



# The Impression of Emotional Intelligence on University Students' Academic Performance

Praveen Kumar Pandey, Namita Gupta, Prashant Kumar Pandey, Pratibha Giri

**Abstract:** *In the present contemporary society, the Emotional Intelligence is a nominal character that has become the part of the debate nowadays, and which acts as the source of most logistic litigation of the one's character. Emotional Intelligence, though contemplates about one's behaviouristic approach towards knowledge, skills, and attitude that epitomizes the worth efficiency of the students in the University and that can lead to the optimum utilization of the worth-full resources so that the aims and objectives can be fulfilled and that standard of thinking proceedings can be optimized to a great extent. The role of emotional intelligence in the process of elevating the academic performances of the students has been reviewed in many of the countries and through many of the authors. But, it has been found in this study that there is no to a very limited number of studies who all have investigated the role of emotions in the process of capturing better academic scores through education. The author thus, elucidated about the scenario which states the effect of Emotional Intelligence (EI) on the academic performance of the University Students. The study also assesses the prevailing scenario in-order to suggests some points that excavate the situation to the next level and is targeted at finding the correlation that exists between each of the factors of the Emotional Intelligence. The data that is collected through the well-structured and closed-ended questions that are found to be reliable enough as per statistics. The authors have done the analysis through various tests, i.e., Factor Analysis, Correlation, and MANOVA. After testing, positive and strong correlation is been found between each of the factors of Emotional Intelligence and it leads to the conclusion that the academic performance of the students is affected from Emotional Intelligence on. The resources used for data collection were limited as per the range of access of researcher's leading to an analysis which can't be to the complete world. Also, the cross-sectional data is been collected because of time constraint. The whole circumstances state that the different attributes of correlation are matched to the Emotional Intelligence of the University students and though it has been proved that Emotional appearance of the students is the key to understand the permutation and combination of the Intellectual complexities of the work over a period of the time.*

**Keywords:** - Emotion, Intelligence, University, Students, Factors, Academic Performance. **JEL Classification:** - I20, M12 **Paper Classification-** Research paper

## I. INTRODUCTION

The 21st century has carried with it another work environment with a much-focused condition one, in which everybody must adjust to a quickly changing society with continually moving demands and opportunities.

The economy has turned out to be worldwide which is driven by advancements & innovation and organizations are required to change themselves to serve new customer desires. Today's economy is drastically & extremely dubious with challenging opportunities. It depends on the ability of learning and is execution driven. To be a fruitful leader, the present situation calls for continuous investment, strengthening, collaboration, [14] and self-administration. With the above difficulties, another sort of leader is expected to direct business through choppiness. A manager is somebody who arranges and regulates the work along with other individuals with the goal of proficient attainment of hierarchical objectives [43].

This role isn't just about to close to home accomplishment but also about helping other people to carry out their activity. Managers may likewise have an extra work obligation not identified with organizing work by others.

All the above must be taught to the students through the organized sessions/training. Training assumes a noteworthy job in the achievement of human in every single part of the control. Training gives the stage to every last student to improve their abilities, set them up physically, and build up their certainty levels [36]. The students at this stage feel bunches of issues like the absence of relational abilities, arrange fear, not ready to adapt up to the resources, absence of participative nature and so forth, joining social and passionate learning programs into schools can be trying, as projects must address an assortment of themes with a specific end goal to be effective.

This study will give fundamental data on what difference does EI has by which it is unique in relation to identity, and how it has demonstrated to affect the country and universities students in their scholastic execution. Emotional Intelligence (EI) is a rising idea. There is a disputable inquiry emerging from numerous analysts whether the EI can be learned and instructed and whether this EI will assist the students' with succeeding in school and throughout everyday life. EI is the idea which is exceptionally down to earth in nature and is by all accounts extremely fundamental for the improvement of human life. The specialists still put stock in the theory that knowledge and achievement are relative to each other however now they are not seen similarly. The aftereffects of the students are not a result of the deviations from the fundamentals.

The present-day focus the accomplishment of the student not just on their thinking limits but on the self-awareness, feelings, and relational aptitudes.

