

# A Critical Study on Emotional Intelligence of College Students in Reference to their Scholastic Achievement

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## ABSTRACT

In the present period, it is necessary that college students can know their emotion, they can control their fillings and also they can have the ability of controlling their emotion so, there is need that the level of emotional intelligence and effect on academic achievement. The purpose of the present research is to investigate the level of emotional intelligence in the reference to scholastic achievement of college students. The research method was descriptive survey method the sample consisted of about 300 college student, 140 female and 160 male college student, the collected data were analyzed by using 't' test. The results shows that there is no significant difference between graduate male and female college students having high and low scholastic achievement, emotional intelligence of low scholastic achievement group was seen higher than the emotional intelligence of high scholastic achievement group, post graduate male and female college students with higher and low academic achievement were having different is the emotional intelligence.

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## INTRODUCTION

Education is the key instrument in changing the quality of life of the people, society and the nation. Education is necessary for all and as a fundamental right which leads to the all-round development that may be emotional, spiritual or material. Today, the teachers should have very high competency both academically and professionally. The development of any country depend upon the teachers, therefore a large number of teacher training institutes were setup in the country after independence.

In the present socio-economic and cultured context, the world is becoming more and more competitive. When the quality of performance is regarded as the key factor for personal progress, great emphasis is placed on achievement right from the beginning of the formal institution. This desire for a high level of achievement puts a lot of pressure on students, teachers, colleges in particular and the educational system in general. Many factors are responsible for this academic achievement. Every adolescent is different in his/her academic achievement and in level of emotional intelligence. To prepare good B.Ed. trainees academically and professionally capable is a

main responsibility of teacher training institutes. A classroom is an emotional place, which is filled with different feelings like happiness, enjoyment, hurt, anger, excitement etc. The B.Ed. trainee's skill in working with emotional stages and regulating them, impacts upon what and how they learn. So, the B.Ed. trainees have to develop the competence to work in and with emotions in the classroom. B.Ed. trainees are considered as the main pillars in the educational system. Academic achievement may not always be associated with a high IQ or hard work. The factor academic achievement may be related to emotional intelligence.

## Review of related literature

Joshi (2016) a found in a study about emotion of teacher educators about the teaching that they feel emotion like happiness, fear, anger, surprised and love during teaching. The researcher found from this study that the emotion of teacher educators which were related total most of incident which teacher student. She selected sample my purposive sampling method. Interview, dialogue and story were used as

tools. The data analysis had done by going according to the book – qualitative data analysis.

Sawant (2019) studied on the emotional intelligence of higher secondary school student in contact to their adjustment, stress and educational achievement. The objective of the study were a study of emotional intelligence in context to their variables and to decide the level of emotional intelligence also survey method was used and 1500 student from 11 districts by purposing random and cluster sampling method. readymade tools were used in this study. She found that there was no significant different between gender and area of students in their emotional intelligence and adjustment.

### Definition of terms

**Emotional Intelligence (E.I.)** Mayer et. al. (2000), “Emotional intelligence refers to an ability to recognize the meaning of emotions and to reason and problem solve on the basis of them and it involves the capacity of perceive emotion related feeling, understand the information of these emotions and manage them.”

**Scholastic Achievement (S.A.)** A measure of students’ academic achievement as determined by marks or percentages. In the present research academic achievement means percentage obtained by B.Ed. trainees in their bachelor degree course.

**Theoretical definition: According to C.V. Good (1946)**, “The examination marks of obtained

### Variables of the Study

knowledge from school subjects or marks given by the teacher or marks of both types means Educational (Academic) Achievement.”

### Objectives of the Study

1. To compare the emotional intelligence of college students in relation to their high and low scholastic achievement.
2. To compare the emotional intelligence of graduate male and female college students in relation to their high and low scholastic achievement.
3. To compare the emotional intelligence of postgraduate male and female college students in relation to their high and low scholastic achievement.

### Hypothesis of the Study

Ho<sub>1</sub> There exists no significant difference between the mean scores of Emotional Intelligence scale of B.Ed. trainees having high and poor low scholastic achievement.

