A STUDY OF ACADEMIC PERFORMANCE OF UNDER GRADUATE STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

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ABSTRACT

Emotional intelligence is the ability to understand how to react in various situations and how these emotions affect other people. This helps to manage relationships more efficiently. Relationship between emotional intelligence and academic performance plays a vital role in the human behaviour. So in the present research an attempt was made to study academic performance of undergraduate students in relation to their emotional intelligence For this purpose 420 students of science, commerce & arts streams of undergraduate courses of Himachal Pradesh University Shimla were taken as sample. The investigator used biographical information sheet and Schutte Self Report Inventory.The main finding of the study reveals that there is significant difference between the emotional intelligence scores of undergraduate students grouped into academic streams.

INTRODUCTION

In everyday life emotions play a very important role in deciding the behavior of human beings and how they react in various situations. The capacity of recognizing our own feelings and those of the others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships assumes great importance in our lives. The ability to monitor feelings from moment to moment is crucial for psychological insight and self understanding (Sowmya and Betsur, 2010). It has been believed that success at the workplace depends on one's level of intelligence as reflected in academic achievement, examinations passed, marks obtained etc or in other words doing well in studies. Intelligence is related with memory and problem solving skill. A person having good intelligence can adjust well in different situations.. Emotions are related to intelligence in many ways like to handle different situations in everyday life with friends, family etc. Thus Intelligence helps in developing problem solving ability in the individual. Emotional intelligence is a topic of growing interest in organizations and research. Modern technology and globalization has led the human race into a zooming life where the risks involved are high. Relationship between emotional intelligence & academic performance plays a vital role in the human behavior. Both emotional intelligence and academic performance are important for success in life. Students who are well behaved intelligent& academically successful tend to show high emotional intelligence than other students. Success of life depends on both intelligence and emotions but onlyintelligence is not enough. There should be a proper balance between emotions and intelligence. Emotional intelligence is that ability which helps to identify,understand and manage our emotions in constructive and positive way. Emotional intelligence is an umbrella phase that captures a broad collection of interpersonal and intrapersonal skills (Kaur & Neetu, 2010).

OBJECTIVES OF THE STUDY

1. To compare the Emotional Intelligence of undergraduate students.

2. To study the significance of difference in Academic Performance of Emotionally high undergraduate students on the basis of their stream.

3. To study the significance of difference in Academic Performance of Emotionally low undergraduate students on the basis of their stream.

4. To study the significance of difference in Academic Performance of Emotionally high

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undergraduate students on the basis of their gender.

5. To study the significance of difference in Academic Performance of Emotionally low undergraduate students on the basis of their gender.

HYPOTHESES

1. There will be no significant difference between the Emotional Intelligence of undergraduate students.
2. There will be no significant difference between the Academic Performance of Emotionally high undergraduate students on the basis of their stream.
3. There will be no significant difference between the Academic Performance of Emotionally low undergraduate students on the basis of their stream.
4. There will be no significant difference between the Academic Performance of Emotionally high undergraduate students on the basis of their gender.
5. There will be no significant difference between the Academic Performance of emotionally low undergraduate students on the basis of their gender.
   Delimitations of the study
6. The study is delimited in terms of the sample size, i.e. 420 students studying in undergraduate courses of Himachal Pradesh University, Shimla.
7. The study is delimited in terms of the study fields chosen for data collection i.e. Science, Arts and Commerce.
8. The sample chosen is restricted to students studying in Himachal Pradesh University, Shimla only

METHODOLOGY

The present study was conducted using a quantitative survey research design. The population for the study consists of the students studying in undergraduate courses of Himachal Pradesh University, Shimla in three streams namely Science, Commerce . The experimental sample consists of 420 students of Science, Commerce and Arts streams of undergraduate courses of colleges of Himachal Pradesh University, Shimla. Out of 420 students, 210 are male and 210 are female. Out of 140 students of each stream, 70 are male and 70 are female. Stratified random sampling technique used to draw out sample from the population.

Tools used : The researcher used biographical information sheet for collecting general information and data regarding academic performance of students. & Schutte Self Report Inventory

ANALYSIS AND INTERPRETATION
ANOVA TO COMPARE THE EMOTIONAL INTELLIGENCE SCORE OF UNDERGRADUATE STUDENTS GROUPED INTO ACADEMIC STREAMS

The null hypothesis in this case stated as follows: There is no significant difference between the emotional intelligence scores of the under-graduate students grouped according to their academic streams.

Table-1
Showing ANOVA of Emotional Intelligence Grouped into Academic Streams

Streams	N	Mean	S.D	F(417 df)	p-value
Science	140	123.89	12.641		
Commerce	140	119.06	15.296	19.082	0.000
Arts	140	114.09	11.607		
Total	420	119.01	13.834		

The null hypothesis is rejected as $p = 0.00 < 0.05$, thus there is significant difference between the emotional intelligence score of undergraduate students grouped into academic streams. The students from science stream scores maximum i.e. 123.89 as compared to 119.06 and 114.09 for other students. The bar chart compares the EI score of students of various academic streams:

