



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2017; 3(4): 782-787
www.allresearchjournal.com
Received: 02-02-2017
Accepted: 03-03-2017

Abhishek Venkateshwar
Assistant Professor and
Research Scholar-Jain
University, Bangalore,
Karnataka, India

Dr Uma Warriar
HIEF Counselor and Professor
of HRM-Jain University,
Bangalore, Karnataka, India

The relationship between emotional intelligence and academic performance of net generation students

Abhishek Venkateshwar and Dr Uma Warriar

Abstract

Purpose: Research in the field of Emotional Intelligence have become a dynamic study area over the past few decades and is likely to become even more so as the importance of human resource management is rapidly gaining momentum. Therefore understanding Emotional Intelligence will be viewed as increasingly important. India has been regarded as the youngest country in the world by the UN as it has the world's largest youth population where more than 365 billion people are between the age group 10 and 24 years. This clearly indicates that the fate of the country lies in the hands of its Net Generation. Net Generation refers to people who undergo maximum emotional fluctuations which impacts their academic performance. Emotional Intelligence is one of the most neglected component in the Indian education system due to the complexity in its computation. Emotional Intelligence shapes an individual's personality, measured by big 5 personality traits of an individual (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) and controls the behavior of the person which has a strong relationship with the academic performance. This article aims at examining the relationship between Emotional Intelligence, Personality and Academic performance of net generation students.

Keywords: Emotional Intelligence, Personality, Academic performance and Net generation students

Introduction

"A man would have been labeled as an animal, if he was not Emotionally Intelligent". Daniel Goleman revolutionized the world of Human Resources when he brought Emotional intelligence to limelight in the early 90's through his book "Emotional Intelligence: Why it can matter more the IQ". He argued that Emotional intelligence (EI) is much more important than Intelligence quotient (IQ) as EI influences the behavior of a person much more than IQ. The behavior of a person is a result of his personality; therefore personality can directly be related to Emotional Intelligence. Joyce G Walsh-Portillo (2011) [13] argues that Emotional intelligence has a direct relationship with the academic performance of college students. These arguments indicate a possible relationship between the Emotional Intelligence, Personality and Academic performance of college students.

Emotional Intelligence

Daniel Goleman's Definition: "Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships." Salovey and Mayer's Definition: "Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." (Salovey and Mayer 2007) [22] Salovey, Brackett and Mayer (2007) [22] state that "emotional intelligence (EI) refers to the processes involved in the recognition, use, understanding and management of one's own and other emotional states to solve emotion-laden problems and to regulate behavior (Salovey, Brackett and Mayer 2007) [22] Emotional Intelligence (EQ or EI) is a term created by two researchers – Peter Salavoy and John Mayer – and popularized by Dan Goleman in his 1996 book of the same name. Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others.

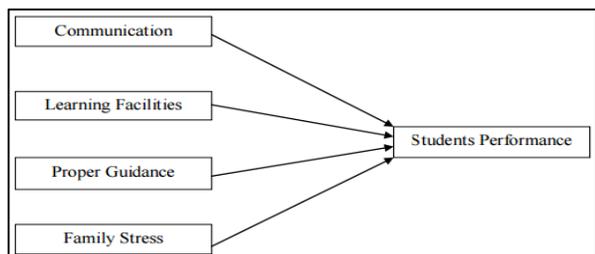
Correspondence
Abhishek Venkateshwar
Assistant Professor and
Research Scholar-Jain
University, Bangalore,
Karnataka, India

There are 5 components of Emotional Intelligence, which has been discussed below.

- Self-awareness: It is all about understanding one’s own self. This involves a lot of Self-analysis and understanding themselves and knowing how one’s own reaction at different situations.
- Self-Regulation: This involves controlling the behavior of one’s own self. It also focuses on how a person should keep a tab on his or her emotions in public.
- Motivation: Motivation is the driving force that makes a person behave in a certain manner.
- Empathy: The ability to understand the emotions and feeling of others.
- Social Skills: The ability to socialize and interact with others in the society.

Academic Performance

According to the dictionary: “Academic Performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals.” Student Performance Galihier (2006), used GPA to measure student performance because their main focus was on the student performance for the particular semester. Some other researchers used test results or results of the previous year since they were studying performance for the specific subject or year (Hijazi and Naqvi, 2006) [11]. Irfan Mushtaq & Shabana Nawaz Khan conducted a research on private colleges in Rawalpindi and Islamabad to check the effect of independent variables on dependent variables. By using the appropriate statistical package SPSS, it is found that communication, learning facilities, proper guidance and family stress are the factors that affect the student performance.



