

# Emotional Intelligence and Academic Achievement of Post-Graduate Students

Sasmita Behera<sup>1</sup>, Nagma Khatun<sup>2</sup>, Dr. Ashok Kumar Digal<sup>3</sup>

<sup>1,2</sup>MA Student, <sup>3</sup>HOD of Teacher Education Department,  
<sup>1,2,3</sup>Rama Devi Women's University, Bhubaneswar, Odisha, India

## ABSTRACT

In recent years, emotional intelligence has been considered an important psychological factor in education because it helps individuals manage emotions, cope with stress, and maintain positive relationships with others. Postgraduate students often face academic pressure, research responsibilities, and personal challenges, making emotional regulation an essential skill for their overall development. The present study was undertaken to examine the relationship between emotional intelligence and academic achievement among postgraduate students.

A causal-comparative research design was used for the study. The present study was conducted on a sample of 274 postgraduate students who were studying in M.A. and M.Sc. programmes under Utkal University and its affiliated colleges located in Bhubaneswar, Odisha. The participants were selected through the simple random sampling method to ensure equal representation. Emotional intelligence of the students was assessed by using a standardized emotional intelligence scale, while their academic achievement was determined from their previous academic records. For the analysis of the collected data, different statistical techniques such as descriptive statistics, Pearson's correlation coefficient, and the t-test were applied. The results of the study indicated that there was a very weak and statistically insignificant relationship between emotional intelligence and academic achievement among the postgraduate students. The findings also showed that there was no significant difference in the level of emotional intelligence between male and female students. In addition, emotional intelligence did not differ significantly among students belonging to different academic streams.

**How to cite this paper:** Sasmita Behera | Nagma Khatun | Dr. Ashok Kumar Digal "Emotional Intelligence and Academic Achievement of Post-Graduate

Students" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470,

Volume-10 | Issue-

2, April 2026, pp.178-184, URL: [www.ijtsrd.com/papers/ijtsrd100242.pdf](http://www.ijtsrd.com/papers/ijtsrd100242.pdf)



Copyright © 2026 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



**KEYWORDS:** Emotional Intelligence, Academic Achievement, Postgraduate Students, Gender, Academic Stream.

## INTRODUCTION

In the present rapidly changing world, students encounter various academic, social, and emotional challenges. Because of these pressures, emotional intelligence has become an important ability for achieving both personal growth and educational success. The ability to recognize and manage one's emotions helps students remain confident, focused, and mentally strong while facing academic demands. Emotional intelligence also helps in developing positive relationships, self-motivation, and effective decision-making, which support better learning experiences. These emotional abilities are particularly significant in higher education, where students are

expected to study independently, think critically, and adjust to more complex academic situations.

Higher education plays an important role in the development of individuals as well as society. It helps students acquire advanced knowledge, professional skills, and intellectual maturity. Universities encourage independent thinking, research, and creativity, which prepare students to contribute to economic progress, innovation, and social development. Higher education institutions also provide opportunities for the exchange of ideas and knowledge that help societies respond to global changes and technological advancements.

Academic achievement refers to the level of success students attain in their educational activities, which is generally reflected through grades, examinations, and research performance. However, academic achievement is not limited to academic knowledge alone. It also involves factors such as motivation, emotional stability, time management, and the ability to handle stress. At the postgraduate level, academic achievement includes research work, critical thinking, collaboration with others, and maintaining personal well-being while fulfilling academic responsibilities.

Therefore, academic success in higher education is a multidimensional concept influenced by intellectual, emotional, and motivational factors working together.

### Theoretical framework

Emotional Intelligence was popularized by Daniel Goleman in his book *Emotional Intelligence* (Goleman, 1996). However, the term Emotional Intelligence was first introduced by researchers Salovey and Mayer in 1990 in their article titled

“Emotional Intelligence,” published in the journal *Imagination, Cognition, and Personality* (Salovey & Mayer, 1990). Emotional Intelligence refers to the ability to recognize, understand, and manage our own emotions as well as the emotions of others (Goleman, 1996). It helps individuals understand how emotions influence behaviour, decision-making, and relationships. Over time, emotional intelligence has become an important concept in understanding human behaviour, communication, and social relationships. Managing emotions is especially important in situations involving pressure, such as giving and receiving feedback, meeting strict time deadlines, handling difficult interpersonal relationships, working with limited resources, adapting to change, and dealing with challenges, failures, and disappointments. Emotional intelligence enables individuals to respond effectively and maintain emotional balance in such situations (Goleman, 1996).



