus for success in our life. Such as emotional intelligence, spiritual intelligence, social intelligence etc. Daniel Goleman propounded and enriched the concept of emotional intelligence. However, there is no inverse relation between general intelligence and emotional intelligence. David Caruso mentioned that, it is crucial to recognize that emotional intelligence is not the reverse of cognitive intelligence; rather, it is a balance between both. Emotion occupies a very vital place in human life. Emotional intelligence is the interpersonal ability to manage properly one's own emotions and to value the emotions of others. Since emotions are involved in every behavior of a person's life, so the importance of emotional intelligence is very crucial for an individual. Johnson (2009) pointed out that emotional health is the foundation of effective learning. Therefore, in this current study, the researcher has tried to see how much emotional intelligence plays a key role in the educational effort of students. Because a higher level of emotional Intelligence can improve the learning process of learner (Goleman,1996 & Svetlana, 2007). For that reason, the main subject of the study is to know the association between emotional intelligence and academic achievement of learner (college student). Generally, those who are currently studying in college will be the future leaders of our country. In the future, they will choose different professions based on this degree course and will direct themselves towards higher education also. Every student studying in college is an adult and matures enough. Society expects them to have developed properly in every dimension of development. Similarly, it can be expected that they will maintain a balanced personality in terms of cognition, socialization and emotions which will ensure their success in all aspect of life. Since the learning outcome of every formal education system is determined based on academic performance, therefore, importance will be given to academic performance in determining their future career path. We know that academic performance depends on many determinants. So, in this study, the researcher wants to determine whether there is any attraction or repulsion between the academic performance of youth learners and their emotional intelligence. In determining the field of this work, the researcher has selected the college students under West Tripura District to verify his hypothesis on the basis of study objectives.

Statement of the Problem

“A STUDY ON EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF COLLEGE STUDENT UNDER SADAR SUB-DIVISION OF WEST TRIPURA DISTRICT”

Need and Significance of the Study

Now a day we are very familiar with the term AI. Almost we take the help of AI in important tasks of daily life. But with feelings and emotions man has completed many difficult tasks. No matter how advanced technology is, human beings cannot think without feelings and emotions. Feelings are separated humans from other animals. If these feelings can be well managed, controlled and directed in a specific way, then success in life is assured. Keeping these emotions and feelings in mind, the present researcher conducted his research work and selected emotional intelligence as pivotal variables in the study. Emotional intelligence makes the biological person mentally strong, maintains physical health, ensures the fullest development of humanity, brings academic and professional success (Meher,Baral & Bankira,2021). The current competitive market always emphasizes efficiency. Individuals immerse themselves in various courses to enhance their skills. The need for emotional intelligence of young learner in colleges arises from the complexities of academic, social, and personal life during this transformative phase. The significance of EI in undergraduate learner's academic life underscores its role in fostering personal well-being, academic success, and career readiness. Emotional Intelligence is not only a tool for managing emotions but also a critical factor in navigating the complexities of modern education and life beyond college. This research can help integrate Emotional Intelligence into academic frameworks, improving outcomes for students globally.

In the present study, the researchers chose college student under sadar sub-division of West Tripura district, as their field of study. After the selection of this research field, the researchers want to see if there is any association between emotional intelligence & the academic success of 21st century youths studying in college level regarding general degree course.

Review of related literature

Review of literature is one of the finest harbingers that work as a nice platform and stepping stone leading to the vistas of research work. Review of the relevant literature empowers research to get amply familiar with present knowledge in the arena in which he/she has decided to pursue the research work. In support of the above-mentioned statement, the limited review done by the current researchers is highlighted.

