

A review on the study of Emotional Intelligence and Academic

Achievement

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Abstract

Numerous academics have been drawn to the study of the relationship between academic accomplishment and emotional intelligence, indicating that the field of study pertaining to the factors mentioned is gaining more and more attention. This review concentrates on published studies that are pertinent to the connection between academic success and emotional intelligence. A person's academic success is greatly influenced by their intelligence, and among all the other components of intelligence, emotional intelligence is particularly significant. It is crucial to comprehend the ways in which emotional intelligence characteristics have been linked to academic success. This essay provides an overview of the research conducted to determine the connection between academic success and emotional intelligence.

Keywords: Emotion, Intelligence, Emotional Intelligence, Academic Achievement, Review

INTRODUCTION

It has long been believed that intelligence plays a significant influence in a person's personality, and of all the intelligences, emotional intellect is the most crucial in determining a person's personality. When some academics referred to non-intellectual intelligence as "social intelligence" in the late 1930s, the phrase "emotional intelligence" was born. A person with high intelligence is not always successful in life, which led to the issue of why and what other characteristics might be at play. In the 1990s, Drs. John D. Mayer and Peter Salovey developed the idea of "Emotional Intelligence" in an effort to identify the reasons behind success or failure. According to this definition, emotional intelligence is a type of social intelligence that allows a person to keep track of, identify, and distinguish between their own and other people's emotions and feelings as well as to use this knowledge to inform their actions and thoughts. Emotional intelligence is essential for both general well-being and

academic achievement. It includes relationship management, logical thinking, empathy, and a knowledge of one's own and other people's feelings. Low EI is frequently associated with contemporary societal problems like substance abuse, mental health disorders, and scholastic difficulties. There is an association between emotional intelligence and academic success. Our well-being is based on emotional intelligence, which is essential to our existence. An individual with low emotional intelligence tends to develop emotional problems which may further lead to depression and anxiety, stress etc. and these factors has a negative impact on the academic achievement. In the field of educational research several studies have been conducted to understand the relationship between emotional intelligence and academic achievement. Many studies have stressed in understanding the factors of emotional intelligence and its relation to academic achievement and overall wellbeing.

Methods

The data for the present review has been collected from secondary sources. The secondary resources like books, research papers, thesis relevance to the relation between emotional intelligence and academic achievement has been administered to conduct the current study.

Objective

The objective of the current study is to outline about the several studies that has been conducted to establish the relationship between emotional intelligence and academic achievement as well as to understand the factors of emotional intelligence and its association with academic achievement.

Discussion

Singh (2005) carried out a study to determine how independent factors such as values, anxiety, and emotional intelligence affect a dependent variable, such as academic achievement. This study was carried out using both descriptive and exploratory methods. Five hundred pupils in all were selected as the study's sample. Data was gathered using a variety of instruments, including the Academic Anxiety Scale (Hindi), created by Mishra, D. K. (2004), the Value Scale (Hindi), created and standardised by Alam, Q. G., and Srivastava, R. (1971), and the Emotional Intelligence Scale (Hindi), created by the researcher (2005).

According to the study, academic success and emotional intelligence have a positive 0.01 correlation.

Murli, P. (2009)The "Effect of Emotional Intelligence and Study Skills on Academic Performance of Students with Social and Emotion Problems" was the subject of a study. The study's goals were to investigate how social and emotional issues affect academic achievement as well as the effects of study techniques and emotional intelligence. The study's population consisted of high school students in Andhra Pradesh's Chittoor district. About 650 children were chosen for the study from 50 schools in both urban and rural locations, out of a total population of 3000. Academic achievement was the study's dependent variable, whereas social and emotional issues, emotional intelligence, and study techniques were its independent variables. A self-made social and emotional difficulties check list, the Natun Kumar Thingujan and Usha Ram (1999) emotional intelligence scale, and the Prof. P.V. Ramamurty and Geethanath (1997) study skill inventory were the instruments utilised in the study. According to the study, the academic achievement of pupils without social and emotional issues was significantly higher than that of children with such issues. The study also found that students' academic performance was significantly improved by their emotional intelligence and study skills.

