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RESEARCH ARTICLE

ACADEMIC PERFORMANCE AND EMOTIONAL INTELLIGENCE OF UNDERGRADUATE STUDENTS

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ABSTRACT

The present study was conducted to find out level of emotional intelligence and its impact on overall academic performance in all the semester examinations of undergraduate students. For this 80 students who have just passed their undergraduate degree programme from various professional, arts and science colleges functioning in and around Puducherry were approached at random to collect data using purposive sampling method. Emotional Quotient Inventory developed and standardized by Reuven Bar-On (2000) was used for data collection. The overall percentages of marks secured by the students in all the semesters were taken as the performance indicator. The collected data were statistically analysed using 't' test and one way ANOVA. The findings revealed that there is significant relation between emotional quotient and academic performance of the students.

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INTRODUCTION

Emotions are part of human life. No man can live in this world without emotions. Almost every activity, action, decision and judgment of a human being has emotions. All of our feelings are related to emotion. Emotions have strong values for our relationships, behaviour and it gives a meaning to human life. But the success of maintaining a balanced life depends with how people handle it. According to John Mayer and Peter Salovey (2002), 'emotions are the internal events that coordinate physiological responses, cognitions, and conscious awareness'. They defined emotional intelligence as the ability to sense and interpret emotions, and to make use of emotions to think healthy, to use it for gaining knowledge, and to regulate emotions reflectively so as to promote balanced emotion. In the recent past, the concept of emotional intelligence has become a very important indicator of a person's knowledge, skills and abilities. Further, Mayer and Salovey's (1990) pointed out that an emotionally intelligent individual will be a well-adjusted, genuine, warm, persistent, and optimistic person. Emotional Intelligence is also having a significant role in learning, performance, motivation, decision making, successful management and leadership. Higher education has become increasingly competitive and diverse (Adelman, 1999; Pascarella & Terenzini, 2005) in the present world.

Transitioning from schooling to college is not just an easy task for the students of poor socio economic background, deprived and under privileged. Students who join colleges for higher education face many challenges like adjustment problem, academic stress, peer pressure, adaptation to modern life style, use of e-resources and etc., particularly those who are hailing from rural and semi urban backgrounds. This often gives them a kind of psychological setback, deprivation and pressure, as the result they may lose their emotional stability. An unbalanced emotional state always results in poor performance. Many studies on academic success have proved that students with higher emotional intelligence show better performance than poor emotional intelligence (Parker et al., 2005; Vela, 2004; Walker, 2006). Studies proved that emotional intelligence on college students (Bellack, 1999; Elder, 1997; Jaeger, 2004, Liptak, 2005; Ramos-Sanchez & Nichols, 2007) showing a positive correlation between academic success and higher emotional intelligence. In order to raise an emotionally intelligent student, learning environments should be adaptive and transformative. If learning environment is effective students will acquire and develop new skills and the ability to think about the way that they need to behave. Emotional Intelligence not only gives them peace and harmony but also makes them more efficient in their academics. Thus, to be successful one requires to have effective awareness; control and management of one's own emotions; and adjustment with others. To create such awareness the parents are teachers should know the emotional intelligence level of their students and to make them

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harmonious in all their ventures this study was undertaken to find out the influence of emotional intelligence on the performance.

Objective

To find out the role of emotional intelligence on the academic performance of the undergraduate students.

Hypotheses

- Undergraduate students who secured high percentage of marks do not differ in emotional intelligence from the students who secured less percentage of marks.
- Undergraduate students do not differ significantly in their emotional intelligence on the basis of their course of study.
- Undergraduate students do not differ significantly in their emotional intelligence on the basis of their residential status.
- Undergraduate students do not differ significantly in their emotional intelligence on the basis of their gender.

MATERIALS AND METHODS

Population

The study was conducted among 80 undergraduate students who were just completed their degree programme in various professional and arts and science colleges functioning in and around Union Territory of Puducherry. Purposive sampling method was used for collecting the data. The data were collected individually from the students through questionnaire.