Muhammad Riaz Ahmad; Muhammad Khalid Pervaiz; stated that the students' academic performance may be influenced by various external factors other than their personal characteristics. In this study, a questionnaire was used for data collection and its reliability was assessed by Cronbach Alpha.

Investigated the factors affecting academic performance of undergraduate students of Uganda Christian University. Data was collected from 340 respondents and the findings revealed that there was a significant relationship between parents’ social economic status and academic performance and a significant relationship between former school background and academic performance. Parents’ social economic status is important because parents provide high levels of psychological support for their children through environments that encourage the development of skills necessary for success at school. That location, ownership and academic and financial status of schools do count on making a school what it is and in turn influencing the academic performance of its students because they set the

parameters of a students’ learning experience. This study highlights the different factors that influence academic performance which are also influenced by Emotional Intelligence. Therefore it can be determined that Emotional intelligence is related to the academic performance of individuals.

Literature review

Carried out a study in International Journal of Psychological Studies in Phillipines with 203 university students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.31 which showed that there is a positive correlation between Emotional Intelligence and Academic performance.

Carried out a study in International Journal of Scientific Research in Kerala with 300 secondary school students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.58 showed that there is a positive correlation between Emotional Intelligence and Academic performance.

Carried out a study in International Journal of Social Sciences in Dubai with 410 secondary school students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value showed that there is a positive correlation between Emotional Intelligence and Academic performance.

Carried out a study in CM Medical Education Journal in Malaysia with 163 medical students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.42 showed that there is a positive correlation between Emotional Intelligence and Academic performance.

Carried out a study in International Journal of Education Research and Technology in Jaipur with 1000 students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.1382 showed that there is a positive correlation between Emotional Intelligence and Academic performance

Carried out a study in Research Journal of Educational Sciences in Allahabad with 156 students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value showed that there is a positive correlation between Emotional Intelligence and Academic performance.

Carried out a study in Research Journal of Educational Sciences in India with 321 secondary school students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.25 showed that there is a positive correlation between Emotional Intelligence and Academic performance.

Carried out a study in International Journal of Academic Research in Economics and Management Sciences with 1214 students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.078 which showed that there is no correlation between Emotional Intelligence and Academic performance.

Carried out a study in IJPSS in Kanyakumari with 400 secondary school students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.165 which showed that there is a positive correlation between Emotional Intelligence and Academic performance.

Carried out a study in Journal of Emerging Trends in Educational Research in Nigeria with 240 secondary school students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value showed that there is a positive correlation between Emotional Intelligence and Academic performance. Carried out a study in European Journal of Social Sciences in Iran with 50 university students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value showed that there is no correlation between Emotional Intelligence and Academic performance.

Carried out a study in Research In higher Education journal in South Eastern University with 193 university students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.75 which showed that there is a strong positive correlation between Emotional Intelligence and Academic performance. Carried out a study in Psiothema in Spain with 77 secondary students to test the relationship between Emotional Intelligence and Academic Performance using correlation. The r value was 0.366 showed that there is a positive correlation between Emotional Intelligence and Academic performance.

Conclusion Drawn From Literature

Emotional intelligence has a direct impact on the Academic performance of students.

The studies conducted so far clearly state that Emotional Intelligence has a direct impact with Academics. The extent to which it impacts varies from situation to situation and all other factors involved. The studies also show that Emotional intelligence and Academic performance are directionally proportional. An increase in the Emotional intelligence will lead to better academic performance and vice versa

Research Gap

There is hardly any information between Emotional Intelligence and Academic Performance of university students in India.

This research aims at filling this gap by understanding how Emotional Intelligence impacts Academic Performance in Net generation students.

Research Methodology

Objectives of the study

To identify the levels of Emotional Intelligence of Net Generation students.

Variables under investigation

- **Dependant Variable:** Academic performance – Undergraduate Marks in Percentage
- **Independent Variables:** Emotional Intelligence

Hypothesis

- H_0 =There is no significant relationship between Emotional Intelligence and Academic performance of the net generation.
- H_1 =There is a significant relationship between Emotional Intelligence and Academic performance of the Net generation

Sample Design

There are 10 Universities in Bangalore, which is a combination of Central/State and Private Universities

offering Bachelors of Business Administration and Bachelors of Commerce. For the purpose of this study 3 Universities have been considered, which is Bangalore University(State University), Christ University (Private University) and Jain University (Private University).5 different colleges under these universities have been considered.

1. CMR college
2. Mount Carmel College
3. St Anne’s College
4. Christ Institute of Management
5. Centre for Management Studies

252 students sample was drawn from the above mentioned colleges as they seemed to be a perfect blend of both state and private university. The questionnaire was administered for these students.