### Objectives of the study

1. To examine the relationship between emotional intelligence and academic achievement among postgraduate students.
2. To compare the emotional intelligence of post-graduation students with reference to their male and female
3. To compare the emotional intelligence of postgraduate students on the basis of their academic stream.

### Hypothesis

1. There exists no significant relationship between emotional intelligence and academic achievement
2. There exists no significant difference in the emotional intelligence level of male and female students
3. There exists no significant difference in the emotional intelligence level of post graduation students in reference to their stream

## Review of related literature

**Gkintoni and Dimakos (2025)** The study found that both **Ability Emotional Intelligence** and **Trait Emotional Intelligence** have a positive influence on students' academic achievement, including at the postgraduate level. Ability emotional intelligence helps students control their emotions and deal with problems more effectively in academic situations. On the other hand, trait emotional intelligence helps in developing empathy, understanding others, and maintaining good relationships. These emotional abilities support better communication, effective classroom interaction, and a positive learning atmosphere.

**Silva (2024)** The study emphasized the need to include emotional intelligence in higher education to support students' overall development and academic success. It also highlighted the importance of creating inclusive learning environments and suggested further research to find new ways to develop emotional intelligence among postgraduate students.

**Chen (2024)** A study on Chinese college students found a significant positive relationship between emotional intelligence and academic achievement. Students with better emotional regulation, self-management, and social skills tended to perform better academically because these abilities support effective learning and stress management. It also suggests that strong emotional intelligence reduces anxiety and increases motivation, supporting academic success.

**Karvendhan & Jayakumar (2024)** A study was conducted to examine the relationship between emotional intelligence, grit, and academic performance among first-generation and continuing-generation engineering students. The research included 320 undergraduate participants, and standardized tools were used to measure the variables. The results indicated that both emotional intelligence and grit play an important role in predicting students' academic achievement. Students who showed higher emotional awareness and stronger perseverance were more likely to perform well in their studies. The research highlights the importance of these traits in adapting to changing educational environments and achieving long-term goals.

**According to the research by Savira( 2024)** which is on about how emotional intelligence and learning environment influence the university student's learning outcome , utilizing a quantitative research approach with a sample of 87 active students. The research employs multiple linear regression analysis to assess both the simultaneous and partial effects of emotional intelligence and the learning environment on student performance, revealing significant influences from both variables.

**Investigation by Bhati et al.( 2023)** , to study how emotional intelligence work as a predictor of resilience towards academic stress in both private and govt. medical Colleges students, It revealed a positive correlation between emotional intelligence and academic performance among MBBS students. The study indicates that higher emotional intelligence, particularly in emotional regulation and adaptive emotions, contributes to better academic outcomes, suggesting that these traits

**Gadad et al. (2023)** studied the influence of emotions on academic achievement among 5th-semester engineering students in India. Using a quantitative survey with 159 students, the study found that emotions significantly affect academic performance. It emphasized the importance of understanding emotional intelligence in improving student success

**Khan (2023)**, studied students from high school students achievement and emotional intelligence whether if the institution location and living of students make any sense or not. Data was collected from 510 students using a standardized emotional intelligence scale, and academic achievement was measured through their Grade Point Average, It found a significant positive correlation between EI and academic achievement , indicating that higher emotional intelligence is associated with better academic performance

## Design of the study

This study seeks to examine the possible causal relationship between emotional intelligence and academic achievement among postgraduate students. A causal-comparative research design has been adopted for the present investigation. This design enables the researcher to study existing differences among groups and to draw reasonable inferences about potential cause-and-effect relationships.