RESULTS AND DISCUSSION

From the table no.1, it is observed that the average emotional intelligence score of the students who secured above 80% of marks in the semester examinations is 209.26, where as the students who secured between 70% to 80% marks has got 195.68; the students who secured between 60 to 70% has got 185.40 and the students who secured less than 60% has got 185.62. The difference between the groups is significant at 5% level since the p-value is 0.039 is less than 0.05. Hence it can be concluded that students who secured high percentage of marks have high emotional intelligence and students with less percentage of marks show comparatively less emotional intelligence. The stated null hypothesis is rejected. Further the result of the present study confirms the findings of the studies conducted by Parker et al., (2005); Vela, (2004); Walker, (2006). They proved that students with higher emotional intelligence show better performance than students with poor emotional intelligence. Many research studies conducted by Bellack, 1999; Elder, 1997; Jaeger, 2004, Liptak, 2005; Ramos-Sanchez & Nichols, 2007 also stressed that there is a positive correlation between academic success and higher emotional intelligence. From the above table it is visible that students of medical education show high emotional intelligence (212.18) than the engineering students (203.53); science students (185.44) and arts students (192.30). The difference between the groups is also significantly established by the obtained p-value (0.033) which is less than 0.05 level. Hence it can be concluded that students differ in their emotional intelligence on the basis of their course of study. The stated null hypothesis is rejected. From the table it is identified that the average emotional intelligence score of the students who are hailing from rural areas is better (199.69)

Table 1. Showing the difference between mean scores of emotional intelligence of the students on the basis of their percentage of marks secured in all the semester examinations

Marks	N	Mean	Std. Deviation	Std. Error	F	Sig
Above 80%	15	209.26	14.668	2.479	2.925	0.039
70% to 80%	35	195.68	53.186	11.339		
60% to 70%	22	185.40	13.511	3.488		
Less than 60%	8	185.62	12.432	4.395		
Total	80	198.69	31.518	3.524		

Table 2. Showing the mean scores of emotional intelligence of the students on the basis of their course of study

Course of study	N	Mean	Std. Deviation	Std. Error	F	Sig
Medical	22	212.18	15.152	3.230	3.604	0.033
Engineering	17	203.53	12.324	2.989		
Science	18	185.44	11.773	2.775		
Arts	23	192.30	52.508	10.949		
Total	80	198.61	31.575	3.530		

Tools Used

Emotional Quotient Inventory developed and standardized by Reuven Bar-On (2000) has been used in this study. This questionnaire aims at measuring emotional intelligence of the students who are above 17 years of age. This tool is consisting of 66 statements with five answering options from never true to Always true. Higher the score indicates higher the emotional quotient. This scale holds a reliability of 0.74 and hence it is used in its original form for data collection. The total percentage of marks secured by the students in all the semester examination of their undergraduate programme was taken as the performance indicator.

than those who are hailing from urban area (196.90). However the difference between the groups was not significantly established by the obtained 't' value (0.431). Hence it can be concluded that students do not differ in their emotional intelligence on the basis of their place of living. The stated null hypothesis is accepted. From the table it is identified that the average emotional intelligence score of the female students is better (198.91) than male students (198.42). However the difference between the groups was not significantly established by the obtained 't' value (0.076). Hence it can be concluded that students do not differ in their emotional intelligence on the basis of their gender. The stated null hypothesis is accepted.

Table 3. Showing the mean scores of emotional intelligence of the students on the basis of their place of residence

Place	N	Mean	Std. Deviation	Std. Error Mean	t	Sig
Rural	49	199.69	36.929	5.276	0.431	NS
Urban	31	196.90	20.940	3.761		

Table 4. Showing the mean scores of emotional intelligence of the students on the basis of their gender

Sex	N	Mean	Std. Deviation	Std. Error Mean	t	Sig
Male	48	198.42	37.735	5.447	0.076	NS
Female	32	198.91	19.537	3.454		

Conclusion

It is observed from the results of the study that students who secured high percentage of marks tend to have high emotional intelligence than the students who have less percentage of marks. This shows that students who have good emotional intelligence can perform better in academics. However the variables like gender and place of living do not have a significant effect on the emotional intelligence of the students.

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