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The Effect of Students Emotional Intelligence on Academic Performance

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Abstract

Emotional intelligence (EQ) is the capability to identify, evaluate, control, and categorical feelings in an effective and wonderful way. A person with high EQ is in position to speak better, reduce their anxiety and stress, get to the bottom of conflicts, improve relationships, empathize with others, and overcome life's challenges. The satisfactory of existence of emotional intelligence receives affected due to the fact it influences human behavior and relationships.

Developing an excessive EQ can assist decide our success, it can have an effect on our alternatives via growing options we would possibly now not have notion in any other case or regarded to be possible. The baby can have an effect on everything from his or her relationships with classmates to overall performance in the lecture room while managing the emotions.

Keywords: Emotional Intelligence, Academic Performance, Student

Introduction

“Emotion” is derived from the phrase “emover” which capability to pass or excite. More recently, the term relates to any subjective experience. Emotions can relate to expression of love, hate, attraction, aggression and disappointment. Emotions are inner occasions that coordinate many psychological subsystems such as physiological responses, cognitions and mindful awareness.

Students with greater stages of emotional talent are capable to maintain a take a look at on their emotions better and be empathetic to others round them. This can assist the college students to improve enhance effective communication skills-essential capabilities and self-motivation to assist the college students end up greater confident Learners. On the different hand, college students who lack emotional talent can turn out to be much less linked to school, negatively affecting overall performance in the classroom.

Emotional intelligence (EI/EQ) represents a unique subset crew of duties to social intelligence. It does not only embody reasoning about thoughts in social relationships, however intelligence (EI) is used interchangeably with emotional quotient (EQ) in many ways, the place these phrases are representative of emotional focus and emotional skills. It is pointed out that an emotionally skilled person is expert in 4 areas: Identifying, using, grasp and regulating thoughts.

Review of Work Already Done

“Emotions are inherently neither positive nor negative; rather, they serve as the single most effective source of human energy, authenticity, power and can provide us a wellspring of intuitive innovative wisdom. In fact, every feeling offers us with quintessential and probably profitable information each minute of the day. These comments from the heart, no longer the head, is what ignites creative genius, continues you trustworthy with yourself, shapes trusting relationships, affords an internal compass for your life and career, courses you to sudden possibilities, and may additionally even shop you or your employer from disaster”.

Mayer, Salovey and Caruso (2004) advocate that men and women with excessive degrees of EQ are higher able to manipulate their feelings and to engage with others. The potential to resolve emotional associated problems requires much less cognitive effort for human beings with excessive degrees of eq. Individuals with excessive tiers of EQ have a tendency to be much less adverse and keep away from bad behaviours. Such persons can additionally be greater household oriented and more cantered on accomplishing desires and ambitions in life. Due to good sized lack of grasp of EQ in higher education by using the college and human beings in general, college students get caught up in emotional turmoil and multiple factors impacting without delay

on overall performance and emotional balance (meany, 2000). The social factor of this literature is on reviewing emotional intelligence and the affects it has on undergraduate university students.

Objective

- To explore the level of Emotional Intelligence of UG Students.
- To find out the difference between Emotional Intelligence among UG students.
- To identify specific emotional intelligence skills or competencies that are most relevant to academic success.
- To explore whether university students Emotional Intelligence has an indirect effect on their academic achievement.

Research Methodology

Source of Data Collection

Primary Data:

Primary facts is obtained from the original supply of information it is reliable. It is collection of facts that does not already exist. This can be through numerous forms, including questionnaires.

Primary Data:

Questionnaire.

Secondary Data:

The terms is used in contrast with the term secondary data. Secondary data involves the summary, collection and synthesis of existing research rather than primary research. The data obtained from reputable journals, websites.

Secondary Data:

Websites.

Data Analysis and Data Interpretation

1. Age



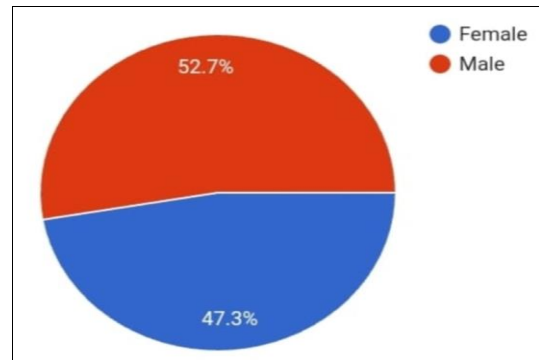
Analysis:

According to data 18.2% of the respondents are 21 years old with a further 20% being 20 years old with a further 27.3% being 19 years old and the remaining 34.5% are of 18 years old.

