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Relationship between emotional intelligence and academic achievement of pre-university college students

Maneesha Bhatt and Lata Pujar

Abstract

Present study aims to explore the emotional intelligence and academic achievement of Dharwad and Tanakpur PUC students and also an interrelationship between their emotional intelligence and academic achievement. Respondents were urban and rural PUC students in the age group of 16-18 years who were randomly selected from four science coaching institutes of Dharwad (Karnataka) and three science coaching institutes of Tanakpur (Uttarakhand) respectively. Samples included 10 to 15 per cent students from each class (PUC-I and PUC-II) of coaching institutes that constituted an overall 592 students. Baron Emotional Quotient-inventory: Youth Version developed by Bar-On and Parker (2000) was used to assess emotional intelligence of respondents. The results of the present study revealed that, majority of students from Dharwad and Tanakpur were in medium level of all emotional intelligence dimensions and students from urban areas were in excellent level of academic achievement. A highly significant positive relationship between emotional intelligence and academic achievement of PUC students was revealed. It can be concluded that to achieve greater heights of success, one must be able to understand and manage emotions.

Keywords: Emotional Intelligence, academic achievement and PUC students

Introduction

Emotional Intelligence (EI) refers to the ability to identify and control one's own emotions, and having an awareness of the emotions of others. In a modern era, education is getting widened and there is a tough competition among students to excel. To achieve greater heights of success, it is not enough to be smart and hardworking but students must also be able to understand and manage emotions to succeed at school. An individual ability to endure through various challenges and hardships as well as to deal effectively with various emotional turmoil during this period ultimately determines their future success.

Emotional intelligence incorporates the important aspects of interpersonal and intrapersonal relationships, adaptability, moods and stress management skills, which have a profound effect on the academic performance of adolescents. Goleman (2010) [4] defined emotional intelligence as recognizing and managing feelings, self-action, the ability of understanding the others feelings and to continue the relationships.

Emotional intelligence is an important skill for students to develop, both for their future well-being as well as their future workplace success. A person with high emotional intelligence also functions better as a worker such as, being able to be a team player, work under pressure and contribute to organization's productivity.

Although, there are evidence that social and emotional learning programs in school are effective (Durlak *et al.*, 2011) [3] and that noncognitive constructs are powerful predictors of academic performance (Richardson *et al.*, 2012) [7], there is not yet a large-scale meta-analysis examining the extent to which emotional intelligence correlates with academic performance.

Thus, present article aims to assess the level of emotional intelligence and academic achievement of PUC students and also to examine the relationship between their emotional intelligence and academic achievement.

2. Research methodology

2.1. Research design

A quantitative research method employed in this study was correlational research. This design was selected because the study aims to examine the relationship between emotional intelligence and academic achievement of PUC students.

2.2. Population and sample

The target population for the present study comprised of Pre-University College students (PUC-I and PUC-II) from urban and rural background. Students were in the age range of 16 to 18 years who were studying in different science coaching institutes of Dharwad (Karnataka) and Tanakpur (Uttarakhand). An overall, 18 PUC science coaching institutes in Dharwad taluk (Karnataka) and 12 PUC science coaching institutes in Tanakpur taluk (Uttarakhand) were identified. Out of overall identified science coaching institutes, 4 from Dharwad and 3 coaching institutes from Tanakpur were randomly selected. A class wise list of coaching students studying in PUC-I and PUC-II was made and prior permission from head of each coaching institute was taken to carry out the research work. Among PUC students, rural samples comprised of those students, who had completed their school education till Class-10th in their village and had come for PUC studies in coaching institutes of Dharwad. A random sample of 10 to 15 per cent were drawn from each class summing up to a total of 156 PUC-I and 156 PUC-II students from Dharwad coaching institutes and 150 PUC-I and 130 PUC-II students from Tanakpur coaching institutes and thus, constituting an overall sample size of 592 students.

2.3. Tool

Baron Emotional Quotient-inventory: Youth Version

3. Results and discussion

developed by Bar-On and Parker (2000)^[2] was used to assess the emotional intelligence of adolescents. Scale consists of six dimensions that is, intrapersonal, interpersonal, stress management, adaptability, good mood and total emotional intelligence. It is a self-report rating scale which consists of 60 items rated on a four point Likert-scale where, scores ranged from 1 to 4 (1-“very seldom true of me”, 2 - “seldom true of me”, 3 - “often true of me” and 4 “very often true of me”). Total emotional intelligence was calculated by using the formula: $A/6+B/12+C/12+D/10 = F$

where, A = Intrapersonal dimension, B = Interpersonal dimension, C = Stress management dimension, D = Adaptability dimension and F = Total emotional intelligence. The scores that were obtained after the calculation were then converted to scale score and were classified under high, medium and low category as follows:

Category	Range
High	≥ 110
Medium	90-110
Low	≥ 90

2.4. Data Analysis

The collected data was analysed by using frequency, percentage and correlation in SPSS package.