## Population of the study

The population for this study comprises all students enrolled in postgraduate programs (M.A. and M.Sc.) under Utkal University. These students are enrolled in institutions located in Bhubaneswar, Odisha. Additionally, two institutions affiliated with Utkal University, namely BJB Autonomous college Rajdhani Degree college are included in the study. the population is defined as follows: 1. Primary Institution: Utkal University (Postgraduate

students from M.A. and M.Sc. ) 2. Affiliated Institutions: Two institutions affiliated with Utkal University, referred to as BJB autonomous college and Rajdhani Degree college, located in Bhubaneswar. The total student population considered in this study includes all postgraduate students. The combined student strength across all streams in these institutions is 953. This population represents the total number of enrolled postgraduate students in the selected institutions, forming the basis for sampling and data collection in the study. –

**sample of the study**

To decide the appropriate sample size for the study, the Raosoft Sample Size Calculator was used. While calculating the sample size, a 95% confidence level and a 5% margin of error were considered. According to the calculation, the suitable sample size for the study was 274 students. The respondents included in the study were selected by using the simple random sampling method so that every student had an equal chance of being chosen.

**Tool & Techniques**

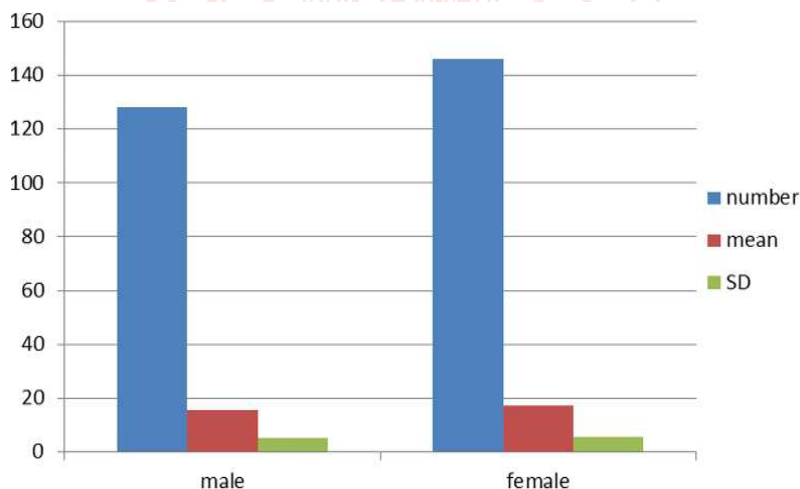
For the present study, **Emotional Intelligence Scale** developed by **Dr. P. Srinivasan and Mr. K. Murugesan** was used as the research tool for data collection. The scale is a standardized instrument designed to measure the level of emotional intelligence among individuals. The Emotional Intelligence Scale was standardized on a sample of **100 adults**, comprising **48 males and 52 females**. The scale consists of **40 statements** related to different life situations. Each statement is followed by **four response options**. The respondents are required to select **one option** that best reflects their thoughts, feelings, or reactions in a given situation by marking the appropriate box. The **survey method** was adopted for the present study.

**Analysis of the data**

Pearson’s correlation was used to examine the relationship between emotional intelligence and academic achievement of postgraduate students. The result ( $r = 0.00874$ ) showed a very weak and positive relationship, which was not statistically significant. Hence, emotional intelligence had little influence on academic performance, and the null hypothesis was accepted

**Table 1: Descriptive statistics to Compare Emotional Intelligence of Post Graduation Students based on gender**

Gender	Number	Mean	SD
Male	128	15.695	5.377
Female	146	17.232	5.526



**Inferential statistics** -A T-test is used to compare the emotional intelligence of male and female students of post graduation