Manuscript published on 30 September 2019

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Over the most recent two decades, Multiple Intelligences hypothesis was presented by [18] and the Emotional Intelligence hypothesis by [27] and [19], this hypothesis of emotional intelligence gave another angle that the IQ isn't the main measure for progress. Emotional intelligence is altering of projections with the view purpose of training which draws out the best in students not just in scholarly accomplishment. It determines that the abilities of emotional intelligence are expected to improve the individual aptitudes prompting achievement in scholastics. The students who are astounding scholastically appear that the training framework has not given them the subjects to lead their life joyfully and to shape them as beneficial residents.

## II. GAP ANALYSIS

The role of emotional intelligence in the process of elevating the academic performances of the students has been reviewed in many of the countries and through many of the authors. But, it has been found in this study that there is no to a very limited number of studies who all have investigated the role of emotions in the process of capturing better academic scores through education. Also, it has been found by one of the works of literature that the students studying in private schools have comparatively low emotional intelligence with the students studying in government schools [44]. This can be the result of the quality of education provided in the education centres, as it has its role in the process of providing the information through which the students are able to manage their emotions and their further career [30]. Such things cumulatively identify the gap for this specific type of research in this field. So, the authors framed their objectives as to find the relationship between the factors of emotional intelligence and the academic performance of the university students to evaluate the quality of information that is been provided by the colleges for their students' future. Such an objective is being accomplished by the authors by taking up the questionnaire of Shipley, Jackson, & Segrest (2010) which was made in the region of Florida, USA. The authors took the questionnaire from this paper for because of the reason that the culture of the USA can be considered to the paradox to the culture of India. So, because of this reason, this situation can be considered to be considered because of the difference in the culture of both countries [25].

## III. OBJECTIVES

- 1) To understand the effect of Emotional Intelligence (EI) on the Academic Performance of the University Students.
- 2) To assess the current prevailing scenario of the University Students.
- 3) To suggest some points for enhancing the prevailing condition of Students to the next level.
- 4) To find the relationship between each of the factors of Emotional Intelligence.

## IV. LIMITATIONS OF THE STUDY

The study is limited as per the range of access of researcher's leading to an analysis which can't be generalized to the complete world. So, the greater volume of data might have given the different results to this study,

which is acting here as the limitation for this study. So, more specific data can be retrieved under a greater period of time with the help of authentic & neutral data sources to know the relationship between emotional intelligence and academic performance.

## V. REVIEW OF LITERATURE

### A. Evolution of Emotional Intelligence

The area of intrigue which has been examined all through Human history and observed to be recursive is Human Intelligence and legitimate idea. There were numerous different understandings of these ideas [6]. Considering the changing idea from these two ideas, the present meaning of insight is "a psychological capacity (or set of mental capacities) that allows the acknowledgment, learning memory for, and ability to reason about a specific type of data" [6]. There is no single and unitary type of knowledge [19] but a progression of them, and part of these insights centres around the manner in which people see feelings and how they respond to them; this is at the centre enthusiasm of EI [28]. In 1920's the essential idea driving the EI were produced by Edward Thorndike while he was working with social insights; as an ancestor to the extensive thought of knowledge [21]. The social knowledge definition given by Thorndike (1920) was as "the capacity to comprehend people, young men, and young ladies – to act admirably in human relations". These were the underlying advances which made ready for development of EI.

### B. What Is Emotional Intelligence?

Critics of emotional intelligence guarantee that it is excessively dubious an idea, it can't be estimated, and its legitimacy is suspect [37]. Some researchers contend that the idea of EI is vague and accomplishing a meaning of it is exceptionally troublesome in light of the fact that diverse research centre on various aptitudes. One researcher may contend that if EI is, in reality, a type of insight, at that point EI tests must have good and bad answers. Despite the fact that there are EI tests that have right and wrong answers, researchers still inquiry the legitimacy of these tests. At last, a few types of research, challenge the legitimacy of passionate insight on a premise of it being so firmly identified with emotional intelligence [37]. Emotional Intelligence can be depicted as having four branches: the capacity to precisely see and express feeling, absorb feeling into thought, comprehend feeling, and manage feelings in oneself as well as other [27]. According to authors, emotional intelligence is the outcome of the factors that can be considered as the prominent one is Emotionality, Well-being, Self-control, and Sociability [40; 39;3].