Emotional Intelligence Score

	Science	Commerce	Arts	Total
Series1	123.89	119.06	114.09	119.01
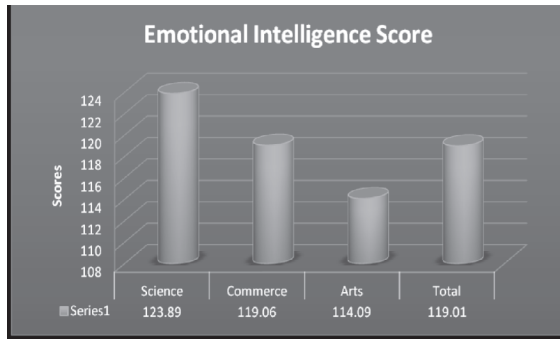
Showing the Bar Graph of the Comparison of Emotional Intelligences Score of Students Grouped according to Academic Streams

ANOVA APPLIED TO ANALYZE INTERACTION BETWEEN GENDER AND ACADEMIC STREAM OF UNDERGRADUATE STUDENTS ON THE DIMENSIONS OF EMOTIONAL INTELLIGENCE

ANOVA were applied to analyze any significant interaction present between the genders i.e. male and female and academic streams i.e. science, arts and commerce, on the various dimensions of emotional intelligence.

Table-2
Analysis of Gender and Academic Stream on Various Dimensions of EI

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender Vs Academic Stream	Optimism Score	437.200	2	218.600	7.771	.000
	Social Skill Score	54.914	2	27.457	1.184	.307
	Appraisal Score	594.819	2	297.410	14.901	.000
	Utility Score	100.933	2	50.467	3.690	.026
	EI Score	3186.514	2	1593.27	10.034	.000

ANOVA ON ACADEMIC ACHIEVEMENT OF UNDERGRADUATE EMOTIONALLY HIGH STUDENTS GROUPED INTO ACADEMIC STREAM

There will be no significant differences between the academic achievement scores of the undergraduate emotionally high students grouped into three academic streams of science, commerce and arts.

Table-3
Analysis of Academic Achievement Scores of Emotionally high Undergraduate students on the basis of Streams

Stream	N	Mean	S.D	F-value (217 df)	p-value
Science	94	68.92	7.38		
Commerce	74	69.39	8.21	13.48	0.00
Arts	52	62.67	8.17		
Total	220	67.60	8.29		

The null hypothesis is accepted . There is no significant differences between the academic achievement scores of the emotionally high undergraduate students on the basis academic streams.

ANOVA ON ACADEMIC ACHIEVEMENT OF UNDERGRADUATE EMOTIONALLY LOW STUDENTS GROUPED INTO ACADEMIC STREAM

There will be no significant differences between the academic achievement score of the undergraduate emotionally low students grouped into three academic streams of science, commerce and arts.

Table-4
Analysis of Academic Achievement Scores of Emotionally Low Undergraduate Students on the basis of their Streams

Stream	N	Mean	S.D	F-value (197 df)	p-value
Science	46	71.25	8.12		
Commerce	66	73.45	37.08	5.589	0.004
Arts	88	62.03	8.68		
Total	200	67.92	22.91		

The null hypothesis is rejected as p = 0.004 < 0.05, thus there is significant difference between the academic achievement scores of the emotionally low undergraduate students on the basis of their streams.

Table-5
Analysis of Academic Achievement Scores of Emotionally High Undergraduate Students on the basis of Gender

Variable	Gender	N	Mean	S.D	t-test (218 df)	p-value
Academic Achievement	Male	92	67.79	7.51	0.277 (N.S.)	0.782
	Female	128	67.47	8.84		

Table 5 shows the scores on the Academic Achievement scores of the undergraduate emotionally high students on the basis of gender category of male and females. The calculated value 0.277 is less than the table value at 0.05 level of significance for 218 degrees of freedom. Thus there is no significant difference between the Academic Achievement of Males and Females. Therefore the above null hypothesis is accepted.Also, the mean score is greater for Males, signifying that they are better on Academic Achievement Score as compared to their Females counterparts

Table-6
Showing the T-test Analysis on the Academic Achievement Scores of Emotionally low on the basis of Gender

Variable	Gender	N	Mean	S.D	t-test (198 df)	p-value
Academic Achievement	Male	118	64.79	8.47	2.342*	0.020
	Female	82	72.42	33.93		

Table 6 shows the scores on the Academic Achievement scores of the undergraduate emotionally low students on the basis of gender category of male and females. The calculated value 2.342 is more than the table value at 0.05 level of significance for 198 degrees of freedom. Thus there is significant difference between the Academic Achievement of Males and Females. Therefore the above null hypothesis is rejected.Also, the mean score is significantly greater for Females, signifying that they are better on Academic Achievement Score as compared to their Males counterparts

MAIN FINDINGS
The main findings of the present study are as enumerated below:

The first hypothesis i.e. there will be no significant difference between the Emotional Intelligence of undergraduate students is partially accepted and partially rejected. The Second hypothesis i.e there will be no significant difference between the Academic Performance of Emotionally high undergraduate students on the basis of their stream is partially accepted and partially rejectedThe third hypothesis i.e there will be no significant difference between the Academic Performance of Emotionally Low undergraduate students on the basis of their stream is rejected. The fourth hypothesis i.e. there will be no significant difference between the Academic Performance of Emotionally high undergraduate students on the basis of their gender is accepted. The fifth hypothesis i.e. there will be no significant difference between the Academic Performance of emotionally low undergraduate students on the basis of their gender is rejected.

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