Interpretation:

As the above figure shows the huge respondents received from in the age group of 18 years.

2. Gender



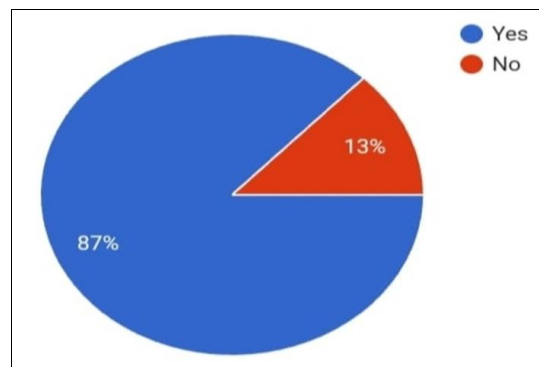
Analysis:

According to data gender of the respondent so we can see there are 52.7% Male respondents and 47.3% Female Respondents.

Interpretation:

As the above figure shows the Gender of the respondents so we can see there are more Male respondents than Female respondents.

3. I am aware of my strengths and weakness



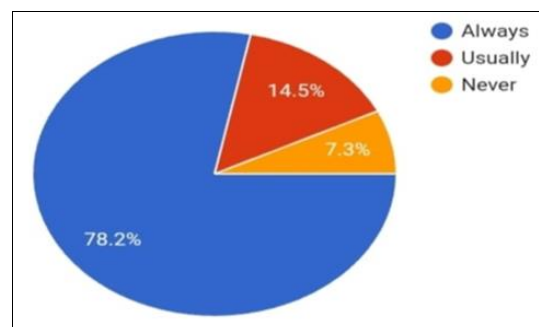
Analysis:

According to data 87% respondents are aware of their strengths and weakness. And 13% respondents are not aware of their strengths and weakness.

Interpretation:

As the above figure shows the maximum students are aware of their strength and weakness.

4. I always know which emotions I am feeling



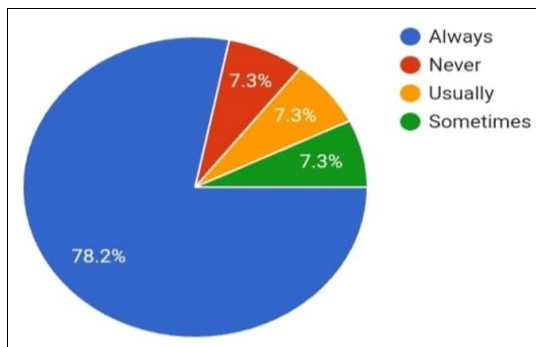
Analysis:

According to data 14.5% of respondents usually know which emotions they are feeling. 78.2% respondents are always knowing which emotions they are feeling and 7.3% are never know.

Interpretation:

As the above figure shows the maximum students are always know the emotions they are feeling.

5. I set challenging goals and take calculate risks.



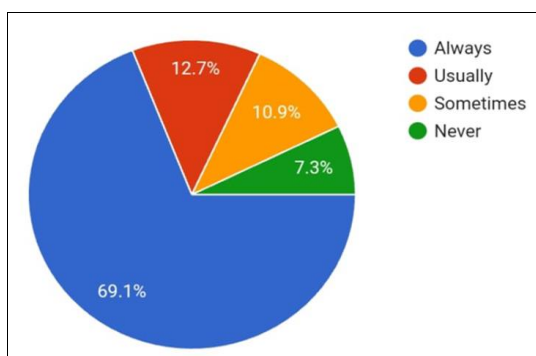
Analysis:

According to data 7.3% of the respondents usually and other 7.3% sometimes set challenging goals and take calculate risks. 78.2% of the respondent always set challenging goals and take calculate risks and remaining 7.3% never set challenging goals and take risks.

Interpretation:

As the above figure shows that maximum respondents are always set challenging goals and take calculated risk.

6. I sense others feeling and perspective, and take an active interest in their concerns.



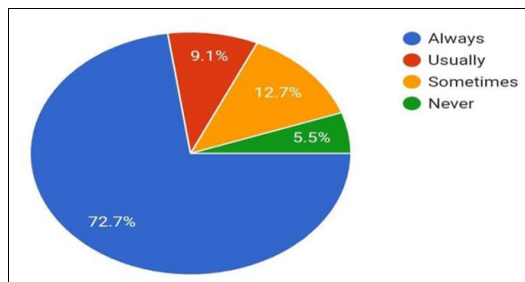
Analysis:

According to data 69.1% of them always sense others feelings and perspective, and take an active interest in their concerns. 12.7% usually sense others feelings and perspective, and take an active interest in their concern. 10.9% sometimes sense of others feelings and perspective, and take an active interest in their concern and 7.3% never sense of others feeling and perspective.