Inclusion Criteria

Undergraduate- Management and Commerce students of 5 different colleges.

Sample Profile

Table 1: Indicating the College of the respondents in percentage

College	Frequency	Percentage
Christ Institute of Management	48	19.04%
CMR College	39	15.57%
Mount Carmel College	48	19.04%
Centre for Management Studies	75	29.76%
St Anne’s College	42	16.66%
Total	252	100%

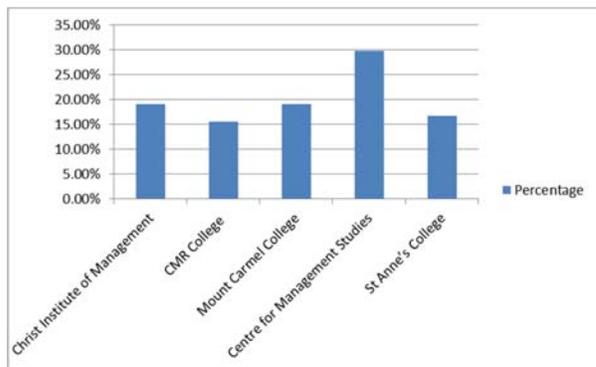


Fig 1: Bar Graph indicating percentage of respondents based on the college

The table and chart show that there are 29.6% of students from CMS, 19.04% of students from Mount Carmel College and Christ institute of Management, 16.66% of students from St Anne’s college and 15.57% of students from CMR college have answered the Emotional Intelligence questionnaire.

Table 2: Indicating the Academic Performance of the respondents in percentage

Academic Performance	Frequency	Percentage
Distinction (75% and above)	117	46.4%
First Class (60-74%)	106	42.4%
Second class (50-59%)	26	10.01%
Pass Class (40-49%)	3	1.19%
Total	252	100%

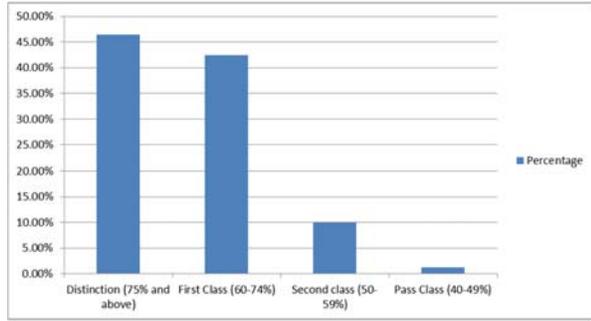


Fig 1.2: Bar Graph indicating percentage of respondents based on the Academic Performance.

The table and chart show that 46.40% of students who have scored distinction, 42.40% of students have scored first class, 10.01% of students have scored first class and 1.19% of students have scored second class have answered the Emotional Intelligence questionnaire.

Sampling Technique

Convenient sampling was used to administer the questionnaire for the sample.

Tool Adapted For Data Collection

The tool used for this study is “Warrier’s EI Questionnaire. It consists of 14 demographic questions and 80 Emotional Intelligence Quotient Questions with 16 sub categories such as Self-awareness, Self-esteem /confidence, Self motivation, Self-management, Optimism, Resilience, Tolerance to ambiguity/ Intuition, Empathy, Stress coping skills, Relationship skills, Influencing others, Nurturing others, Networking skills, Values, Believes and Attitude, Assertiveness and Conflict management skills.

The tool was developed to measure the Emotional intelligence of an individual.

The tools has been standardized and the cronbach’s alpha for the tool was reported at .89. The face validity for the tool has also been conducted on 20 counselors and M.Sc Psychology students.

Scoring Procedure

The EI Questionnaire –Warriers’s EI tool consists of 2 sections.

- Section 1 consists of the demographic questions posted to the respondent. The response is recorded and analyzed as it is.
- Section 2 consists of 80 EI questions across 16 categories. The scoring was on a five point scale from 1 to 5, Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5).

The sum of the individual EI score of each respondent has been divided by the total number of EI questions, which gives the Net EI SCORE.

This Net EI score is considered for all other correlations with other variables.