**Emotionality** can be explained as the potential of a person to have the perception and expression of the emotions in order to grow and endure the cooperative relationship with the other people [40]. Emotionality is the recognizable conduct and physiological segment of feeling towards the perceived procedures of working efficiency. It is a proportion of a human enthusiastic reactivity to a boost to the understanding of the students [35]. The majority of these reactions can be seen by the students encountering them. Emotional reactions to feeling (i.e., grinning) don't have solitary importance [12].

Another factor is **Sociability**, whose usefulness is that it accentuates one's ability of listening skills and it also helps in the building of social associations with other diverse-belonging people [40].

The idea related to **well-being** is related to the mentality of the person about how he/she perceive about the specific situation and what importance he/she give to that specific situation. So, it is related to the attitude that a person has towards his/her happiness and satisfaction from the job assigned and its completion. With relative to it, if any person to whom high well-being score is been provided, then it means that the person is highly satisfied with his/her life and the type of work that is been done by him/her. On the flip side of it, if the low score is being provided, then, in that case, that particular individual will be considered as the person with low self-esteem and not satisfied with the type of job or work performed by him/her [39].

**Self-control** is an idea for the brain research in an enthusiastic & self-regulatory which resembles to study, self-direct, regardless of whether passionate or social and was ended up being a restricted asset which capacities like energy. It leads to the restraint for depletion in the long haul, which actually utilizes to reinforce and enhance after some time [3]. Prosperity is the state of an individual or gathering. An abnormal state of prosperity implies that in some sense the person's or gathering's condition is sure.

### C. Effect of Emotional Intelligence

In the consequence of working, study and research on EI much sort of estimation devices has been made on it and among these, there are numerous contentions to embrace the best instrument as the estimation of the EI on the work-out. EI helps the people in the work environment to change their conduct towards their actions and given undertaking according to the requirement. EI has been seen as particular from customary IQ and is considered vital in anticipating some genuine results [4]. Goleman (1996) expressed that IQ and EI have two distinct impressions to seek after the identity of the people. Goleman has given more accentuation on EI instead of on IQ. As per him, IQ is less essential than the EI, if an individual has high IQ isn't fundamental that he will be fruitful in each field of life like deal with the connections, best on working environment and win each assignment yet the odds are most noticeable if people have high EI it might be the reason for effective life and be the best in all fields and managing and dealing with the connections of family and companions and so forth. Those people who know and can work environment their very own feelings and sentiments (intrapersonal knowledge) and of others (relational insight) are at a favourable position in any space of life.

Boyatzis, Goleman, & Rhee (1999) additionally expresses that despite the fact that an individual has high EI, does not imply that he will have taken in the emotional abilities that are of imperative significance at work, he will rather need to learn and create passionate fitness, which is an educated capacity in view of EI that prompts superior at work and that the level of EI decided s one's possibilities for taking in the handy aptitudes that depend on its five components, i.e. self-awareness, inspiration, self-control, compassion, and proficiency in relationship. The earth made by the pioneer and idea of work with the group is showing signs of improvement with the relationship of EI qualities as its real job in the association. There was a noteworthy connection between EI capacity of the person and condition

of the association. This was said that EI is essential for the instructors and gathering pioneers to comprehend the circumstance of the student about their learning approach, learning methods, sentiments about the investigation and their achievement in school exam and reasonable life.

The term EI is characterized by various researchers and analysts in books and academic articles. Distinctive scientists have characterized and developed the thought by their own point of view and calculated methodology. Keeping in mind the end goal to characterize the term EI, the flow inquire about has for the most part centred around the investigation of noticeable analysts in the field of EI, for example [27; 19; 8] are considered as the originators of the idea of Emotional Intelligence (EI). In their article on Emotional Intelligence, they have characterized the term EI as the subset of social insight that includes the person's capacity to screen his very own and others' sentiments and feelings, the capacity to segregate among them and to utilize this data to control one's musings and activities. however, in this manner [27] concocted more streamlined meaning of EI which implies it is a fitness to see and acclimatize feeling keeping in mind the end goal to encourage thought and comprehend and control feelings to advance self-awareness.