Muthusami and Jayaraman (2013) conducted his study to figure out whether there is any association in the middle of academic achievement and emotional intelligence of teacher trainees in trucidrappalli district of Tamilnadu state. In terms of results, this study shows that gender and geographical location do not show any difference in terms of educational attainment and emotional intelligence. However, correlation is observed between the mentioned two variables. **Sarvamangala** (2015) based on the relational study of teachers' emotional intelligence & teacher demeanor at intermediate level; it can be noted in the results that there exists a high association in the middle of emotional intelligence & teacher attitude of respected teachers of Hassan and Mysore district. Eighty percent of teachers demonstrated positive attitudes toward their professional growth, relationships with students, school culture, and their teaching profession. **Saksena** (2018) conducted a study by collecting primary data from 52 students to determine the influence of emotional intelligence on educational success of collegians studying in Mumbai city. The outcomes of the research point out that emotional intelligence has a crucial effect on educational success, but in this case, female students show more positive effects than boys. A meta-analysis by **Perera and DiGiacomo** (2013) found a crucial positive association in the middle of EI & academic success, suggesting that students with higher EI tend to achieve better grades. A longitudinal study by **Petrides et al.** (2004) demonstrated that attribute EI predicted academic success over time, independent of cognitive ability. **Petrides, Frederickson, and Furnham** (2004) Found that trait emotional intelligence predicted academic performance in secondary school students. The study emphasized that learners with advanced EI were better at managing pressure and maintaining focus, which contributed to higher grades. **MacCann et al.** (2020) A comprehensive analysis of 158 studies concluded that emotional quotient justified approximately 4% of the deviation in academic achievement, independent of cognitive intelligence. This finding underscores the complementary role of EI in academic settings. **Qualter et al.** (2012) Demonstrated that emotional intelligence positively predicted educational outcomes by influencing students' psychological well-being and social relationships. **Fernandez-Berrocal and Extremera** (2006) identified that learner with advanced EI displayed optimal problem-solving skills & were more resilient, enabling them to navigate academic challenges effectively. EI mediated the influence of stress on academic attainment. **Parker et al.** (2004) clarified that emotional intelligence was a better predictor of first-year university grades than traditional cognitive measures, particularly for students in high-stress fields. **Schutte et al.** (1998) disclosed that elevated EI was attached with better time management, goal setting, and stress management, all of which are critical for academic success. **Zeidner, Matthews, and Roberts** (2004) Highlighted that emotionally intelligent students were more adept at handling exam-related stress and anxiety, improving their performance under pressure. **Van Rooy and Viswesvaran** (2004) revealed that the predictive power of EI on academic achievement was more pronounced in younger learners, proposed that EI contributes a crucial function in early education by fostering learning habits and emotional regulation. **Keefer, Parker, and Wood** (2012) examined the cultural dimension and found that EI's impact on academic performance was higher in collectivist societies where interpersonal relationships and emotional harmony are emphasized. **Barchard** (2003) found that while EI correlated with academic success, its predictive power was weaker when controlling for cognitive ability (IQ). **O'Connor and Little** (2003) Argued that the strength of

the EI-academic success relationship depends on the measurement tool used, with self-report measures showing weaker correlations than ability-based measures.

Operational definition of important terms

Emotional intelligence: Emotional intelligence related to the ability to comprehend, regulate, direct and prioritize personal & other's emotions in order to succeed in life.

Academic achievement: The mark or grades obtained by the trainees in their last academic session and board exam is considered here as academic achievement.

College student: Those who are studying a degree course after completing school education.

West Tripura: The regulatory district in the Indian state of Tripura. There are three sub-divisions (Sadar, Mohanpur, Jirania) in West Tripura district.

Objective of the study

1. To study the level of Emotional Intelligence of college student under sadar sub-division of West Tripura district.
2. To study the Academic Achievement of college student under sadar sub-division of West Tripura district.
3. To compare the Emotional Intelligence of boys and girls of college student under sadar sub-division of West Tripura district.
4. To compare the Academic Achievement of boys and girls of college student under sadar sub-division of West Tripura district.
5. To estimate the relationship between Emotional Intelligence and Academic Achievement of college student under sadar sub-division of West Tripura district.

Hypotheses of the Study

H₀₁: -There is no significant difference in Emotional Intelligence between boys and girls of college student under sadar sub-division of West Tripura district.

H₀₂: -There is no significant difference in Academic Achievement between boys and girls of college student under sadar sub-division of West Tripura district.

