The Relationship between Emotional Intelligence and Academic Achievement of under Graduate students in Mizoram

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Abstract: Academic achievement symbolise students educational performance that reveals the extent to which a learner has achieved specific goals and objectives that were the focus of activities to be attained in school, college, and university. Emotional intelligence (also known as emotional quotient or EQ) is referred to the ability to understand, exercise and control our own emotions in a positive manner to, communicate effectively, empathize with others, overcome challenges and resolve problems. This study aims to investigate the relationship between academic achievement and emotional intelligence. The sample set of the research was taken from the under graduate students of different colleges from Aizawl, Champhai Lunglei and Serchhip district of Mizoram by the simple random sampling method. The participants were 800 under graduate students from Arts, Science and Commerce streams. Emotional intelligence levels of under graduate students were measured using the Roqan Emotional Intelligence Test (REIT) (2008) developed by Prof. Roquiya Zainuddin and Anjum Ahmed and SGPA (Semester Grade Point Average) of last university examination was used for finding out academic achievement of the under graduate students. Pearson product-moment correlation analysis was used to analyze data. The results revealed that under graduate's students have average emotional intelligence and there is was little correlation between emotional intelligence and academic achievement.
Key words: Academic achievement; emotional intelligence; under graduate students

I.   INTRODUCTION
The strength and wealth of the nation lies in the quality of the system of education. The   progress of the nation depends solely on the progress of the students; the students' progress is evaluated in terms of academic achievement. Academic achievement plays a significant role in every educational system, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, and influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of greatest importance for the wealth of a nation and its prosperity.

The modern global culture is seeking a key to success through education; the future of the learners' is marked distinctively by successful academic achievement. Academic achievement are often influenced by a number of factors, from simple demographic factors such as age, gender, family socio-economic status, students learning strategies, and more variable factors like emotional intelligence possessed by the student. Academic achievement is a fundamental aspect of everyday life, affecting people's work, interpersonal relationships, sense of being, and leisure (Struthers et. al 1996). The standard achievement in education, mostly for under graduate students, includes high performance on tests, securing high percentage of marks, and completing degrees, though, academic achievement is strongly influenced by psychological factors like emotional intelligence, etc.

Emotional intelligence (EI) is the area of cognitive ability that facilitates interpersonal behaviour. Emotional Intelligence (EQ or EI) is a term created by two researchers – Peter Salavoy and John Mayer – and popularized in 1995 by psychologist and behavioural science journalist Dr. Daniel Goleman in his book, *Emotional Intelligence*. Dr. Goleman described emotional intelligence as a person's ability to manage his feelings so that those feelings are expressed appropriately and effectively. According to Goleman, emotional intelligence is the largest single predictor of success in the workplace. Emotional intelligence includes self awareness, motivation, empathy and self regulation. If a person has a healthy sense of self-awareness, he understands his own strengths and limits, as well as how his actions affect others. A person who is self-aware is usually better able to manage and learn from experience and adversity from one who is not.

Emotional intelligence is found to be linked with academic performance; emotional intelligence is a great indicator of academic success. It would not only make them capable but also able to analyze the reasons of failure. (Preeti 2013). Different studies indicate that emotional intelligence has a significant impact on academic achievement and professional success. Academically successful students had significantly higher levels of several different emotional and social competencies. Emotional intelligence plays an important role in the successful transition from high school to university. (Parker et.al 2005) Social and emotional development is central to the children's success in school and in life. Schools that implement social and emotional curricula that teach EI competencies as a systemic solution are more likely to promote children's achievement in the present and secure their success for the future. (Fatum 2008).

Emotional intelligence is the ability to recognize measure, understand and control the emotions of self and others. There are five components of emotional intelligence namely; self awareness, self regulation, self motivation, empathy and social skills. Emotional intelligence enables a person to identify his strength and to assess his weakness

1.1 Review of related literature

Two domains (Self-Emotion Appraisal and Understanding of Emotion) of the Emotional Intelligence investigated are found to be significantly and positively associated with the respondents' academic achievement. The findings of the study hold important implications on the value of Emotional Intelligence and their relationships to students' academic performance. However, it is worthy to note that there are a number of studies which confirmed that E.I does not always play a key role in promoting academic achievement.