Ho<sub>2</sub> There exists no significant between the mean scores of Emotional Intelligence scale of graduate male and female B.Ed. trainees having high and poor low scholastic achievement.

Ho<sub>3</sub> There exists no significant between the mean scores of Emotional Intelligence scale of postgraduate male and female B.Ed. trainees having high and poor low scholastic achievement.

**Table 1.1**

Sr. No.	Variable	Type	Levels
1.	Emotional Intelligence	Dependent	-
2.	Scholastic Achievement	Independent	High & Low
3.	Gender	Independent	Male & Female
4.	Educational Qualification	Independent	UG & PG

### Research Method

The researcher has used descriptive survey method in the present study

➤ **Sample:** 300 college students from different colleges were taken by Stratified Random sampling method 160 male and 140 female college student and 200 graduate 100 post graduate college student have been selected in the present select.

➤ **Tool:**

1. Self developed and standardized emotional intelligence skill was used for measuring the emotional intelligence.
2. For scholastic achievement the percentage of college students in 12<sup>th</sup> standard exam were taken.

### Data Collection

The researcher has collected the data by going in different colleges of vallabh vidyanagar after taking permission all it.

### Analysis of data

1. Mean, Median, SD, ‘t’ value calculated for the analysis

The t-value is computed as shown in below table to compare the emotional intelligence of B.Ed. trainees having high scholastic achievement and low academic achievement.

**Table 1.2 Comparison of mean scores of emotional intelligence of B.Ed. trainees having high and low scholastic achievement**

Group	N	Mean	S.D.	SED	t-Value	Significance
B.Ed. trainees with High Scholastic achievement	125	224.17	71.59	5.15	1.986	Significant Hypothesis rejected at 0.05 level
B.Ed. trainees with low scholastic achievement	175	234.40	66.90			

The t-value is computed as shown in below table to compare the emotional intelligence of Graduate male B.Ed. trainees having high academic achievement and low academic achievement.

**Table 1.3 Comparison of mean scores of emotional intelligence of graduate male and female college students having high and low scholastic achievement**

Group	N	Mean	S.D.	SED	t-Value	Significance
Graduate male and female college students with high scholastic achievement	135	241.15	60.56	11.69	0.557	N.S. Hypothesis accepted at 0.05 level
Graduate male and female college students with low scholastic achievement	165	234.64	62.53			

The t-value is computed as shown in below table to compare the emotional intelligence of Postgraduate male college students having high academic achievement and low academic achievement.

**Table 1.4 Comparison of mean scores of emotional intelligence of post graduate male and female college students having high and low scholastic achievement**

Group	N	Mean	S.D.	SED	t-Value	Significance
Post graduate male and female college students with high scholastic achievement	155	211.06	70.13	12.40	2.027	Significant Hypothesis rejected at 0.05 level
Post graduate male and female college students with low scholastic achievement	145	236.20	58.46			

### Findings of the Research:

- College students having high and low academic achievement were having difference in their emotional intelligence. Emotional intelligence of low scholastic achievement group was seen higher than the emotional intelligence of high scholastic achievement group.
- Graduate male and female college students having high and low scholastic achievement were having no difference in their emotional intelligence. That means both the groups were seen equal in their emotional intelligence.
- Postgraduate male and female college students with high and low academic achievement were having difference in their emotional intelligence. Emotional intelligence of low scholastic achievement group was seen higher than the emotional intelligence of high academic achievement group.

### Implications of the Study:

According to researcher, this research would be important for creating abilities of mind in students. B.Ed. trainees such as the capacity of abstract thinking, reasoning, planning and problem solving etc. It would build up the ability in self-adaptation for solving the stress problem and pressure of life in competing status of an individual.

Emotional intelligence has as much to do with knowing when and how to express different emotions as well as with controlling them. Emotional intelligence can reduce stress and worry, increases productivity build confidence and maintain motivation. Emotional intelligence, Study Habit and Academic Achievement can make students to improve mental balance and help them to understand the meaning and value of life. Teachers who have teaching with them at formal and informal level, they need good relationships, teachers must develop it.

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