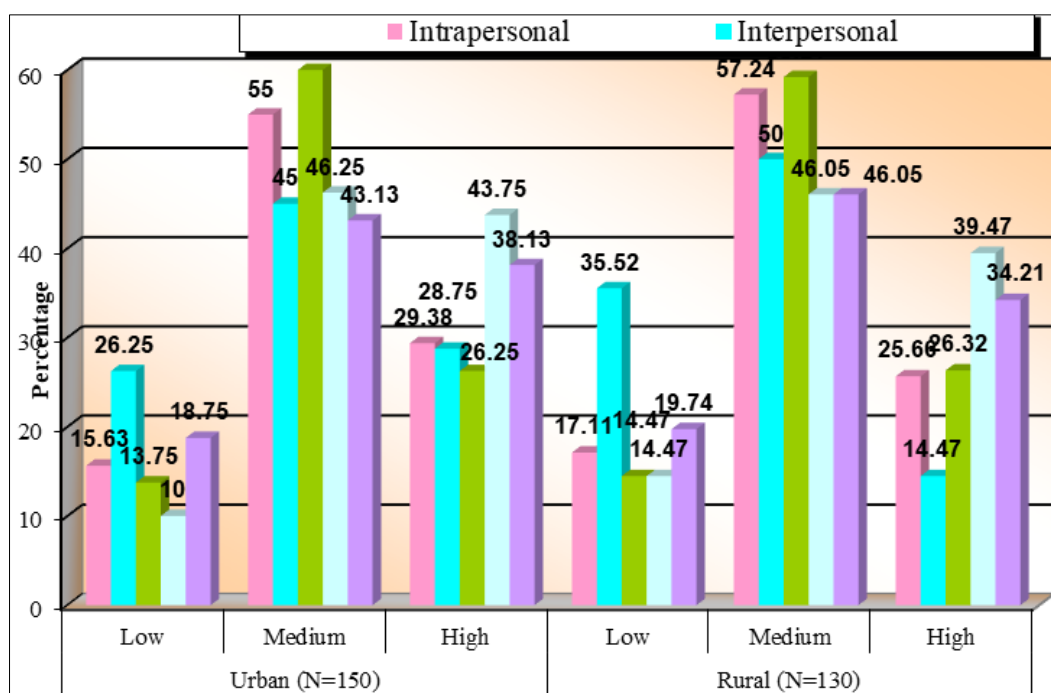


Fig 1: Percentage distribution of dimensions of emotional intelligence of Dharwad PUC students

A close perusal of Fig. 1 clearly indicates that higher percentage of Dharwad PUC students from urban and rural localities were in medium level with respect to all emotional intelligence dimensions. Among urban PUC students, 55 percent of students in intrapersonal dimension, 45 percent in interpersonal dimension, 60 percent in stress management dimension, 46.25 percent in adaptability dimension and 43.13 percent in total emotional intelligence were in medium level.

Similarly, greater percentage of rural PUC students were also in medium level of all emotional intelligence dimensions viz., 57.24 percent students in intrapersonal dimension, 50 percent in interpersonal dimension, 59.21 percent in stress management dimension and equal number of students (46.05%) in adaptability dimension and total emotional intelligence.

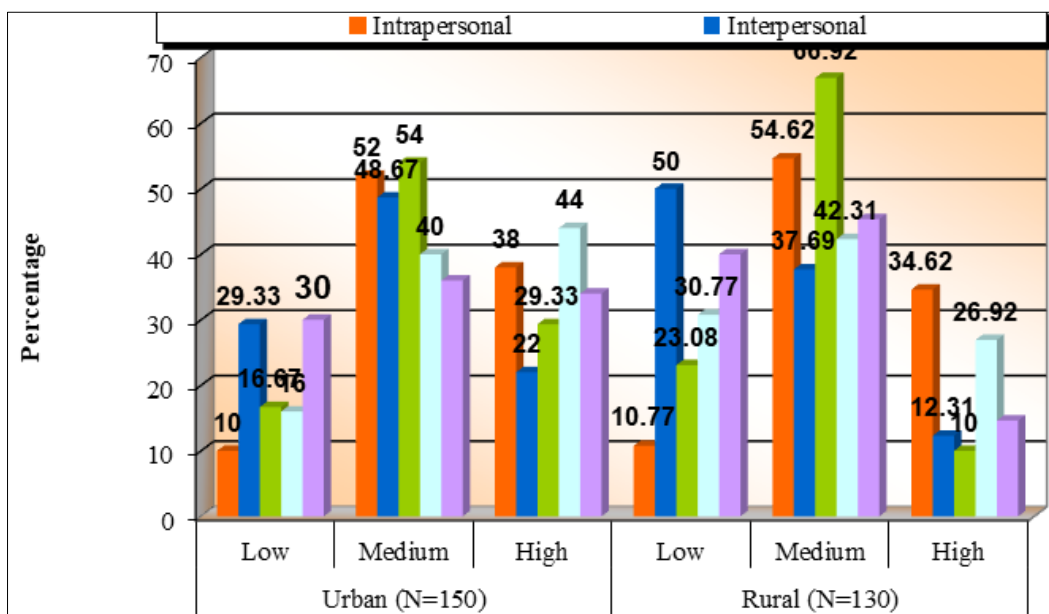


Fig 2: Percentage distribution of dimensions of emotional intelligence of Tanakpur PUC students