The literature associated with emotional intelligence affirms the connection between self-awareness, emotional-administration, and compassion with academic performance [2; 29]. Also, it is affirmed by them that emotional intelligence also has its effect on the pre-college achievements and university achievements [31]. But, all the literature contains the sort of limitation which explains that the findings of that all studies may or may not be applied to the regions having much differentiating culture altogether. So, these all statements furthermore ask for the study that will solely consider the environment of Indian sub-continent. Consequently, the author made the objective to deal this situation and framed a set of questionnaires to find out the effect of emotional intelligence on the academic performance of the students that can be categorized under various heads, i.e., university students, scholarly students, and so on.

## VI. METHODOLOGICAL PROCEDURES

### A. Hypothesis Development

Hypothesis speaks up a statement which needs to be tested after the complete analysis of the procured data. This study aims to cross-check the effect of Emotional Intelligence in the Asian continent University Scenario. Treading on similar pathways EI is classified into four main factors. The said four can be named as - Well-being, Self-control, Emotionality, and Sociability.

#### So, the Final Hypotheses

- 1) H0- There is no positive association between Self-Control and Sociability.  
H1- There is a positive association between Self-Control and Sociability.
- 2) H0- There is no positive association between Emotionality and Self- Control.  
H1- There is a positive association between Emotionality and Self- Control.
- 3) H0- There is no positive association between Well-Being and Self-Control.



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H1- There is a positive association between Well-Being and Self-Control.

4) H0- There is no positive association between Emotionality and Well-Being.

H1- There is a positive association between Emotionality and Well-Being.

5) H0- There is no significant association between EI and Academic Performance.

H1- There is a significant association between EI and Academic Performance.

## B. Sample and Procedures

This study is objected to examine the current situation of the college students and also the effect of their emotional condition on their academic performance is been analysed. For this reason, the author has used the proliferation of both Primary and Secondary data collection methods to obtain the optimum result. So, 44 works of literature are been analysed to get background knowledge and also to find the connection of the factors with sub-pointers of emotional intelligence. Various sources such as from various magazines, Journals, Different books and websites, such as, ProQuest, JSTOR, Wiley, ResearchGate, Google Scholar, Science-Direct, etc. are used for this purpose.

Also, in order to evaluate the present situation, the primary data is collected. The closed-ended or controlled questionnaire is been distributed to 300 students of different Universities in Noida and Greater Noida, out of which only 218 submitted their responses. Primary data is being collected on the basis of structured, multiple choice and closed-ended questionnaire.

## C. Measures

The questionnaire has been bifurcated into two parts. Part I is dealing with the demographic structure and attributes of the respondents while Part II refers to the platforms of Emotionality, Well-Being, Self-Control, and Sociability.

In the perception to inculcate the personification of the University Students the Author has used 26 multiple type questions (ranging from Strongly Disagree to Strongly Agree); strongly disagree as "1 point" and Strongly Agree as "5 points". Respondents have been personally interviewed to gather extra information. By factor analysis, the dependent variables are found for the paper, which were Emotionality, Well-Being, Self-Control, and Sociability while the independent variables are dealt with by Gender and CGPA to obtain the prominent efficiency of students.

## D. Analysis and Testing

In order to check the internal consistency of data, the Cronbach's Alpha test is been conducted which says that data is enough reliable in case the alpha value goes above 0.70. And the validity of the data is been tested through the

KMO measure. Furthermore, data is analysed with the help of ANOVAs and Correlation. Each of the said analyses are been conducted on the IBM SPSS 20.

## VII. ANALYSIS

### A. Variables' Testing

In table 1, the value of Cronbach's Alpha or reliability Statistics is 0.768. So, we can assume that the data-set is the reliable one as the actual standard value for any reliable data is said as 0.70 and the calculated value is greater than 0.70.