**Table 2: Inferential Statistics to Compare Emotional Intelligence of Post Graduation Students based on Gender**

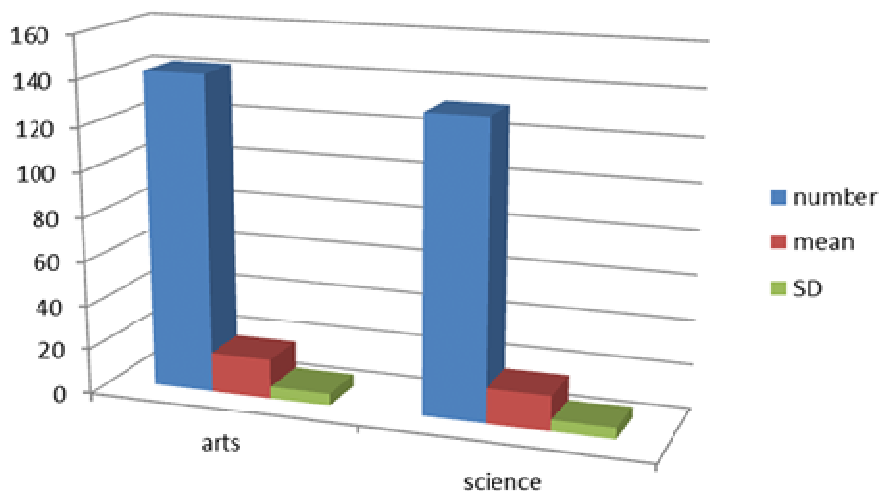
Statistics	Value
T-scores	0.0204
Degree of Freedom	272
Critical value	1.97
Significance level	0.05

### Interpretation

The study compared emotional intelligence levels of male and female postgraduate students using a t-test. The mean scores of males (15.69) and females (17.23) were close, with similar standard deviations. The calculated t-value (0.0204) was less than the critical value (1.97) at the 0.05 significance level with 272 degrees of freedom. Therefore, the null hypothesis was accepted, indicating no significant difference in emotional intelligence between male and female students.

**Table 3: Descriptive statistics to Compare Emotional Intelligence of Post Graduation Students based on Stream**

Stream	Number	Mean	SD
Arts	142	17.41	5.33
Science	132	16.12	5.11



### Inferential statistics

**Table 4: Inferential Statistics to Compare Emotional Intelligence of Post Graduation Students based on Stream**

Statistics	Value
T-Score	0.0412
Degree of Freedom	272
Critical thinking	1.97
Significance Level	0.05

### Interpretation

The table shows that the mean emotional intelligence scores of Arts (17.41) and Science (16.12) postgraduate students are very close, with similar standard deviations. The calculated t-value (0.0412) is lower than the critical value (1.97) at the 0.05 significance level with 272 degrees of freedom. Therefore, the null hypothesis was accepted. This indicates that there is no significant difference in emotional intelligence based on stream. Both Arts and Science students display similar levels of emotional intelligence, showing that stream is not a determining factor.

### Major findings

The results of the study show that emotional intelligence and academic achievement of postgraduate students have a very weak positive relationship. This means that emotional intelligence has very little connection with academic performance. Emotional intelligence also has an almost negligible effect on the academic achievement of postgraduate students.

The average emotional intelligence score of female students is slightly higher than that of male students. However, this difference is very small and not

statistically significant. This shows that gender does not play an important role in determining the emotional intelligence level of postgraduate students.

Similarly, the mean emotional intelligence score of arts students is slightly higher than that of science students. But this difference is also not significant, which indicates that the academic stream does not affect emotional intelligence.

The study further shows that there is no significant difference in the emotional intelligence levels of male and female students. In the same way, no significant

difference is found between arts and science postgraduate students.

The standard score of emotional intelligence among female students is 17.23, while for male students it is 15.69.

### Discussion of the result

This research aimed to investigate the relationship between emotional intelligence (EI) and academic achievement among postgraduate students, along with examining whether gender and academic stream (arts vs. science) influence emotional intelligence levels. The findings revealed almost negligible impact on students' academic performance. Furthermore, the findings of the present study showed that there were no statistically significant differences in emotional intelligence based on gender or academic stream, although small variations were observed in the mean scores. These results differ from several earlier studies that reported a positive relationship between emotional intelligence and academic achievement. For example, studies conducted by Gkintoni and Dimakos (2025), Chen (2024), and Shengyao et al. (2024) highlighted that emotional intelligence contributes to academic success by improving emotional regulation, empathy, motivation, and social interaction among students. Similarly, research by Bhati et al. (2023) and Bhandari (2022) reported that students with higher emotional intelligence often demonstrate better academic performance, particularly in professional fields such as medical and management education.