Table 3: Indicating Norms for Measuring Emotional Intelligence

Score on 100	Interpretation
Above 90	Superior Emotional Intelligence
61-89	Good Emotional Intelligence
41-60	Average Emotional Intelligence
Below 40	Poor Emotional Intelligence

Data Analysis

Table 4: Indicating Pearson’s correlation coefficients between Emotional Intelligence and Academic performance

Emotional Intelligence Factors	UG Performance Correlation
Values, Attitudes and Beliefs	.802**
Self-Awareness	.738**
Tolerance to Ambiguity	.644**
Networking Skills	.597**
Self Esteem	.566**
Assertiveness	.529**
Empathy	.522**
Stress Copying Skills	.519**
Self-Motivation	.497**
Relationship Skills	.486**
Nurturing Others	.431**
Influencing Others	.417**
Optimism	.404**
Resilience	.358**
Self-Management	.338**
Conflict Management Skills	.308**
Total correlation	.510**

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

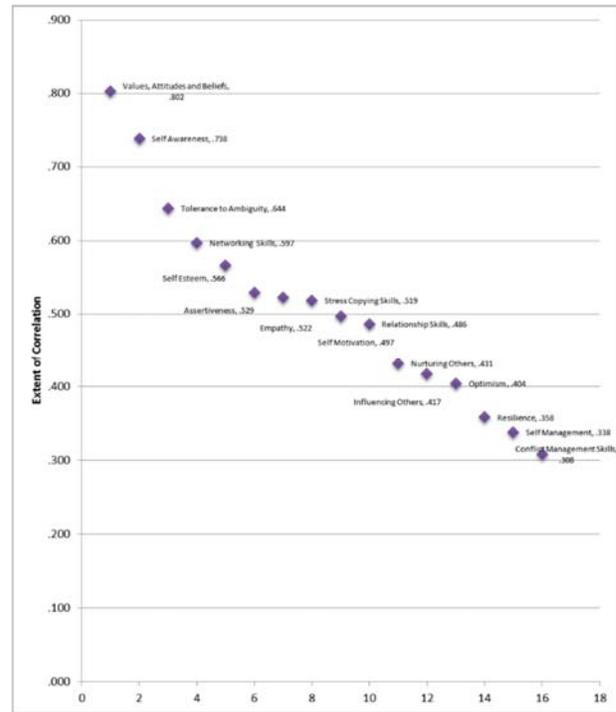


Fig 3: showing how the Emotional Intelligence factors are correlated to Academic performance.

A Pearson product-moment correlation coefficient is computed to assess the relationship between values, Attitudes and beliefs, Self Awareness, Tolerance to ambiguity, Networking skills, Self Esteem, Assertiveness, Empathy, Stress copying skills, Self motivation, Relationship Skills, Nurturing others, Influencing others, Optimism, Resilience, Self-Management, Conflict management skills with UG Performance of students. There is positive moderate significant correlation between all the variables. The strongest relationship is between Values, attitudes and beliefs and Academic performance (.802) and the weakest significant relationship is between conflict

Management skills and Academic performance (.308). The overall strength of the relationship between Emotional intelligence and Academic performance were moderate (.510), though all relationships were significant at the .01 level.

The null hypothesis is rejected and the alternate hypothesis is supported: There is a significant relationship between Emotional Intelligence and Academic Performance

Findings of the Study

1. It has been found that Values, Attitudes and beliefs and nurturing others contribute to emotional intelligence the most, while Relationship skills and Resilience contribute the least.
2. The correlation table between emotional intelligence and academic performance indicated that there was a positive correlation between emotional intelligence and academic performance of students. Furthermore the correlation between Emotional Intelligence factors indicated that was a significant positive correlation between emotional intelligent factors like Values, attitudes and beliefs, Self awareness and tolerance to ambiguity and academic performance. However there was found to be weak correlation between Emotional intelligent factors like Resilience, Self management and conflict management skills and academic performance.

Implications of the Study

- Educational Institutions should take the initiative of spreading awareness about emotional intelligence to all the stakeholders- Teachers, Students, Parents, Management. This can be done through seminars and videos. This will help individuals to be completely aware of their emotional intelligence.
- Emotional intelligence scores to be estimated every year either at an institutional level or individual level. These scores determine the emotional intelligence of an individual. This will help an individual to ascertain his/her strengths and weakness and possibly improve his/her emotional intelligence
- Emotional Intelligence Training and Coaching centre's to be opened. These centers will basically help an individual improve his /her emotional intelligence. The individual can be trained on ways that he can improve his emotional intelligence. The centre can also identify specific factors that the individual lacks in and can provide training to improve that factor for the individual.
- Emotional intelligence can be developed and it can be inculcated into individuals. Individuals need to be aware of their behavior, monitor and regulate it to avoid any unpleasant incident occurring because of their inability to control their emotions.
- Counseling centre's to be established that counsel individual based on their Emotional intelligence. The counseling should be closely based on the emotional intelligence score. The centre should be able to counsel their clients both at a personal and professional level keeping their EI score in mind.

