

EMOTIONAL INTELLIGENCE AND STUDENT PERFORMANCE: AN EMPIRICAL APPROACH

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ABSTRACT

Emotions are the intense feelings towards some individual, event or situation without any cause. It could be agitation, disturbance of mind, passion, anger, grief, fear, enjoyment, surprise, love, shame, etc. One's ability to balance the emotions with the reason to maximize long-term happiness, and capability to recognize and manage one's as well as emotional awareness or emotional management skills.

In the present dynamic and scientific environment, there is a corresponding rapid change in human lifestyles as it not only counts on the physical dimensions but connects to emotional aspects as well. It has also become more important to achieve academic excellence as the future hinges on learning and performance of students. So, with compelling changes in the environment following the economic crisis, both social and personal competencies are extremely important for a healthy and productive life in all aspects of life. The present study is designed to assess the emotional intelligence level of students of different strata. The purpose of this study is to study whether there are any relations of emotional intelligence on student effectiveness.

KEYWORDS: *Performance of Students*

Article History

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INTRODUCTION

Education is conceived as a most powerful agency that brings the desired changes in the social and cultural life of a nation. The education process is shaped by the human personality namely students who plays a pivotal role in different field of education. As we know if the students are well educated and highly motivated then learning will be enhanced. Because students are expected to use the best strategies to meet challenging demands of their career. Students are an important component of entire education system.

Generally educational environments where students interact in seminars leads to good collaborative learning. Research shows that there are clear educational advantages to be derived from collaborative learning activities where students work in groups and small teams, the interactions and activities frequently involve higher order and reflective thinking.

Emotional intelligence is an important variable in the preferences students express and in the choices they actually make at various points in their academic development when options are available to them. Already it has been examined that emotional intelligence in students showing high achievement in particular subject matter areas in students committed to a given profession and in persons already working within a profession. Moreover emotional intelligence are dimensions

of individual functioning which extend into the personality domain, they carry a message about the student and teacher as persons. Hence characterization of an individual in terms of emotional intelligence covers a great deal of psychological territory. According to Swami Dayanand “The child starts getting education right from the Womb of his Mother”. So we can say without education the beauty of life looked ugly. Effectiveness of students can be measure through intelligence, personality trait, study habit, interest and attitude.

In context to this, Emotional intelligence (EI) is the ability to perceive, understand and regulate emotions in self and other to promote emotional and intellectual growth. EI is the ability to experience and express emotion in self and others appropriately. In other words, it is simply the way of knowing how to separate healthy from unhealthy feelings and how to turn negative feelings into positive ones.

Emotional intelligence can even be considered as an umbrella term that captures a broad collection of individual skills and dispositions usually referred as soft-skills or inter or intra personal skills that are outside the traditional areas of general intelligence and technical or professional skills. The ability of an individual to monitor one’s own feelings and emotions to discriminate among them and to use the available information in steering one’s own as well as other’s behaviour has attained much significance even in the information age. Studies from various others research have been picked up to build the idea that emotionally intelligent have higher levels of performance outputs, and overall effectiveness of students etc. irrespective of their different discipline.

LITERATURE REVIEW

Usaporn Sucaromana (2012) in his study “ Contribution to Language Teaching and Learning: A Review of Emotional Intelligence” observe the importance of emotional intelligence and the extent to which emotional intelligence can be implemented and used to improve language teaching and learning. Since emotional intelligence is perceived to play a crucial part in every aspect of people’s lives, it can be extended to language teaching and learning. Language teaching and learning typically includes communication; therefore, emotional intelligence is beneficial. However, both language teachers and students should be aware of and cooperate together to improve emotional intelligence and to create a more effective learning atmosphere for language teaching and learning.

Shafeeg Ali Bunyaan et al., (2014) in their study “Emotional Intelligence and Academic Achievement: A Study Among Students of a Private University in Malaysia” explored there are many factors influencing a student’s achievement in academic. One of the factors is emotional intelligence (EI). The result showed that one of the EI components (i.e., use of emotion) is positively correlated to EI. The study also revealed that the female respondents scored lower than male respondents in EI mean score. However, the difference in EI between genders is not statistically significant. The difference in EI between years of study was also studied and it was found insignificant statistically. The results revealed an interesting finding that the respondents in this study, regardless of the years of study, self-reported that they are better in appraising their own emotions, but weaker in controlling their emotions.

Thomas Goetz and Madeleine Bieg in their study”Academic Emotions and Their Regulation via Emotional Intelligence” focus on emotions related to learning and achievement. Then they describe the relationship between academic emotions and other constructs to explain the effects and antecedents of academic emotions. They also describe how students can regulate their academic emotions in a goal-directed way. They highlights on emotional intelligence (EI) as a central competency for regulating academic emotions. They also design a model for the development of emotional

intelligence in learning and achievement situation.

James D.A.Parker (2004), in their study “Emotional intelligence and academic success: Examining the transition from high school to university” observed that the transition from high school to university was used as the context for examining the relationship between emotional intelligence and academic achievement. During the first month of classes 372 first-year full-time students at a small Ontario university completed the short form of the Emotional Quotient Inventory. At the end of the academic year the data was matched with the student's academic record. Predicting academic success from emotional intelligence variables produced divergent results depending on how the former variable was operationalized. Results are discussed in the context of the importance of emotional and social competency during the transition from high school to university.

SCOPE OF THE STUDY

The scope of the study being confirmed to educational institution only, its findings may not hold good to other higher institutions in India and abroad. The study assumes immense importance in so far as its findings will facilitate the sample institutions to make them more effective as to improve the individual performance. The findings of this study may not have universal applicability since the study is confined to a definite period and to a definite area of educational institution.