Interpretation:

As the above figure shows that maximum students are always sense pf others feeling and perspective, and take an active interest in their concerns.

7. Offer useful feedback and identify people’s needs for development.



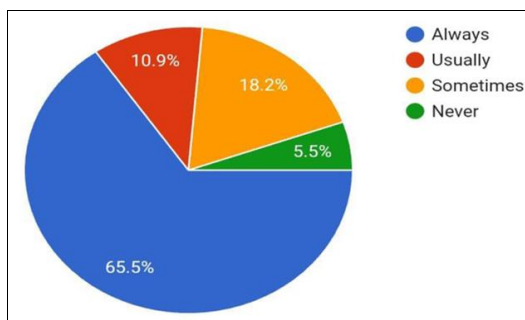
Analysis:

According to data 72.2% of them always offer useful feedback and identify people’s need for development. 9.1% usually offer useful feedback and identify peoples need for development. 12.7% sometimes offer useful feedback and identify peoples needs for development and 5.5% never offer useful feedback.

Interpretation:

As the above figure shows that the maximum respondents are offer useful feedback and identify people’s needs for development.

8. I actively seek out opportunity to fulfil the group mission.



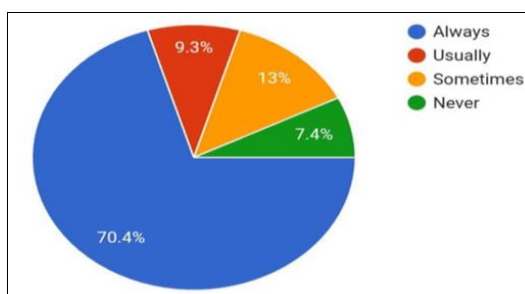
Analysis:

According to data 65.5% always seek opportunity to fulfil the group mission followed by 10.9% usually seek opportunity to fulfil the group mission. 18.2% sometimes seek opportunity to fulfil the group mission. 5.5% of them never seek opportunity to fulfil the group mission.

Interpretation:

As the above figure shows that majority of the respondent always actively seek opportunity to fulfil the group mission.

9. I am skilled at the art of persuasion (how to influence other)

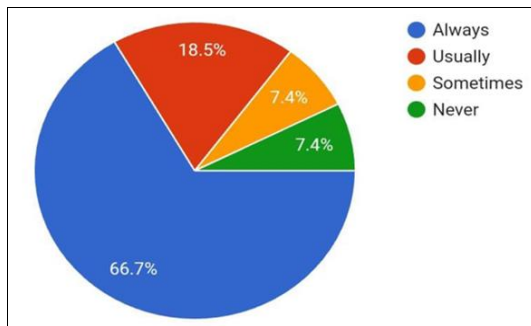


Analysis:

According to data 70.4% of respondents are always skilled at the art of persuasion followed by 9.3% thus who usually influence other and 13% who sometimes Influence others and those 7.4% never know how to influence others.

Interpretation:

As the above figure shows that maximum respondents are always skilled at the art of influence others.

10. I pursue goals beyond what's required or expect of me.**Analysis:**

According to data 66.7% of them usually pursue goals beyond what's required and expected from them. 18.5% usually pursue goals beyond what's required and expected from them followed by those 7.4% who sometimes pursue goals beyond what's required and expected from them and 7.4% never pursue any goals beyond what's required and expected from them.

Interpretation:

The maximum respondents are always pursue goals beyond what's required and expected from them.

Conclusion

Emotional brain is gaining fast momentum and the value and awareness spherical this vicinity is gradually growing. Each character possesses emotions which each drive them to their success or failure.

Emotions can purposely be utilized and orchestrated to work at the gain of the student by way of guiding their instruct of thought, impacting their thinking, cascading into guiding their behaviour and action, in this way developing and boosting their consequences and success charge at university. As challenging as it is to embrace, emotions are a segment of individuals, consequently area of their success or failure whilst embarking in higher education. Therefore, in order to be a well-known individual performer, the student needs to make use of every and each and every ounce of their intelligence. Although "regular" intelligence is imperative to success in life, emotional brain is key to referring to well to others and reaching your goals.

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