### B. Findings

Table 1: - Variables Reliability and Sufficiency		
Cronbach's Alpha		0.77
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.583
Bartlett's Test of Sphericity	Approx. Chi-Square	2018.992
	df	325
	Sig.	0.000

Kaiser, (1974), in his study have recommended that the value of KMO above 0.5 is acceptable and considered as a model fit for the factors extracted by the rotation method. In table 1, KMO is 0.583 and Bartlett's Test sig value is 0.00 which affirming the validity of the model.

As per table 2, the varimax method of rotation is been employed for the analysis, which has extracted 4 factors out the total number of questions, which can be named as, Emotionality, Well-Being, Self-Control, and Sociability.

Subsequent to breaking down the table 3, it is found that there is a significant difference between the CGPA and Emotional Intelligence factors as in light of the fact that the "p"- value is less than the presumed alpha value, i.e.,0.05.

By the analysis of table 3, it is found that the null hypothesis is rejected and is accepting the statement that there is a significant association between EI and academic performance. This could be the reason of the Emotional Stability of the students which helped them to show positive growth rate in their educational background [38]. Also, it can be said that over a period of time, the Emotional Stability, which can be gained by stable Emotional Intelligence, has an effect on the career development of the all prospective management officials [10]. Hence, alternative hypothesis 5 can be accepted as both the tests show that the "p-value is less than the presumed alpha value".

	Component			
	Emotionality	Well-Being	Self-Control	Sociability
I find difficult to understand others' perspective.	0.429			
At many instances, I am not being able to point out my own emotions.	0.652			

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I often find to complain that I don't indulge with them well.	0.684			
I usually find it difficult to show up my affection towards people close to me.	0.658			
I often find it difficult to have sound bonding with people near to me.	0.783			
I usually feel lifelike non-enjoyable.	0.606			
I have a melancholy type perspective on most of the things.	0.472			
I have a tendency to change my mind with the changing time.	0.627			
I have a tendency to get into the things to which I later think to get out off.	0.605			
I usually find it quite difficult to fight for my rights.	0.595			
I usually to get back down even when I know that I am right.	0.523			
I usually don't think that I have any power upon the other people's feelings.	0.413			
I usually make a pause for thinking of my feelings.		0.505		
I think that I have various good qualities.		0.617		
I can say that I am much pleased with my life.		0.714		
I think I have a number of strengths.		0.668		
I have a common belief that things will get completed in a convenient manner.		0.631		
I believe that I can deal with other people very effectively.		0.499		
I normally think that I can easily get into the other' shoes and can experience their feelings.			0.410	
I perceive myself of being able to better deal with stress.			0.663	
I am able to get the ways-out to control my emotions whenever I get desired to.			0.591	
I am that much relaxed in life that others admire me for that.			0.603	
I usually express my emotions with words and I don't find it difficult.				0.528
At some instances, I find it difficult to have regulation on my emotions.				0.531
I feel like that I can influence the feelings of other people.				0.690
I perceive myself as having better negotiation skills.				0.436
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.				

**Table 3: - MANOVA (with respect to CGPA)**

Effect		Value	F	Hypothesis df	Error df	Sig.
CGPA	Pillai's Trace	.206	2.898	16.000	852.000	.000
	Wilks' Lambda	.806	2.932	16.000	642.198	.000
	Hotelling's Trace	.225	2.931	16.000	834.000	.000
	Roy's Largest Root	.109	5.787	4.000	213.000	.000

**Table 4: - Correlations**

		Sociability	Emotionality	Self-control	Wellbeing
Sociability	Pearson Correlation	1	.196**	.110	.182**
	Sig. (2-tailed)		.004	.106	.007
	N	218	218	218	218
Emotionality	Pearson Correlation	.196**	1	.090	-.076
	Sig. (2-tailed)	.004		.185	.265
	N	218	218	218	218
Self-control	Pearson Correlation	.110	.090	1	.315**
	Sig. (2-tailed)	.106	.185		.000
	N	218	218	218	218
Wellbeing	Pearson Correlation	.182**	-.076	.315**	1
	Sig. (2-tailed)	.007	.265	.000	
	N	218	218	218	218

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Subsequent to breaking down the table 4, it has been discovered that there is a positive association between the different Emotional Intelligence factors except for the relationship between emotionality and well-being as in light of the fact of the correlation value between each of the factors. After a complete analysis of table 4, it can be said that alternative hypothesis 1, 2, & 3 can be accepted and also the value of significance says the same for its acceptance as " p"- value is less than the presumed alpha value, i.e., 0.05. Also, the null hypothesis 4 here can be accepted which says that there is no relationship between the emotionality and well-being as per the data collected.