Pimenta, Mabel Basil. (2009), In order to develop a program for the development of emotional intelligence and its impact on emotional intelligence, a study was conducted called "Study of the effect of education for emotional development on emotional intelligence of secondary school students." The study's population consisted of students in the ninth standard in English and Marathi-medium schools in Vasai; 226 students were chosen as the final sample for the study based on the school's location, management style, and medium of instruction. The Emotion Smart Program was created for the emotional development and emotional quotient using Mayer and Salovey's four branch model, and it was administered both before and after the program to gauge its effectiveness. The findings of the study revealed that emotional intelligence can be developed through education for emotional intelligence.

Syiem (2009) Using instruments such as the emotional intelligence scale (EIS) and multidimensional assessment of personality, the researcher collected data from secondary

school students in Meghalaya to determine the relationship between emotional intelligence and a few chosen personality traits. The researcher discovered both a positive and a negative relationship between emotional intelligence and a few chosen personality traits.

Devi (2010) carried out a study to determine how certain dependent variables, such as self-concept, achievement motivation, and academic accomplishment, relate to emotional intelligence (an independent variable). The researcher collected data using instruments such as the emotional intelligence scale (EIS), the self-concept list created by PratibhaDeo, the accomplishment motivation scale created by Deo Mohan, and the total scores of the students' final B.Ed. test results. For the final study, a sample of 1600 students pursuing B.Ed. degrees from 20 colleges in Punjab with backgrounds in both science and the humanities was selected. According to the study's findings, academic success, achievement drive, and self-concept were all positively correlated with emotional intelligence. It was also found that the type of colleges like – government, aided and self-financed showed a significant difference in emotional intelligence.

Sehrawat (2010) carried out a study to determine how emotional intelligence relates to dependent variables such as achievement objectives and well-being. 241 male and 159 female students in the 10th grade from 10 secondary schools in the Jhajjar and Rohtak districts of Haryana were chosen at random by the researcher to serve as the study's sample. The Emotional Competence Inventor by Boyatzis et al. (1999) and the Achievement Goals and Students Well-Being questionnaire created by Kaplan and Maehr (1999) were the instruments utilised to collect the data. According to the study, emotional intelligence, well-being, and achievement goals were positively and significantly correlated.

S. VenkataRamana. (2012) carried out a study to determine how emotional intelligence relates to dependent variables such as achievement objectives and well-being. 241 male and 159 female students in the 10th grade from 10 secondary schools in the Jhajjar and Rohtak districts of Haryana were chosen at random by the researcher to serve as the study's sample. The Emotional Competence Inventor by Boyatzis et al. (1999) and the Achievement Goals and Students Well-Being questionnaire created by Kaplan and Maehr (1999) were the instruments utilised to collect the data. According to the study, emotional intelligence, well-being, and achievement goals were positively and significantly correlated.

Das (2012) conducted a study on Emotional Intelligence in relation to creativity, stress and academic achievement in B. Ed. level. The objective of the study was to study the relationship between Emotional Intelligence, creativity, stress and academic achievement based on their sex, area, management, academic background, educational qualification, age and type of training. Academic achievement, stress and creativity were taken as dependent variable and emotional intelligence was taken as independent variable. 500 B.Ed. students were selected for the final study from the 12 B.Ed. colleges of Kamrup district. It was found that the average emotional intelligence group of B.Ed. students achieved high in theory subject, in practical that means in practice teaching, the high emotional intelligence group of B.Ed. students achieved higher than the others. It thus indicates that there is impact of emotional intelligence on teaching performance.

Chamundeswari(2013) carried out a study to determine the connection between higher secondary pupils' academic success and emotional intelligence. For the final investigation, the researcher used a basic random procedure to choose 321 students. Hydes and others' Emotional Intelligence Scale (2002) and the grades students received on their final exams in every subject to gauge their academic performance served as the instruments for data collection. For data analysis, the researcher employed Karl Pearson's product-moment correlation coefficient, the f-ratio, the t-test, and the standard deviation. According to the study, academic success and emotional intelligence were positively correlated.