Kashani. et. al (2012) executed a study '*Relationship between Emotional Intelligence and Educational Achievement*' indicated that there is no significant relationship between emotional intelligence and the students' end-of-the-term results and diploma degrees, and concluded that no significant relation was found between emotional intelligence (self-awareness, self-management, social consciousness and relationship managing) and academic achievement. In addition, the strong bond between diploma and university degrees was observed that indicates that academic achievement is significantly correlated to Intelligence and can be a dependable predictor of educational success. Their findings here do not confirm any major connection between emotional intelligence and diploma and university degree and therefore a conclusion was made that E I can hardly claimed to be a reliable predictor of educational achievement.

Chew, Zain & Hassan (2013) intended to find out the 'Emotional *intelligence and academic performance in first and final year medical students: a cross-sectional study*' .With a sample of 163 (84 first and 79 fifth year) medical students participated in this study. The gender and ethnic distribution was representative of the student population. The total EI score was an indicator of good overall CA (OR 1.01), a negative interpreter of poor result in overall CA (OR 0.97), a predictor of the good overall FE result was considerably correlated to the final-year FE marks (adjusted $R^2 = 0.43$). The result show that medical students with high emotional intelligence performed better in both the continuous assessments and the final professional examination. Therefore, it is likely that emotional skill progress may improve medical students' academic performance.

Shailendra Singh (2015). Study the *'Impact of Emotional Intelligence on Academic Achievement of U.G. Students'*. The study consists of sample of 500 participants randomly selected from three universities from Varanasi (UP, India). Pearson correlation and t-test was used to test the hypotheses. To establish the significance of difference between the mean scores of male and female students on Emotional Intelligence scale and academic achievement; t-test was administered. Further, t-test was also adopted to study the effect of high and low levels emotional intelligence on academic achievement. The results exposed that there is a positive relationship between emotional intelligence and academic achievement. Female students had scored high as compared to male students. This is considered imperative since its impact in improving the academic achievement of students.

MacCann, Jiang, and Brown (2019) tried to determine whether '*Emotional Intelligence Predicts Academic Performance: A Meta-Analysis'* This meta-analysis exposed that emotional intelligence has a small to moderate relationship with academic performance, such that students with higher emotional intelligence be likely to gain higher grades and achievement test scores. However, the findings show that the relationship is stronger for skill-based emotional intelligence tasks than rating scales of emotional intelligence. It is strongest for skill-based tasks estimating understanding emotions and managing emotions.

II. RATIONALE OF THE STUDY

To understand and to be able to manage one's emotion is in fact, one of the most essential factors not only for academic success but also for job performance and success. The impact of emotional intelligence on professional succeed is massive and therefore, it is important to study and comprehend the emotional

intelligence of the youth and younger generation, as they are the future resources of the nation. Emotionally intelligence people are mature, self-motivated and optimistic when they encounter problems and driven by their inner aspiration and more reliable that those with less emotional intelligence. Academic achievement on the other hand serves an indication for the nation and individual future success; it is about productivity, securing jobs, economic success and efficiency in work place. Youths who are academically successful have higher self-esteem and are socially inclined.

III. OBJECTIVES

1. To find out the academic achievement of under graduates students of Mizoram
2. To find out emotional intelligence of under graduates students of Mizoram
3. To study relationship between academic achievement and emotional intelligence among under graduates students of Mizoram
4. To compare the academic achievement and emotional intelligence in relation to the stream of subjects of under graduates students of Mizoram

Hypothesis

1. There is a significant relationship between academic achievement and emotional intelligence among under graduates' students of Mizoram
2. There is a significant relationship between academic achievement and emotional intelligence in relation to the stream of subjects of under graduates' students of Mizoram

Operational definition of the key terms used in the study

Academic achievement : Academic achievement or performance is the extent to which a student, teacher or institution has achieved their educational goals. For this study, the Academic Achievement of the students will be measured in terms of the SGPA in end semester examination

Emotional Intelligence : Emotional intelligence is the ability of individuals to recognize their own emotions and those of others distinguish between different feelings and understand them appropriately, and to use emotional information to guide judgment and behaviour, and manage to adjust emotions to adjust to environments or achieve one's purpose.

Under Graduate Students : In this study meaning of under graduate students is all the Students who are studying in different colleges of Mizoram.