H₀₃: - There is no significant relationship between Emotional Intelligence and Academic Achievement of college student under sadar sub-division of West Tripura district.

Variables of the study

Independent Variable:	Emotional Intelligent
Dependent Variable:	Academic Achievement
Demographic Variables:	Gender

Delimitations

- This current study was confined to college student under sadar sub-division of West Tripura district only. It was not representing all college students of Tripura.
- Only 180 students were taken for this study.

Research Method

Descriptive survey method was adopted to verify the objectives and hypotheses of the study.

Population

All college student under sadar sub-division of West Tripura district consisted as the population of the study.

Sample and Sampling

180 college learners were picked by random sampling mode from sadar sub-division of West Tripura district. Equal number of learners were chosen as a sample in both the gender.

Tools Used

As per the nature of the attributes of the study, Emotional Intelligence Scale (EIS-ss) constructed and standardized by Prof. Subhash Sarkar was used.

Statistical techniques used

Data were analyzed through descriptive and inferential statistical approaches.

Analysis and Interpretation of data

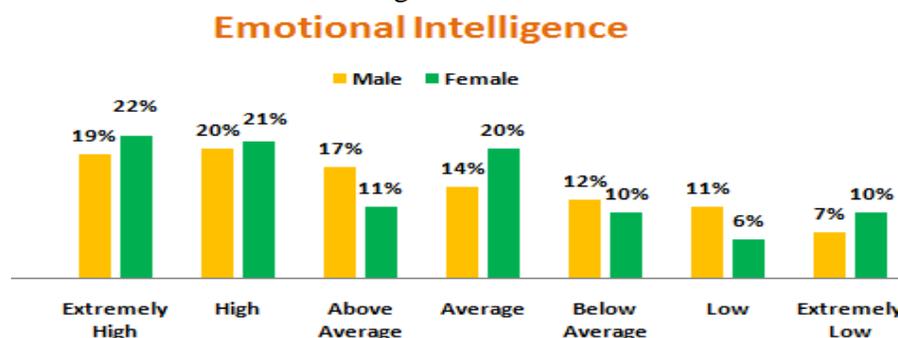
Objective: 1

The starting objective of this study is basically the efforts of the researchers to know the level of emotional intelligence of collegians.

Table: -1 Highlighting level of Emotional Intelligence of collegians in respect to their gender.

S L. N O.	Range of Z - Score	Grad e	Level	Male		Female	
				No's	Percentag e	No's	Percentag e
01	+2.01 and above	A	Extremely High	17	19%	20	22%
02	+1.26 to + 2.00	B	High	18	20%	19	21%
03	+0.51 to +1.25	C	Above Average	15	17%	10	11%
04	-0.50 to +0.50	D	Average/Moderate	13	14%	18	20%
05	-0.50 to -1.25	E	Below Average	11	12%	9	10%
06	-1.25 to -2.00	F	Low	10	11%	5	6%
07	-2.01 and below	G	Extremely Low	6	7%	9	10%
Total				90	100%	90	100%

Figure 1 The graphical representation of level of Emotional Intelligence of collegians in connection with their gender.



Analysis: According to the first objective of the study, the graph shown in figure 1, it is clear that in terms of emotional intelligence, girls (22%,21%) are showing slightly better scores than boys (19%,20%) in both extremely high level and high level paramiters. Similarly at above average level boys (17%) are showing higher scores than girls (11%). In terms of average level, girls (20%) are displaying better score than boys (14%). But in the case of below average and low level, boys (12%, 11%) are showing more scores and girls. On the contrary, it is seen that girls (10%) are showing more scores in the case of extremely low level. It is important to mention that below average level, low level and extremely low level showing high scores mean that those collegians are falling behind others.

