



## Emotional intelligence and its relation to academic achievement of postgraduate students

Priyanka Das<sup>1</sup>, Dr. Madhumita Baidya<sup>2</sup>

<sup>1</sup> Research Scholar, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

<sup>2</sup> Assistant Professor, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

### Abstract

This study aimed to investigate the relationship between emotional intelligence and academic achievement of students at the level of post graduate. Today's higher educated young generation will be the responsible leader in future. They will play multiple roles to handle any critical situation where the non-scholastic factors play a significant role besides scholastic factors. At the present time emotional intelligence is considered as the most significant factor of individual's successful life. So, it is very essential to observe and nurture emotional intelligence and other social competencies among today's young generation simultaneously their academic achievement. The design of the study was correlational research design. Random sampling technique was used to select 59 post graduate students. The emotional intelligence scale (Sushma Talesara) has been used to measure emotional intelligence level of post graduate students. The statistical techniques used to analyze obtain data were Pearson correlation and t-test.

**Keywords:** Academic achievement, emotional intelligence, correlation, post-graduate students

### Introduction

Emotional intelligence is the early additional innovative area of social research in the present Indian context. In our daily life we can see, there are different types of people and they have different kinds of techniques to express their emotions such as sadness, anger, fear, shame, love and enjoyment. Some persons are unable to regulate and manage their emotions where as some persons are too much expert to manage their emotions with flexibility even, they are capable to take right decision in a difficult situation. Emotional intelligence is one kind of social skill or competencies which helps individuals to understand their own emotions and the emotions of others. Even it also helps to control and manage emotions and effectively express their own emotions. Emotionally intelligent people are also able to cope and adapt changeable and adverse environment easily. Consequently, emotionally intelligent persons are not only able to perform effectively and efficiently in different situations of their own life even in family, society and work place also. Today's, higher level students are expected that they will be the responsible citizen or ideal leader of tomorrow. They have to play multiple roles to handle various complexities of life with efficiently. So, it is very essential to nurture emotional intelligence among today's young generation. In the other hand, academic success is the most crucial indicator of pupil's successful life. It is the major goal of their life where high level of emotional intelligence makes pupils self-confident to deal with dynamic education process effectively. But pupils' low level of emotional intelligence makes them very difficult to deal with adverse academic situation. Policy makers, educators and parents are majorly focusing on the intellectual achievement of pupils. Previously, some studies concluded that cognitive potential is the crucial factor for the pupil's academic achievement and successful life than any other factors. But according to Dweck (1996) if students are able to control their emotions, they will also achieve their

academic goal. Now a days, students are facing difficulties and failure to achieve their academic goal which is the main reason of mental stress and frustration of academic life and it also make them very weak to bounce back. Though an individual has high level of intellectual potential to success academically in higher education, he or she face difficulties to deal with emotion related issues, they have poor relationship skills and lack of effective decision-making skills also (Goleman, 1995).

### Branches of Emotional Intelligence

Salovey and Mayer (1990) propounded the theory of emotional intelligence. They proposed four branch model of emotional intelligence. They identified main four areas of emotional intelligence:

**Perceiving emotions:** The ability to perceived accurate emotions through nonverbal signals like facial expression and body language. These capacities are the sign of advanced emotional understanding.

**Facilitating thought:** Emotions play a great role to guide the cognitive system and promote the capacity to think which are truly essential at that condition. Emotions help to prioritize those things which need to pay attention and react. Thus, using emotions to facilitate thoughts.

**Understanding emotions:** There are wide variety of emotions among human being. If someone express sad emotions, the observer must be able to understand the reason behind the sadness and what it might mean.

**Managing emotions:** Management of emotions is the one kind of human's skill which is the crucial part of emotional intelligence. The most important aspects of emotional management are appropriate response, control and regulate own emotions.

### Significance of the study

Emotional intelligence is the non-scholastic psychological factor which is the key element of students' academic success and it is the strongest predictor of future successful life as compare to other predictors like, IQ level, standardized test score and GPA. So, it is very essential to enhance emotional intelligence competencies among today's young generation to achieve academic and career excellence. They have to learn appropriate capacity to handle emotions at specific condition. Emotional intelligence is called as muster aptitude of human being. Parent and educators should be aware about young generations increasing levels of conflict for the lack of vital non-scholastic factors' development. The initial objective of the present study is to shed some light on the relationship between emotional intelligence and academic achievement of post graduate students of Purulia district. The findings of the present study will reveal the level of emotional intelligence of this specific area and also reveal relationship between emotional intelligence and academic achievement of post graduate students. The result of the study will be very helpful and useful for academics, educators and parents to be aware about the level of emotional intelligence and importance of the nurturance of non-scholastic factors for the academic achievement.