Fig. 2. depicts the percentage distribution of emotional intelligence dimensions of Tanakpur PUC students. Among urban respondents, maximum was in medium level of intrapersonal dimension (52%), interpersonal dimension (48.67%), stress management dimension (54%), adaptability (40%) and total emotional intelligence (36%). Similarly, majority of rural PUC students were also in medium level with regard to all the emotional intelligence dimensions that

is, intrapersonal (54.62%), stress management (66.92%), adaptability (42.31%) and total emotional intelligence (45.38%) except in interpersonal dimension where, half of the students (50%) were in medium level. It was primarily due to expressive and supportive environment provided to students from their family and friends to enhance their emotional capabilities to the maximum.

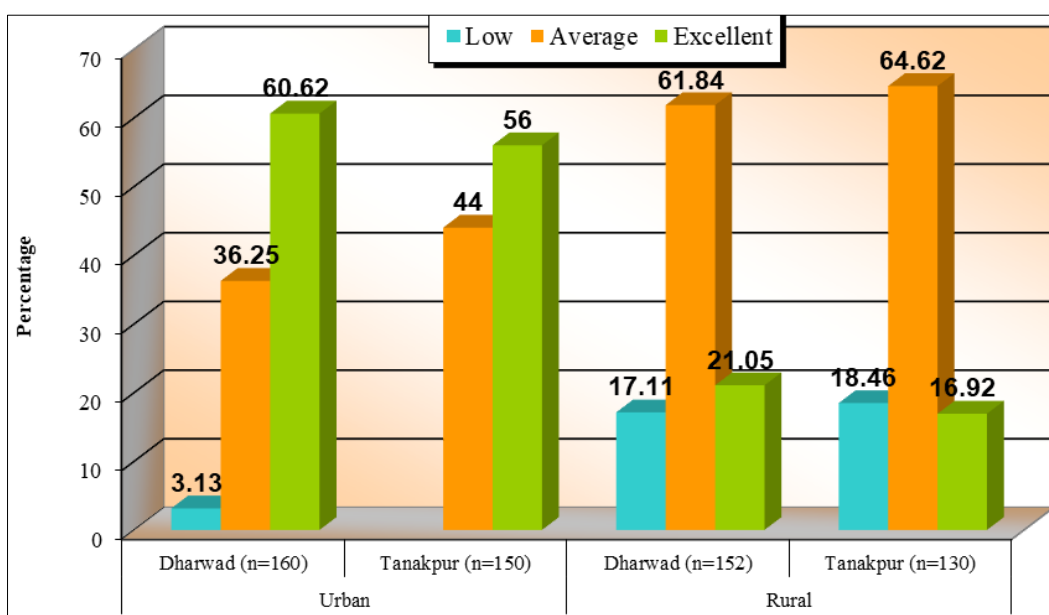


Fig 3: Percentage distribution of academic achievement of PUC students by district

Fig.3 illustrates the percentage distribution of academic achievement of PUC students by district. It clearly highlights that majority of PUC students from urban area of Dharwad and Tanakpur (60.62% and 56%) had excellent level of academic achievement while, almost an equal percent of PUC students from rural area of Dharwad and Tanakpur were in an

average level of academic achievement that is, 61.84 percent and 64.62 percent respectively. This might be because of quality education received by urban PUC students till class 10th and also because of various good quality tutorials facility in urban area which might have helped them to get well acquainted with all the basic concepts of the subjects.

Table 3: Interrelation between emotional intelligence and academic achievement of urban and rural PUC students

N = 592			
Locality	Variables	Emotional intelligence	Academic achievement
Dharwad			
Urban (n = 160)	Emotional intelligence	1	0.28**
	Academic achievement	0.28**	1
Rural (n = 152)	Emotional intelligence	1	0.10*
	Academic achievement	0.10*	1
Tanakpur			
Urban (n = 150)	Emotional intelligence	1	0.48**
	Academic achievement	0.48**	1
Rural (n = 130)	Emotional intelligence	1	0.32**
	Academic achievement	0.32**	1

*Significant at 0.05 level, **Significant at 0.01 level.

Results presented in Table provides a clear picture of highly significant positive correlation between emotional intelligence and academic achievement of PUC students from both urban and rural background of Dharwad and Tanakpur. Present results are in line with study of Bai (2011) ^[1] which revealed higher significant positive relationship between emotional intelligence and academic achievement of PUC science students than arts and commerce students. Mercedes *et al.* (2011) ^[6] and Massoumeh (2012) ^[5] also found a significant positive relationship between emotional intelligence and academic performance of adolescents. As students gain understanding of emotions their performance in academics also increases.

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