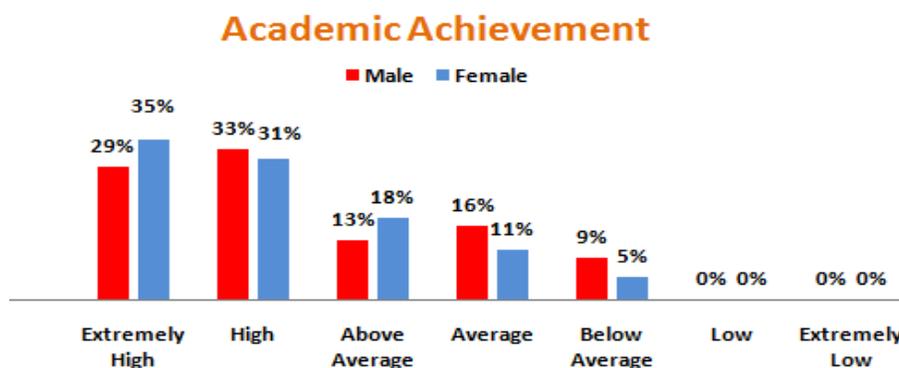
Objective: 2

Through the creation of the second objective, the researchers tried to understand the academic achievement level of college students

Table: -2 Showing Academic achievements of college students in respect to their gender.

S L. N O.	Range of Z - Score	Grad e	Level	Male		Female	
				No's	Percentag e	No's	Percentag e
01	+2.01 and above	A	Extremely High	26	29%	31	35%
02	+1.26 to + 2.00	B	High	30	33%	28	31%
03	+0.51 to +1.25	C	Above Average	12	13%	16	18%
04	-0.50 to +0.50	D	Average/Moderate	14	16%	10	11%
05	-0.50 to -1.25	E	Below Average	08	7%	05	5%
06	-1.25 to -2.00	F	Low	00	0%	00	0%
07	-2.01 and below	G	Extremely Low	00	0%	00	0%
Total				90	100%	90	100%

Figure 2 The graphical representation of Academic Achievement of college students in connection with their gender.



Analysis: - According to the second objective of the study, as shown in figure 2, it is clear that in terms of academic achievement; girls (35%) are showing slightly better scores than boys (29%) at extremely high levels. Similarly, in terms of high level of academic achievement, boys (33%) show better scores than girls (31%). At the above average level, girls (18%) are again showing higher scores than boys (13%). In terms of average level, boys (16%) are positioned well than girls (11%). However, in terms of below average boys (9%) are showing slightly higher scores than girls (5%). But in the case of low and extreme low level, no trainees are showing any scores. Here it is necessary to say that showing more scores in the case of below average level means that all those collegians are behind than others.

Objective: 3/H₀₁**Table: - 3** Showing mean, SD and 't'-test of Emotional Intelligence of male and female college students.

SL. No	Variable	Gender	N	Mean	SD	df	't' value	Significance
01	Emotional Intelligence	Boys	90	58.72	19.86	178	0.82	Not significance at 0.01 Level
02		Girls	90	61.21	20.85			

Interpretation: - A close view of table 1 reflects that the mean score of Emotional Intelligence of male and female student are 58.72 and 61.21; also, standard deviations are 19.86 & 20.85 respectively. The calculated value **0.82**, which is smaller than the critical values of 't' 2.60 at 0.01 level of significance with 178 df. It is considered to be not significant at 0.01 level of significance; it means no significant difference between two mean score at 0.01 level of significance. Hence, the conjectural statement **H₀₁** is accepted. So, it can be implies that emotional intelligence of male and female learners are statistically same. It means gender differences don't influence the emotional intelligence level of college students.

Objective: 4/H₀₂**Table: - 4** Showing mean, SD and 't'-test of Academic Achievement of male and female college students.

SL. No	Variable	Gender	N	Mean	SD	df	't' value	Significance
01	Academic	Boys	90	67.46	14.73	178	0.75	Not significance at 0.01 Level
02	Achievement	Girls	90	69.10	14.69			

Interpretation: A close view of table 4, exhibits that for male students mean is 67.46, SD is 14.73 and for female students mean is 69.10 and SD is 14.69. The 't' value has been found to be (**0.75**). The table 4, reveals that computed value of 't' is smaller than the critical value of 't' 2.60 at 0.01 level of significance with 178 df and it is considered to be not significant at 0.01 level of significance. Thus, the conjectural statement **H₀₂** is accepted. Gender factor does not influence academic achievement of college students. Academic of boy and girl college students are statistically same.