### Review of literature

Chamundeswari (2013) <sup>[1]</sup> conducted a study on emotional intelligence and academic achievement among students at the higher secondary Level. The purpose of the study was to investigate the relationship between higher secondary students' emotional intelligence and academic achievement. The sampling method used for the study was random sampling. The total sample selected by the researcher was 321 higher secondary school students. Emotional Intelligence Scale (Hydes and others, 2002) was used by researcher as a data collection tool. The statistical methods used for the study were descriptive statistics, t'- test, 'F'-ratio, Karl Pearson's Product Moment Correlation Co-efficient. The finding of the study concluded that there was a positive and significant correlation between emotional intelligence and academic achievement of higher secondary students. Lawrence and Deepa (2013) <sup>[2]</sup> studied on emotional intelligence and academic achievement of high school students in Kanyakumari district. The main purposes of the study were to find out the significant relationship of high school students' emotional intelligence and academic achievement and significant difference of students' emotional intelligence in terms of gender and socio-economic status. The researchers selected 400 high school students as a sample. The researchers used self-made Trait Emotional Intelligence Questionnaire (TEI) as a data collection tool. The statistical methods used by the researchers were standard deviation, t-test, ANOVA and Pearson's Co-efficient Correlation to analyze data. The finding of the study revealed that there was no significant correlation between emotional intelligence and academic achievement of high school students and no significant difference found in emotional intelligence on the basis of gender and socio-economic status. Yüksel and Geban (2014) <sup>[3]</sup> investigated the relationship between emotional intelligence levels and academic achievement. The core

purpose of the study was to investigate the relationship between emotional intelligence and academic achievement of different discipline students such as physics, chemistry, biology and mathematics. The total selected sample of the study was 150 vocational high school students. The researcher selected Bar-On emotional intelligence scale as a tool to assess emotional intelligence. The findings of the study concluded that there was no effect of emotional intelligence on academic achievement in sciences and mathematics courses as a whole. But on the basis of some sub-dimension, there was significant effect of emotional intelligence on academic achievement.

Kalapriya and Anuradha (2015) <sup>[4]</sup> conducted a study on emotional intelligence and academic achievement among adolescents. The main objective of the study was to explore the relationship between emotional intelligence and academic achievement among adolescents. Sampling technique used for the study was stratified random sampling to select sample. Total sample selected for the study was 100 junior and senior intermediate college students. Research tool used for the study was Emotional Intelligence scale (Mangal and Mangal, 2004). The researchers selected Chi-square statistical method to analyze the obtained data. The finding of the study concluded that there was a significance difference between emotional intelligence and academic achievement of adolescents. Roy (2018) <sup>[5]</sup> studied on academic achievement of higher secondary school students in relation to achievement motivation and emotional intelligence. The purpose of the study was to examine relationship between achievement motivation, emotional intelligence and academic achievement of higher secondary school students. The method used for the study was descriptive survey method. The total sample selected for the study was 100 students of class XII of Burdwan district. Tools used for the study were Achievement Motivation Scale (n- Ach) and Mangal Emotional intelligence Inventory (MEII). The statistical technique used by the researcher was 't'- test. The finding of the study revealed that there was a positive relationship between achievement motivation, emotional intelligence and academic achievement of higher secondary school students. Karimi et al. (2020) <sup>[6]</sup> conducted a study on emotional intelligence and academic achievement among secondary school students in Kalifi County, Kenya: a correlational study. The main purpose of the study was to investigate the relationship emotional intelligence and academic achievement of secondary students of public school. The research design used by the researchers was correlational. The total sample selected for the study was 271 secondary students. The researchers used Schutte Self-Report Emotional Intelligence Test as a data collection tool. The statistical methods used by the researchers were descriptive statistics such as central tendency, percentage and inferential statistics such as Pearson product moment correlation and multiple regression. The finding of the study revealed that there was a strong positive relationship between emotional intelligence and academic achievement of students. Arias et al. (2022) <sup>[7]</sup> conducted a study on emotional intelligence and academic motivation in primary school students. The main purpose of the study was to explore the emotional intelligence and academic motivation level of students and their relationship. The research design of the study was a quasi-experimental design. The sampling technique used for the study was accidental sampling. The

