Effects of Emotional intelligence on Students Academic Performance

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Article Info

Abstract

This study is to investigate the significant relationship between Emotional Intelligence and Academic Performance. This investigate was done employing a quantitative strategy additionally an essential information was collected from understudies. In other to be in line with the quantitative approach chosen for this proposition, the medium through which information will be collected from respondent. only empathy and self-motivation has stronger influence (as in seen in the mean figures, correlation and regression analysis) on the academic performance of the students of economic department. It is found that while self-awareness, emotional management and interpersonal skill has a weak influence (as seen only in the mean and correlation figures) on the academic performance of students. Thus, this study recommends that students who want to succeed in their academic pursuit should take notes of their emotions intelligence (empathy and self-motivation skills). It is important for the University of Karachi to organize seminars either semester or yearly to enable students have a better understanding to their emotions or how it influences their education and academic performance.

Introduction

For decades our education system focused on enhancing the student's Academic performance but not their emotional intelligence. Most of us are aware of IQ (Intelligence Quotient) which is designed to measure the intellectual intelligence. A student with higher IQ is more likely to do well academically, but this assumption has proven wrong – There is more to success than being clever. Many students are not good at their academic performance due to lack of self-confidence, self-control, low self-esteem and have high anxiety so understand emotions are significant to acquire success in various interpersonal and career related fields. Educational institutes focus only on rational and linguistics intelligence, without paying much attention to other type of intelligence.

The higher educational institutions are responsible to develop knowledge and skills in students but organizations often criticize that the students are not prepared to handle their job duties and the type of roles they have to exhibit in an organizations (Clark et al., 2003).

In today's cut throat competition, producing the brightest expert is not enough. Universities should also focus on developing the entire personality of the student which includes intellectual, emotional and social skills which will help graduates in their future endeavors. (Seal et al., 2011). So the objective of this study is to investigate the significant relationship between Emotional Intelligence and Academic Performance. To find out the main factors of the Emotional Intelligence (including the factors of Self- awareness, Self-regulation, Self-motivation, Empathy and Social skills) effect the Academic Performance of the students at University of Karachi. To find out what University of Karachi departments has done to address the factors that effects the Academic performance of the students.

Literature Review

Emotional intelligence (also called the Emotional Quotient, EQ) is a more modern concept, refers to a person's ability to understand, manage and control his own emotions and as well as the others. Mayor & Salovey (1997) explain Emotional Intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others.

Academic performance is define as the level of actual achievement or proficiency one has accomplished in a specific area. According to Crow and Crow (1969) academic achievement is the extent to which a learner is profiting from instructions in the giving area of learning i.e. achievement is reflected by the level to which skills and knowledge has been imparted to him.

According to Goleman (1996), an American Psychologist introduced the five key elements of emotional intelligence; (1) Self-awareness, (2) Self-regulation, (3) Self-motivation, (4) Empathy, (5) Social skills.

These key elements of Emotional intelligence play a major role in student's Academic performance; (1) By the self-awareness, student can identify his feelings and know how it affects performance. It alerts a student about his strength and weakness. Being able to know own ability makes student self-confident; (2) By the self-regulation, students can regulate their emotions, thoughts and behaviors in appropriate ways while facing frustration and failure to achieving their academic goals. By learning how to self-regulate student can learn new things and manage the normal stress and disappointments; (3) By the self-motivation, students are motivated to achieve their goals without any force. They take personal ownership of their knowledge and learning; (4) Empathy serves as a centerpiece for socio emotional development. Students learn from their teacher's behavior and character so if the teachers are consistent example of empathy and exude a caring, compassionate and understanding attitude the students will feel free to share their ideas, thoughts and problems of relevant field; (5) By the social skills students be able to communicate effectively with others, displaying good manners, considerate of the feelings of others as the social skills is the part of their academic performance.

In the University of Sri Jayewardenepura, Srilanka, research conducted to determine the effect of EI (Emotional intelligence) on academic performance at the final MBBS examination in medical undergraduates. The result shown that academic performance was better in those
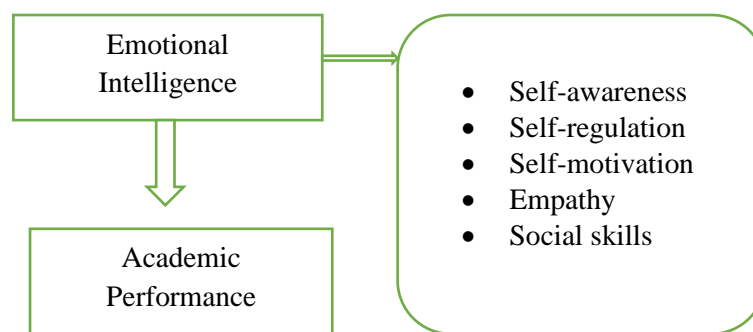
students who were more emotionally intelligent and suggested that emotional skills development can enhance the academic performance of medical undergraduates.

According to the research of Parker et al (2006) they collected the data during the first month of classes 372 first year students at a small Ontario university and at the end of the academic year the data was matched with the student's academic record so the result shown that the students who achieved

80% marks are strongly associated with emotional intelligence as compared to the students who achieved 59% or less.