Objective: 5/ H₀₃**Table: - 5** Showing the 'r' value between Emotional Intelligence and Academic Achievement of collegians

Variable	No. of students (N)	'r' value	df	tr	Level of significance	Remarks
Emotional Intelligence	180	0.78	178	16.79	0.01 Level	Positive Correlation
Academic Achievement					Significant	

Interpretation: The table 5 shows the association between Emotional Intelligence and Academic Achievement of college students.. Here, the 'r' value (**0.78**) indicates the positive relationship between the two variables. But this relation is significant or not to be determine by using 'tr' formula. After getting the 'tr' value (**16.79**), it is seen that the calculated 'tr' value is greater that' critical value of 0.182 at the 0.01 level with 178 df. Therefore, the result is statistically significant. So, the conjectural statement **H₀₃** is rejected. It means a significant positive correlation exits between these two variables. So, it can be concluded that due to increase of emotional intelligence, the academic success of collegians will also increase and vice-versa.

Finding of the study

Research results always make the research significant and meaningful. The key outcomes of the current study are: -

1. From the graphical representation, it is understood that most of the college students are positioned from extremely high level to average level on the seven-point scale of emotional intelligence.
2. Similarly in terms of academy achievement on the seven-point scale criteria college students are showing higher scores towards the higher end of the scale.
3. Significantly, none of the college students were showing any scores in the low and extremely low levels of the seven-point scale of academy achievement.
4. Emotional Intelligence in context of college students, there is no remarkable gender difference between the collegians.
5. Gender factor does not influence academic achievement of college students.
6. There is a crucial positive association in the middle of emotional intelligence & academic success of collegians.

Educational implications:

The usefulness and quality of each research depends on how much the research can contribute to the welfare of the people. Every research is conducted with objective in mind. In this context the outcomes of the present study are dedicated to the interest of education and society. These findings not only enrich the horizon of knowledge and wisdom but also guide us in the right direction to solve multiple academic and emotional obstacles.

- It will provide knowledge of emotional intelligence level of the learners and the subject can be included in the syllabus of various courses as a compulsory unit of curriculum to develop emotional intelligence and the classroom should provide ample opportunities for practical knowledge to face the new challenges of increasingly multi-cultural learners.
- The performance of the students will be improved.
- It will be help in undertaking future research
- It will give the impression that there is no gender difference with the variables used in the study.
- These finding will definitely guide the parents, teachers, teacher educators, educational administrators and government at large in the right direction to carry forward holistic development of the learners and overall academic and professional activities to an expected level.

Conclusion:

It is expected that the outcomes of this present study will definitely make a significant contribution in improving the academic standard & in taking education to the highest level. The outcomes of the said study disclosed that there is a supportive connection between two variables of the study i.e. emotional intelligence & academic achievement in terms of specific geographical context. Such results support some of the results of other past studies (Schutte,1998; Tapia,1999; Acharya,2015) Youth resources are the future of the country. The future direction of the country depends on its youth society. If this youth can be transformed into an asset through education, knowledge and skills, then the state will be able to walk on the path of development. Therefore, the outline of formal education is written keeping this objective in mind. So, it is expected that the students studying in the college will meet their level of academic achievement and will be employed in better profession through educational success. Therefore, this research makes a very significant contribution in the context of youth and above all students thinking about the way forward. Moreover, the fact that there is no gender discrimination in terms of these two variables is a reflection of our healthy emotions and healthy thinking. Emotional intelligence plays a significant and positive contribution in success of all professions (Gowdhaman & Bala Murgan,2010). Therefore, emotional intelligence will function as a contributory part in the success of those who will lead the future after completing college education. Since the students studying in college are the resource of the country, it is wished for that the findings of this investigation will certainly help our teenagers to balance their life in all aspect of success. Educational institutions should prioritize EI development through targeted interventions, fostering a encouraging atmosphere conducive to holistic growth.

It is hope that subsequent study should explore longitudinal impact of EI training and its implications across diverse cultural and academic settings.

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