**VIII. DISCUSSION**

This paper is related to the exploration of the association between the factors of emotional intelligence and furthermore to find the effect of emotional intelligence on

the academic performance of university students. With respect to it, the analysis is serving its elucidation as there is a significant difference between the factors of emotional intelligence with CGPA on the top with the reflection of academic performance. This implies there is an effect of emotional intelligence on the performance of the students in their due course of studies. This elucidation might be the consequence of the prevalence of the sub-parts of emotional intelligence into the emotional part of the brain which are helping the students to more readily comprehend their self-worth, and to perceive any circumstance in a proficient manner to extract the outcome into their working situation, i.e., their studies.

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Additionally, another analysis can be interpreted as there is an association between the factors of the emotional intelligence except for the relationship between the well-being and the emotionality. Such an outcome is demonstrating to the point that the factors well-being and emotionality cannot co-exist in the case of university students. This means that at a point of time, in the event that any student possesses the quality of emotionality, all things considered, there will be the absence of the well-being feature. This further implies on the off chance that if the student is considered of the relationships with other nearby people, then he/she possess emotionality factor, and in that case, he/she won't lean toward the accentuation on the self-bliss as in light of the fact that in this case, the self-satisfaction will be related with the relationship-satisfaction. Along these lines, in light of this reason, both the factors cannot co-exist simultaneously at one point in time. What's more, on account of different components of passionate knowledge, they all are correlated with one another according to the outcome is appeared by the framework of Pearson's correlation.

### IX. CONCLUSION AND RECOMMENDATIONS

EI is the difference by which it is unique in relation to identity, and how it has demonstrated to affect the country and universities students in their scholastic execution. Emotional Intelligence (EI) is a rising idea. There is a disputable inquiry emerging from numerous analysts whether the EI can be learned and instructed and whether this EI will assist the students' with succeeding in school and throughout everyday life. EI is the idea which is exceptionally down to earth in nature and is by all accounts extremely fundamental for the improvement of human life.

From this study, it states that the EI levels of the university students are high to that of the university students. It very well may be broken down that there is no effect of EI on the scholastic performance since the EI levels of university students is high despite the fact that their CGPA is not exactly relatively high. The faculties educating to the PG students particularly to administration need much focus on the university students than that of the university students to build up their EI levels which is much fundamental for them to contend in the current circumstances.

The objective of this study was to find the connection between the factors of emotional intelligence and related to this it was found that there is a positive correlation between various factors (that contains Emotionality, Well-Being, Self- Control and Sociability) of Emotional Intelligence that states that Emotionality is positively correlated with Well-Being, Self-Control is positively correlated with Sociability, Self- Being is positively correlated with Self-Control and Emotionality s positively correlated with Sociability.

Furthermore, the findings says that the relationship between the well-being and the emotionality is not positively associated with one another. Such an outcome is demonstrating to the point that the factors well-being and emotionality cannot co-exist in the case of university students. This means that at a point of time, in the event that any student possesses the quality of emotionality, all things considered, there will be the absence of the well-being

feature. The whole circumstances state that the different attributes of correlation are matched to the Emotional Intelligence of the University students and though it has been proved that Emotional appearance of the students is the key to understand the permutation and combination of the Intellectual complexities of the work over a period of the time.

This result indicates that the faculty members should consider more focus towards the emotional development of the students along with the intellectual development. In such case, it will be like overall development of the students. This development will furthermore help in the growth of opportunities in the career prospect.

### X. FUTURE SCOPE OF STUDY

This study incorporates the objectives that are mainly giving the concern to the relationship between the factors of EI and the academic performance, which is furthermore, giving the scope for future study that will be make an addition of the factor, that can be named as the work experience, of the people who have recently got placed in the company. The word "recent", here, will be made certain by the author on the basis of the period less than 1 year from the date of joining the company.

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