Conclusion

Emotional Intelligence is an issue that has attracted the interest of researchers, educationists and the leaders of the education world. Managing one's emotion has become a

major challenge in today's day and age. This study confirms that emotional intelligence plays a significant role in the academic performance of students. It also proves that Academic performance and Emotional intelligence are directly proportional to each other. Therefore it becomes necessary for institutions to spread awareness about emotional intelligence. Individuals also need to work on improving their emotional intelligence as that will improve their academic performance and more importantly improve their quality of lives.

Reference

1. Abhishek Venkateshwar. The Relationship between Emotional Intelligence and Academic performance of net generation students, M. Phil Dissertation Jain University, 2016.
2. Ahmad M, Pervaiz K, Muhammad A. Factors Affecting the Students' Academic Performance. Journal of Educational Research. 2010; 13(1):252.
3. Alexander Siegling B, Adrian Furnham, Petrides KV. Trait Emotional Intelligence and Personality: Gender-Invariant Linkages across Different Measures of the Big Five. Journal of Psychoeducational Assessment. 2015; 33(1):57-67.
4. Donald *et al.* Personality, Emotional Intelligence and Exercise. Journal of Health Psychology, 2007; 12(6):937-948.
5. Downey L. Fluid Intelligence, Personality, and Emotional Intelligence. Canadian Journal of School Psychology. 2014; 29(1):40-53.
6. Ferrando M, Prieto MD, Almeida LS. Trait emotional intelligence and academic performance: Controlling for the effects of IQ, personality, and self-concept. Journal of Psychoeducational Assessment, 2010; 29:150-159. 10.1177/0734282910374707
7. Furnham A, Forde L, Cotter T. Personality and intelligence. Personality and Individual Differences. 1998; 24(2):187-192.
8. Gallagher SA. Personality patterns of the gifted. Understanding our Gifted, 3:11-3. [4]. Goldberg, Lewis R., (1990). Journal of Personality and Social Psychology. 1990; 59(6):1216-1229.
9. Goleman D. What makes a leader: Harvard Business Review, 2008.
10. Greenberg Jerald, Baron Robert A. Behavior in Organizations. Ninth. ed. New Jersey: Pearson Education, Inc, 2008.
11. Hijazi Syed Tahir, Naqvi Raza SMM. Factors Affecting Students' Performance: A Case of Private Colleges'. Bangladesh e-Journal of Sociology. 2006; 3:1.
12. Higson H, Andrews J. Education, Employment and Graduate Employability: Project Manual. Aston Centre for Research into Higher Education, Learning & Management, Aston University, 2007.
13. Joyce Walsh-Portillo G. The Role of Emotional Intelligence in College Students Success. Florida International University, 2011.
14. Martha k. Factors affecting academic performance of undergraduate students at Uganda Christian University. Educational management of Makerere University, 2005; 1(1).
15. Michael Harris. Human Resource Management: A Practical Approach. First. ed. Florida: Harcourt Brace & Company, 1997.

16. Mushtaq I, Nawaz Khan S. Factors Affecting Students' Academic Performance. *Global Journal of Management and Business Research*. 2012; 12(9).
17. McCrae RR, Costa PT Jr. A five-factor theory of personality. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality theory and research* 1999; 2nd ed. 139-153. New York: Guilford.
18. Ryckman NR. *Theories of Personality*. Belmont, CA: Thomson/Wadsworth, 2004.
19. Paul Kline. Extraversion, Neuroticism and Academic Performance among Ghanaian university students. *British Journal of Educational Psychology*, 1966; 36(1):92-94.
20. Petrides KV, Vernon PA, Schermer JA, Ligthart L, Boomsma DI, Veselka L. Relationships between trait emotional intelligence and the Big Five in the Netherlands. *Personality and Individual Differences*, 2010; 48:906-910. 10.1016/j.paid.2010.02.019
21. Petrides KV, Pita R, Kokkinaki F. The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*. 2007; 98(2):273-289.
22. Salovey P, Brackett M, Mayer J. (Eds.) *Emotional intelligence: Key readings on the Mayer and Salovey model*. New York: Dude, 2007.
23. Salovey P, Mayer J. Emotional intelligence. *Imagination, Cognition, and Personality*, 1990; 9:185-211.
24. Stephen Robbins P. *Organization Behavior*, 9th edition, Pearson Education Asia, 2001.
25. Shipley L, Jackson M, Segrest S. The effects of emotional intelligence, age, work experience and academic performance. *Research in Higher Education Journal*. 2010; 9:1-18.
26. Weinberger L. Emotional Intelligence: Its connection to HRD theory and practice. *Human Resource Development Review*. 2002; 1(2):215-243.