With regard to gender differences, the mean emotional intelligence score of female students (17.23) was slightly higher than that of male students (15.69). However, this difference was not statistically significant, indicating that the emotional intelligence levels of male and female postgraduate students are generally similar.

### Conclusion

The present study was carried out to understand the relationship between emotional intelligence and academic achievement among postgraduate students. The study also tried to find out whether emotional intelligence differs according to gender and academic stream. A quantitative research method was used for the study. Data were collected with the help of a standardized emotional intelligence questionnaire, and students' academic achievement was taken from their academic records.

The results of the study showed that the relationship between emotional intelligence and academic achievement among postgraduate students is very weak or almost negligible. This means that emotional

intelligence may not play a strong role in determining academic success at the postgraduate level. The study also showed that there is no significant difference in emotional intelligence between male and female students. This suggests that gender does not greatly influence emotional intelligence among these students.

Similarly, no significant difference was found in the emotional intelligence of students from arts and science streams. This indicates that the academic stream does not have much effect on students' emotional intelligence. Overall, the findings suggest that academic achievement at the postgraduate level may depend more on other factors such as intellectual ability, motivation, study habits, and the learning environment.

### Reference

- [1] Bhati, M. M. K., Ghafoor, J., Imran, M., Butt, T. I., Ahmad, S., & Imtiaz, M. (2023). Emotional intelligence as predictor of resilience toward academic stress mitigation among Public and Private Medical College students. *Pakistan Journal of Medical & Health Sciences*, 17(10), 10-10
- [2] Chen, M. H. (2024). The Impact of Emotional Intelligence on Academic Achievement of College Students. *Interdisciplinary Humanities and Communication Studies*, 1(9). <https://doi.org/10.61173/n99kx>
- [3] Bhandari, N. (2022). Study on Impact of Emotional Intelligence on the Academic Performance of the Students with Special Reference to Management Students. *International Journal of Advanced Research in Science, Communication and Technology*, 58–63. <https://doi.org/10.48175/ijarsct-7414>
- [4] Gkintoni, E., Dimakos, I., & Νικολάου, Γ. (2025). Cognitive Insights from Emotional Intelligence: A Systematic Review of EI Models in Educational Achievement. *Emerging Science Journal*, 8, 262–297. <https://doi.org/10.28991/esj-2024-sied1-016>
- [5] Khan, M. Y. Academic Achievement and Emotional Intelligence among High School Students: Does Type of Institution and Place of Living Make Any Difference?.
- [6] Karvendhan, A., & Jayakumar, K. N. (2024). Emotional Intelligence, Grit, Academic Performance Across First and Continuing Generation Undergraduate Engineering Students. In *Emerging Trends in Smart Societies* (pp. 67-70). Routledge

- [7] Savira, A. (2024). The Influence of Emotional Intelligence and Learning Environment On University Student Performance. 2(1), 2292–2302. <https://doi.org/10.21009/isc-beam.012.164>
- [8] Silva, T. M. H. R. da. (2024). Emotional Intelligence in Higher Education. *Advances in Computational Intelligence and Robotics Book Series*, 117–140. <https://doi.org/10.4018/979-8-3693-7011-7.ch007>
- [9] Gebregergis, W. T., Beraki, F., Michael, M., Ahmedin, M., Debesay, N., Atoshm, T., & Csukonyi, C. (2023). Factors influencing academic achievement among college students: The influence of emotional intelligence, student engagement and Demographics.
- [10] Yee Von, C., Zhooriyati, S. M., & Chuan, H. M. (2022). The relationship between emotional intelligence (EI), parental involvement and academic performance among University students in Kuala Lumpur and Selangor. *International Journal of Academic Research in Business and Social Sciences*, 12(5), 565-577
- [11] Goleman, D. (1996). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- [12] Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.