Sharmila, G. (2014)"An evaluation of emotional intelligence with particular reference to Delhi medical students." The study's goal was to evaluate the medical students' emotional intelligence and the variables that affect it. A total of 658 fifth-year, ninth-semester medical college students from six different institutions were chosen for the study. To gather the primary data, the researcher conducted an informal interview, a conversation, and a self-made questionnaire. The study's dependent variable was the students' emotional intelligence, whereas the independent factors were their age, gender, and marital status. According to the study, medical students have a medium level of emotional intelligence. It was also found that the factors like age, gender and marital status has impact on the level of emotional intelligence among the students.

Jaisinghani (2015) carried performed a study to determine the association between two independent variables, such as emotional intelligence and mental health, and academic accomplishment, which was the dependent variable. For the final study, 540 pupils were chosen as a sample from 33 Marathi and English-medium secondary schools in Maharashtra's Thane region. The study found that there are other factors besides emotional intelligence and mental health that influence students' academic performance.

Bera (2017) carried out a study to determine the correlation between academic success and other chosen factors, such as socially disadvantaged pupils' adjustment, emotional intelligence, and creative thinking. For the final study, a sample of 606 socially disadvantaged ninth-graders enrolled in West Bengal Board of Secondary Schools was chosen. Academic achievement was the study's dependent variable, while creative thinking, emotional intelligence, adjustment, and caste were its independent variables. The investigation was carried out using a descriptive manner by the researcher. A self-created standardised adjustment test, a standardised adopted Bengali version test for emotional intelligence created by Anukool Hyde and others, a standardised adopted Bengali version test created by BaquerMedhi for creative thinking, and the percentage of students who passed their annual ninth-grade exam were the instruments the researcher used to gather data. According to the study, kids' academic success was positively correlated with traits including emotional intelligence, creative thinking, and adaptability.

Mali (2018) carried undertook a study to see how higher secondary pupils' emotional intelligence and self-esteem affected their academic performance. Academic accomplishment was the study's dependent variable, and the students' self-esteem and emotional intelligence were its independent factors. The descriptive approach was used to perform the study on Kamrup, Assam's higher secondary schools and institutions. 600 pupils were chosen as the study's sample by the researcher from 34 government, private, and provincialised higher secondary schools and institutions. The study's data collection instruments included the self-esteem survey by M.S. Prasad and G.P. Thakur, the emotional intelligence inventory by Dr. S.K. Mangal and Mrs. Shubra Mangal, and the academic accomplishment score from the higher secondary final exam. According to the study, academic success and emotional intelligence were positively correlated. Emotional intelligence can accurately predict

academic accomplishment by 64.1%. Academic achievement increases by 0.82% for every 1% increase in emotional intelligence.

Suresh (2018) conducted a study to determine the relationship between independent variables like – Meta-cognition and emotional intelligence and a dependent variable i.e. academic achievement of the higher secondary students in fishing community. 1023 students from 15 higher secondary schools through simple random sampling were selected for the study. The tools used by the researcher for data collection were; Personal Data Sheet, self-developed Meta-cognition Questionnaire using Likert Scale and self-developed emotional-intelligence questionnaire using Likert scale. For the analysis of the data collected descriptive, correlation and differential analysis were used by the researcher. The study was concluded on the note that there was a relationship between meta-cognition and emotional intelligence, whereas the study also revealed that meta-cognition and academic achievement as well as emotional intelligence and academic achievement among higher secondary students of the sample there was no relationship.

RasmyKiran, (2022) surveyed Keralan graduate job seekers about their emotional intelligence and employability. The study's main goal was to investigate the connection between employability and emotional intelligence. The study's population consisted of degree final-year students pursuing careers in engineering and arts-science. The sample was drawn using a two-stage stratified random sampling procedure. From each stream, a total of 627 students were chosen as the study's final sample. To gather information from the chosen sample, the researcher employed two standardised questionnaires.

The researcher used the Emotional Intelligence Questionnaire (Petrides, 2009) and TEIQen-SF to administer the questionnaire. According to the study's findings, a key component of sociability that positively correlated with employability was emotional intelligence.

Findings

The studies that have been listed are pertinent to the connection between academic success and emotional intelligence. These studies which were carried out across India show that a number of studies have been done to determine the connection between academic success and emotional intelligence.