Sample of the study

The sample of the study consists of 800 under graduate students of Mizoram.380 students of Arts, 205 students of commerce and 215 students of science stream. The sample consists of 384 male and 416 female students studying in different colleges from four (4) districts of Mizoram namely Aizawl, Champhai Lunglei and Serchhip district.

Tools used

1. SGPA (Semester Grade Point Average) of students obtained from examination Department Mizoram University of last university examination was used for finding out academic achievement of the under graduate students.
2. 'Roqan Emotional Intelligence Test (REIT)' (2008) developed by Prof. Roquiya Zainuddin and Anjum Ahmed was administered on the sample subjects to elicit their response on the five dimensions of emotional intelligence or emotional competence; Self-Awareness, Self Regulation, Motivation, Empathy and Social Skill.

Analysis and Interpretation

Analysis of the present study is done in accordance with the objectives of the study.
Objective No 1 *to find out the academic achievement of under graduates students of Mizoram*

Table No. 1 percentage of academic achievement level of all respondents

SGPA	No of students	%
8-10	140	17.5
6-less than 8	577	72.12
5-less than 6	66	8.25
4- less than 5	17	2.12
Below 4	0	0
Total	800	100

The above table shows that most of under graduates students in Mizoram have achieved SGPA of between 6-8, and quite a number of students have achieved much higher, and a very little percent of students falls below SGPA of 5 and below

Objective No. 2 *to find out the emotional intelligence of under graduates students of Mizoram*

Table No. 2. **Percentage of academic achievement level of all respondents**

Emotional Intelligence	No of students	%
High range76 and above	108	13.5
Normal range 65-75	444	55.5
Low range 64 and below	248	31
Total	800	100

The above table reveals that majority of the students have average emotional intelligence, while only the minority have high emotional intelligence and quite a number of students are categorised as low emotional intelligence.

Objective No. 3 *to study relationship between academic achievement and emotional intelligence among under graduates students of Mizoram*

Table No. 3 Correlation between academic achievement and emotional intelligence

		Emotional Intelligence
SGPA	Pearson Correlation	0.195**
	Sig. (2-tailed)	
	N	800

** Correlation is significant at the 0.01 level (2-tailed)

The above table indicated that the 't' value is significant, however the correlation between academic achievement E.I is low, there is but small relationship.

Objective No. 4 *to compare the academic achievement and emotional intelligence in relation to the stream of subjects of under graduates students of Mizoram*

Table No. 4. Comparison of academic achievement of all respondent

SGPA	ARTS		COMMERCE		SCIENCE	
	No of students	%	No of students	%	No of students	%
8-10	74	19.47	23	11.21	43	20
6-less than 8	264	69.47	159	77.56	154	71.62
5-less than 6	39	10.26	17	8.29	10	4.65
4- less than 5	3	0.78	6	2.92	8	3.72
Below 4	0	0	0	0	0	0
Total	380		205		215	

The above table shows that science students performed slightly better when compared to students of arts and commerce stream.

Table No. 5. Comparison of emotional intelligence of all respondent

Emotional Intelligence	Arts		Commerce		Science	
	No of students	%	No of students	%	No of students	%
High range76 and above	43	11.31	23	11.21	42	19.53
Normal range 65-75	222	58.42	120	58.53	102	47.44
Low range 64 and below	115	30.26	62	30.24	71	33.02
Total	380		205		215	

The above table reveals that all the students did not differ much in their emotional intelligence.

IV.   DISCUSSION

Most of the respondents are having average emotional intelligence and are also found to be average academic achiever. Since there is an immense emphasis on today's education, on preparing students for global citizens, who need to gear themselves to face the highly competitive world, respondents from rural area do not differ much from respondents who are studying in urban area. Technological advancement can also be the major factor that aid students from rural areas to updated themselves, and offers additional assistance in their studies and broaden their mindset.

V.   CONCLUSION

There is some evidence that EI is positively related with academic performance. However, several studies proved that intelligence serves a well established predicators of academic achievement rather than emotional intelligence. Moreover, various researchers claimed the important of personality (particularly conscientiousness) as an indicator of E I. In this correlation study, it is evident that E I have a small to moderate relationship with academic performance. The result of the study has suggested that E I alone cannot be termed as a single factor for academic success, yet there is moderate correlation between EI and academic achievement and therefore   developing emotional intelligence must be made one of the first and foremost objectives of university education.

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