Another study by Swanepoel & Britz (2018) was conducted to determine the relationship between General cognitive ability, Emotional intelligence and Academic performance by using the instrument Learning Potential Computerized Adaptive Test (LPCAT) and Emotional Intelligence Test Body-Mind , collected 32 third year students studying Human Resources Management. The result indicate that there is a positive relationship between Academic performance and Emotional Intelligence.

Conceptual framework

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┌─────────────────┐        ┌──────────────────────┐
│   Emotional     │───────▶│  • Self-awareness    │
│  Intelligence   │        │  • Self-regulation   │
└─────────────────┘        │  • Self-motivation   │
         │                 │  • Empathy           │
         ▼                 │  • Social skills     │
┌─────────────────┐        └──────────────────────┘
│    Academic     │
│  Performance    │
└─────────────────┘
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Methods

This investigate was done employing a quantitative strategy additionally an essential information was collected from understudies. In other to be in line with the quantitative approach chosen for

this proposition, the medium through which information will be collected from respondent will be through survey. Typically to enable the analyst to assemble an essential information from respondents that are chosen within the University.

A add up to of 150 surveys will be disseminated in department of economics. The survey is divided into two segments, segment A comprises of demography of the respondents such as (age, sex, offices, race, nationality) while section B covers the focused on questions to carry out the entire examination. The respondent's changes from to begin with semester understudies to completing understudies.

This inquire about employments a helpful examining. This can be since respondents are willing to part-take within the inquire about, in this manner making it more suitable for this inquire about than any other shape of testing.

This think about dissected the information collected through the utilize of quantitative examination. This is often since statistical analysis allow the analyst the opportunity to induce expressive data through

cruel yields (Stefansky & Carrol, 1991) and standard deviation will offer assistance to explore in the event that the cruel is in line with the see (Saunders et al., 2003). A relapse coefficient will be collected through SPSS investigation that makes a difference the analyst to examine in case the variable of passionate insights has an affect on students' scholarly execution. Moreover a two followed investigations will be utilized too to check the relationship of the factors and understudy academic performance.

Results and Discussion

This investigate performed a regression examination utilizing SPSS to foresee the affect of emotional intelligence on academic performance based on the five autonomous factors (independent variable) of emotional intelligence. The subordinate figure (dependent variable) in this think about academic performance.

This investigate performed a relapse examination utilizing SPSS to anticipate the affect of passionate insights on scholastic execution based on the five free factors of enthusiastic insights. The subordinate calculate in this consider is scholarly execution. The Show Outline table underneath predicts that scholastic execution appears R as 0.654, R squares as 0.428 and balanced R Square 0.403, showing that as it were 40.3% of the fluctuation of enthusiastic insights can be anticipated by the autonomous factors of self-awareness, self-motivation, compassion, enthusiastic administration and interpersonal aptitudes.

All things considered, the common acknowledged run the show for relapse to be a great fit is considered to foresee at slightest 60% variety of the subordinate variable (Zygmont & Smith, 2014). In this way, this demonstrate for this inquire about is considered to be a poor.

Tabel 1. Model summary

Model	R	R square	Adjusted R square	Std.of Estimate	Change statistics				
					R square change	F change	df1	df2	Sig, F change
1	0.639	0.409	0.399	0.55821	0.409	41.491	2	120	0.00

Model	Unstandardize Coeffeicient		Stantdardize Coefficient	t	sig.
	B	Std. Error	Beta		
Self awareness	-0.026	0.101	-0.025	-0.262	0.794
Self motivation	0.345	0.102	0.35	3.393	0.001
Emapathy	0.358	0.1	0.374	3.562	0.001
Self regulations	0.165	0.101	0.153	-1.644	0.103
Social skills	0.148	0.101	0.15	1.463	0.146

Source: Primary Data, 2020.

According to this research on emotional intelligence and student's academic performance it has shown that there is no significant influence of the emotional intelligence constructs of self-

awareness of self- awareness, emotional management and interpersonal skills. These conclusions are contrary to past research which linked these three constructs to have a significant and positive impact on academic performance of students. However, by concluding this way, it is important for further research to be carried out on these constructs to investigate if they are combined with other emotional intelligent constructs they can have an impact on academic performance of the students of Economics department.

Conclusion

In summary, it is concluded according to this research that only empathy and self-motivation has stronger influence (as in seen in the mean figures, correlation and regression analysis) on the academic performance of the students of economic department. It is found that while self-awareness, emotional management and interpersonal skill has a weak influence (as seen only in the mean and correlation figures) on the academic performance of students. Thus, this study recommends that students who want to succeed in their academic pursuit should take notes of their emotions intelligence (empathy and self-motivation skills). It is important for the University of Karachi to organize seminars either semester or yearly to enable students have a better understanding to their emotions or how it influences their education and academic performance. With these seminars in Universities, students will be encouraged to learn much about themselves and their emotions. By so doing they will be vast and have a better knowledge of their emotions thereby increasing their emotional intelligence. Hence as students continuous to understand the influence of emotional intelligence (self-motivation and empathy), their academic performance begin to improve which will eventually lead to them to graduate with a better CGPA (Cumulative Grade Point Average). As universities to continue graduate students yearly with better cumulative grade point average (CGPA) this will impact the universities education reputation that might call for global recognition and acceptance.

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