The reviews mentioned in the discussion above emphasise how important it is to determine the connection between academic success and emotional intelligence. An investigation of the effects of anxiety, values, and emotional intelligence on academic performance was carried out by Sing (2005). According to this study, academic success and emotional intelligence were positively correlated. Students with more emotional intelligence performed better academically than those with emotional issues, according to a 2009 study by Murli. A research by Pimenta, M. Basil (2009) looked at how academic achievement was affected by emotional development programs. The study found that emotional development programs had a favourable effect on students' academic performance and that education can be a tool for emotional growth. According to a study by Syiem (2009), emotional intelligence and a few chosen personality traits among secondary school pupils had both positive and negative relationships. Devi (2010) found that self-concept, academic accomplishment, and achievement drive were positively correlated with emotional intelligence. The study was done in Punjab. The relationship between emotional intelligence, well-being, and achievement goals was investigated by Sehrawat (2010). The results showed a strong positive correlation between emotional intelligence, well-being, and achievement goals. Gender, community, religion, educational level, and B.Ed. subjects were found to be significantly correlated with academic achievement in a study by S. VenkataRamana (2012) that examined the correlates of academic achievement of B.Ed. students. In a study on the relationship between emotional intelligence, creativity, stress, and academic accomplishment at the B.Ed. level, Das (2012) found that individuals with higher emotional intelligence also performed better academically. The impact of emotional intelligence on academic accomplishment was investigated by Chamunderwari (2013), who also found a favourable association between academic achievement and emotional intelligence. Sharmila, G. (2014) did a study to evaluate medical students' emotional intelligence and found that age, gender, and marital status all had an effect on the students' emotional intelligence. Jaisinghani (2015) carried out a study to investigate the connection between academic success and emotional intelligence and mental health. The study's conclusions showed that there were other elements besides students' emotional intelligence and mental health that affected their academic performance. A study by Bera (2017) sought to determine the correlation between academic success and

traits including social adjustment, emotional intelligence, and creative thinking. According to the study, there is a favourable association between these characteristics and academic achievement. According to a study by Mali (2018), academic achievement increases by 0.82% for every 1% improvement in emotional intelligence. Suresh (2018) carried out a study to determine the connection between academic success and emotional intelligence and metacognition. Additionally, the study found no correlation between academic achievement and emotional intelligence or metacognition. A study on employability and emotional intelligence was carried out by RasmyKiran in 2022. According to the study, sociability was significantly influenced by emotional intelligence.

Suggestions

The analysis of studies carried out across India reveals that a small number of topics have received little or no attention in the fields of educational psychology and education. Not much emphasis has been paid to elements like location as a component of emotional intelligence and its relationship to academic success. While there have been several studies on emotional intelligence, academic achievement, and related aspects in various parts of India, Assam has seen relatively few of these studies. Research on academic achievement and emotional intelligence in Assam has been focused on adults, with little consideration given to other essential elements such the students' lifestyle, adolescence, and location, according to reviews of the pertinent research studies. Although teenagers follow the same curriculum and management structure, there is a discernible difference in their academic achievement. More attention must be paid to the emotional and intellectual problems of adolescents, and the more possible factors that can affect emotional intelligence, the better.

Conclusion

In the current situation, parents and society at large are very concerned about their children's academic performance. At the same time, students are finding it difficult to adjust emotionally due to peer pressure, social pressure, and fierce academic competition among adolescents. One important component that may be crucial to students' difficulties is emotional intelligence.

A person's emotional intelligence is influenced by a variety of factors, and the majority of study on the relationship between emotional intelligence and academic success has already

been done in the field of education. However, numerous studies on emotional intelligence, its components, and its relationship to academic success have previously been carried out in various regions of India. However, research on academic accomplishment and emotional intelligence in Assam has mostly concentrated on adults, with little attention paid to other significant factors such the pupils' lifestyle, adolescence, and location. There is a noticeable difference in the academic performance of adolescents even though they follow the same curriculum and management structure. Adolescent emotional and academic issues need to receive more attention, and the more potential elements influencing emotional intelligence, the better. For ambitious researchers in the near future, this essay on the review of research in emotional intelligence and academic accomplishment will serve as a beacon of hope, offering insight into earlier studies in the pertinent fields.

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