researchers selected 541 students as a sample. The statistical methods used for the study were descriptive statistic and Pearson’s correlation coefficient to analyze data. The result of the study revealed that there was a positive and significant correlation between emotional intelligence and academic motivation. Herut et al. (2024) [8] studied on emotional intelligence as a predictor for academic achievement of children: Evidence from primary schools of southern Ethiopia. The main objective of the study was to examine the relationship between emotional intelligence and academic achievement of primary school students. The sampling technique of the study was random sampling. Total sample selected for the study was 444 students. Data collection tool used for the study was Goleman’s Emotional Intelligence Assessment Scale. The statistical tool used to analyze data was multinomial logistic regression. The finding of the study concluded that there was a significant influence of emotional intelligence on students’ academic outcomes.

**Operational definition of variables**

**Emotional intelligence:** Goleman (1995) described that emotional intelligence is the ability to recognize one’s own feelings and emotions as well as feelings of others. It is the major indicative of human success.

**Academic achievement:** Academic achievement refers to students’ learning outcome in a particular academic area. In the present study, academic achievement means the obtain marks in standard academic achievement test.

**Post graduate students:** Post graduate students refer to those students who are enrolled in university at 2<sup>nd</sup> and 4<sup>th</sup> semester of master’s degree.

**1. Objectives of the study**

- To study the relationship between emotional intelligence and academic achievement of post graduate students.
- To study the relationship between emotional intelligence and academic achievement of male students.
- To study the relationship between emotional intelligence and academic achievement of female students.
- To study the difference between male and female post graduate students’ emotional intelligence score.

**Hypothesis of the study**

H<sub>0</sub>.1. There is no significant relationship between emotional intelligence and academic achievement of post graduate students.

H<sub>0</sub>.2. There is no significant relationship between emotional intelligence and academic achievement of male students.

H<sub>0</sub>.3. There is no significant relationship between emotional intelligence and academic achievement of female students.

b There is no significant difference between male and female post graduate students’ emotional intelligence score.

**Methodology**

**1. Research design:** The correlational research design was selected for the study because the aim of the study was to investigate the relationship between emotional intelligence and academic achievement of post graduate students. Correlational research is also called

descriptive research because it describes the relationship between two variables.

- 2. Population:** Population of the present study consisted the post graduate students of Purulia district in West Bengal.
- 3. Sample:** The total sample selected for the study was 59 students of post graduate students by using simple random sampling technique.
- 4. Research tools:** The emotional intelligence scale was developed by Sushma Talesara. The scale consists of 46 items divided into five main area- such as self-awareness, self-management, self-motivation, social skill and empathy.
- 5. Variables:** Students’ emotional intelligence level is the independent variable and students’ academic achievement is the dependent variable.
- 6. Statistical technique:** The present study was quantitative in nature. Inferential statistical techniques were used to analyze obtained data. Pearson product moment correlation was used to study correlation between variable and ‘t’ test was used to compare between two group mean.

**Limitations of the study**

- The sample size is kept small for the lack of time.
- The study is limited in the level of post graduate.
- The study is limited in Purulia district only.

**Analysis and Interpretation of data**

**Objective no-1**

To study the relationship between emotional intelligence and academic achievement of post graduate students.

**Table 1:** There is no significant relationship between emotional intelligence and academic achievement of post graduate students.

Correlations			
		Emotional intelligence	Academic achievement
Emotional intelligence	Pearson Correlation	1	.134
	Sig. (2-tailed)		.311
	N	59	59
Academic achievement	Pearson Correlation	.134	1
	Sig. (2-tailed)	.311	
	N	59	59

**Table no-1** indicated that the significant value is 0.311 which is greater than 0.05 thereby indicating the null hypothesis is accepted, that means there is a no significant relationship between emotional intelligence and academic achievement of post graduate students. It can be further observed the value of r is 0.134 which indicates a very weak positive relationship between emotional intelligence and academic achievement of post graduate students. This result well supported by the studies conducted by (Lawrence, Deepa, 2013) [2], (Yüksel, Geban 2014) [3].

**Objective no-2**

To study the relationship between emotional intelligence and academic achievement of male students.

**Table 2:** There is no significant relationship between emotional intelligence and academic achievement of male students.