OBJECTIVES

Well defined structured questionnaires were administered to selected students of different fields in context to cognitive attitude in pursuing higher education.

- To measure EI competencies level among the respondents on the basis of demographic variable.
- To study the possible association that exists between emotional intelligence and student effectiveness.

METHODOLOGY

Data Source and Method of Collection

In this present study, a self-developed questionnaire in the form of statements also used as the tool for primary data collection. Secondary data was collected from earlier research work, various published journals, magazines, websites and online articles.

Sample Size and Sampling

The present study consists of 150 students of different fields of education studying in different district of Odisha. They were selected on the basis of random sampling techniques. Sample from different course like Diploma, Degree, and Post-graduate is collected.

Tools and Techniques Used

The important statistical tools and techniques used in the study are frequency distribution, Chi-Square test (χ^2) etc.

RESULTS AND DISCUSSIONS

The purpose of this study is to find out the impact of emotional intelligence in context to student performance. There is also possibility that the demographics characteristics like age, gender, educational qualification like Diploma, Degree, Post graduate etc. may also affect their views on performance. Such variables included in the study to examined their impact on

the perception of emotional intelligence levels that leads to perspective overall success of students. Response is taken from a sample of 150 students. The tabulated description of demographic details of the sample is presented in the Table-1

Table 1 shows that 46.6 % of the respondents are belongs to above 25 years of age, 52 % of respondents are male, and 46% of respondents are graduates.

However, an attitude scales with 20 items/statements describing how Emotional Intelligence relates to student performance in the process of educational practices. Further, to examine the same a null hypothesis was formulated. The validity of this hypothesis has been tested through Chi-Square (χ^2) which is presented in the Table-2. Findings of the 20 statements analysed in the aforesaid paragraphs may be summarized as in Table 2.

Table 1: Frequency Distribution of Sample Demographics

Sl. No.	Category	Options	Number of Respondents	Percentage (%)
01.	Age	Below 20 years	15	10
		20-25 years	65	43.3
		Above 25 years	70	46.6
02.	Gender	Female	72	48
		Male	78	52
03.	Educational Qualification	Diploma	45	30
		Degree	69	46
		PG / Others	36	24

Table 2: Findings of Emotional Intelligence Relate in Relate to Student Performance

Sl. No	Statement	Result
01.	Self-awareness stimulates confidence among students for good performance	$\chi^2 = 3.32$
02.	Self-motivation to implement appropriate skills in the study	$\chi^2 = 3.52$
03.	Recognise self potential and ability to perceive, analyse and implement emotions as per the situation	$\chi^2 = 6.99$
04.	Self-motivation improves learning new skill	$\chi^2 = 6.98$
05.	Good interpersonal relationship resolve the conflicts among students	$\chi^2 = 8.89$
06.	Designing of proper educational curriculum to recognise the importance of emotional intelligence among the students	$\chi^2 = 3.76$
07.	Satisfaction with the current education system	$\chi^2 = 5.86$
08.	Self-awareness responsible for high level of performance	$\chi^2 = 4.46$
09.	Self-motivation to be useful in achieving excellence and competitiveness in the performance	$\chi^2 = 16.79$
10.	Empathetic behaviours build trust and retain talent	$\chi^2 = 15.79$
11.	Quality of optimism to be achieved by high level of self management	$\chi^2 = 22.25$
12.	Emotional intelligence to emphasize on experimental method in learning course curriculum	$\chi^2 = 16.33$
13.	Establish clear set goals which influence social and emotional learning to improve self-efficacy	$\chi^2 = 15.12$
14.	Effective programs provided that involve repeated sessions of practice and appropriate necessary feedback	$\chi^2 = 13.79$
15.	Facilitating opportunities for practice through effective program that involve repeated sessions of practice and appropriate necessary feedback	$\chi^2 = 18.72$
16.	By using appropriate models, one can study, analysis, formulate and solve problems as per situations	$\chi^2 = 14.19$
17.	More willing to participate in developmental activities after getting support	$\chi^2 = 10.12$
18.	Emotional intelligence acts as a commitment that drives individual success and better performance	$\chi^2 = 13.39$
19.	Establishing learning goals to personal values that will aid to achieve goals	$\chi^2 = 9.92$
20.	Self-regulation involves self-control to maintain standards of honesty and integrity and being open to new innovative ideas.	$\chi^2 = 9.99$

SUGGESTION / RECOMMENDATION

The Following Recommendations Are Made on the Basis of Results of the Study:

- EI is highly powerful to drag out emotional sensitivity which gives a new pathway.
- Emotions are the intense feelings towards some individual, event or situation without any cause.
- Higher the EQ greater is the control over the emotions.
- EI is one of the important issues of individual personality that should impose by every student.
- EI can even be considered as an umbrella term that captures a broad collection of individual skills and dispositions usually referred as soft-skills or inter or intra personal skill
- The awareness about the credo of emotional intelligence will develop insights into self-regulation and realisation of one's optimum potentials for better performance.

CONCLUSIONS

Emotional intelligence is not talked about or recognised in our early years. It strengthens our character with self and social awareness. There is a need to walk that extra mile to support and make people happy. Therefore, researcher has decided to study about the study of co-relation between emotional intelligence and student effectiveness of different students. Emotional intelligence helps to improve the interpersonal relations, individual as well as group performance. The use of emotional intelligence should be essential and receive a greater share of student's energy.

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