Correlations			
		Emotional Intelligence	Academic achievement
Emotional Intelligence	Pearson Correlation	1	.294
	Sig. (2-tailed)		.184
	N	22	22
Academic Achievement	Pearson Correlation	.294	1
	Sig. (2-tailed)	.184	
	N	22	22

**Table no-2** indicated that the significant value is 0.184 which is greater than 0.05 thereby indicating the null hypothesis is accepted, that means there is a no significant relationship between emotional intelligence and academic achievement of male post graduate students. It can be further observed the value of r is 0.294 which indicates a very weak positive relationship between emotional intelligence and academic achievement of male post graduate students.

**Objective no-3**

To study the relationship between emotional intelligence and academic achievement of female students.

**Table 3:** There is no significant relationship between emotional intelligence and academic achievement of female students.

Correlations			
		Emotional intelligence	Academic Achievement
Emotional Intelligence	Pearson Correlation	1	.058
	Sig. (2-tailed)		.734
	N	37	37
Academic Achievement	Pearson Correlation	.058	1
	Sig. (2-tailed)	.734	
	N	37	37

**Table no-3** indicated that the significant value is 0.734 which is greater than 0.05 thereby indicating the null hypothesis is accepted, that means there is a no significant relationship between emotional intelligence and academic achievement of female post graduate students. It can be further observed the value of r is 0.058 which indicates a very weak positive relationship between emotional intelligence and academic achievement of female students in the level of post graduate.

**Objective no-4**

To study the difference between male and female post graduate students’ emotional intelligence score.

**Table 4:** There is no significant difference between male and female post graduate students’ emotional intelligence.

Gender	N	Mean	SD	df	‘t’ Value	Sig.
Male	22	106.59	16.212	57	.599	Not Significant at 0.05
Female	37	104.22	13.772			

Table no-4 shows that the Mean scores of males and female are 106.59 and 104.22 with SD 16.12 and 13.77 respectively. The t-value come out from two groups is 0.599 which is not significant at any level of significance. That means, there exist no significant difference between male

and female post graduate students’ emotional intelligence. Thus, the null hypothesis (H<sub>0.4</sub>) is accepted.

**Findings of the study**

1. No significant relationship is found between emotional intelligence and academic achievement of post graduate students.
2. No significant relationship is found between emotional intelligence and academic achievement of male post graduate students.
3. No significant relationship is found between emotional intelligence and academic achievement of female post graduate students.
4. The findings also revealed that no significant difference is found between male and female post graduate students’ emotional intelligence.

**Conclusion**

The primary objective of this research was to evaluate the relationship between emotional intelligence and academic achievement of post graduate students of Purulia District. There are some conclusions on the basis of findings firstly there was no significant relationship found between emotional intelligence and academic achievement of post graduate students in this specific area. But some previous studies reveal that there is a significant and positive relationship between emotional intelligence and academic achievement. It is very essential thing to find non-scholastic factors which directly and indirectly impact academic achievement of today’s young generation and which factors are also help them to overcome any challenges and managing to the demanding and stressful working environment. It is very essential to take active initiative by the educational institutions for the improvement of academic outcome of students in the level higher of education.

**References**

1. Chamundeswari S. Emotional Intelligence Academic Achievement among Students at the Higher Secondary Level. International Journal of Academic Research in Economics Management Sciences,2013;2(4):178-187.
2. Lawrence ASA., Deepa T. Emotional intelligence and academic achievement of high school students in Kanyakumari district. International Journal of Physical and Social Sciences,2013;3(2):101-107.
3. Yüksel M., Geban O. The Relationship between Emotional Intelligence Levels and Academic Achievement. International Online Journal of Educational Sciences,2014;6(1):165-182.
4. Kalapriya C, Anuradha K emotional intelligence and academic achievement among adolescents. International Journal of Advanced Research in Management and Social Sciences,2015;4(1):11-17.
5. Roy SK. A study on academic achievement of higher secondary school students in relation to achievement motivation and emotional intelligence. Journal of Emerging Technologies and Innovative Research,2018;5(8):357-364.
6. Karimi JW, Kwena JA, Anika A. Emotional Intelligence and Academic Achievement among

- Secondary School Students in Kilifi County, Kenya: A Correlational Study. *Journal of Research Innovation and Implications in Education*,2020:4(2):32-42.
7. Arias J, Soto Carballo JG, Pino Juste MR. Emotional intelligence and academic motivation in primary school students. *Psicologia: Reflexão e Crítica*,2022:35(14):1-9. <https://doi.org/10.1186/s41155-022-00216-0>
  8. Herut AH, Muleta HD, Lebeta MF. Emotional intelligence as a predictor for academic achievement of children: Evidence from primary schools of southern Ethiopia. *Social Sciences Humanities Open*,2024:9:1-8.