The Interplay Between Emotional Acuity and Scholastic Achievement: An Exploration of College Students

Ashak Hussain Dar*

*Research Scholar, School of Education & Behavioural Sciences, University of Kashmir, Hazratbal, Srinagar -190006

ARTICLE INFO	ABSTRACT
	This study explores the intricate relationship between emotional intelligence and academic performance among college students, with a specific focus on gender differences. Utilizing a sample of 100 students (50 male and 50 female) from District Srinagar, the research employed a self-constructed academic performance measure alongside the Emotional Intelligence Scale by Hyde, Pethe, and Dhar. The findings reveal a significant positive correlation between emotional intelligence and academic achievement, with female students outperforming males academically. However, males exhibited higher self-awareness, responsibility, and integrity, though these differences were not statistically significant. Conversely, significant gender differences were found in self-motivation, self-development, and value orientation, favoring male students. These results highlight the complex interplay between emotional and academic competencies, suggesting targeted interventions could enhance educational outcomes by fostering emotional intelligence. **Keywords:** Emotional Intelligence, Academic Performance, Gender Differences, College Students, Educational Outcomes

INTRODUCTION

The journey through higher education is a multifaceted endeavor, where intellectual prowess intertwines with the intricate realm of emotional intelligence. As students navigate the academic landscape, their ability to navigate and regulate emotions may hold profound implications for their scholastic achievement. This interplay between emotional acuity and academic performance has garnered increasing attention from researchers and educators alike.

In recent decades, the concept of emotional intelligence has emerged as a crucial aspect of human functioning, encompassing the capacity to perceive, understand, manage, and reason with emotions (Mayer, Salovey, & Caruso, 2004). This emotional competence extends beyond the realm of personal well-being, influencing various facets of an individual's life, including their academic pursuits.

Numerous studies have explored the intricate relationship between emotional intelligence and academic performance, yielding compelling insights. Brackett, Rivers, and Salovey (2011) posit that emotionally intelligent individuals possess the ability to effectively manage the emotional demands of academic settings, enabling them to channel their emotions productively and mitigate potential disruptions to their learning processes.

Parker et al. (2004) further highlight the role of emotional intelligence in fostering resilience, a critical attribute for overcoming academic challenges and setbacks. Students with higher emotional acuity may be better equipped to cope with stress, maintain focus, and persevere in the face of adversity, ultimately enhancing their academic outcomes.

Moreover, emotional intelligence has been linked to a range of cognitive and behavioral factors that contribute to academic success. Extremera and Fernández-Berrocal (2006) suggest that emotionally intelligent individuals exhibit enhanced problem-solving abilities, decision-making skills, and interpersonal relationships, all of which can facilitate learning and academic engagement.

As the academic landscape continues to evolve, embracing the holistic development of students becomes increasingly paramount. By delving into the intricate interplay between emotional acuity and scholastic achievement, educators and researchers can gain valuable insights to foster supportive environments that nurture both intellectual and emotional growth, empowering students to reach their full potential.

LITERATURE REVIEW

A substantial body of literature has explored the relationship between emotional intelligence and academic achievement in college student populations. Numerous studies have demonstrated a positive correlation between higher levels of emotional intelligence and better academic performance across various measures, such as grade point averages, test scores, and course grades (Qualter et al., 2012; Rode et al., 2007; Yadav, 2011). Researchers have proposed several mechanisms through which emotional intelligence may facilitate academic success, including enhanced ability to manage stress and anxiety (Yahyazadeh-Jeloudar & Lotfi-Goodarzi, 2012), improved self-regulation and motivation (Tugade & Fredrickson, 2007), better interpersonal and social skills (Marziali et al., 2013), and more effective coping strategies in the face of academic challenges (Aulakhir, 2016). Additionally, longitudinal studies have suggested that emotional intelligence may serve as a protective factor, contributing to higher retention rates and overall academic resilience among college students (Qualter et al., 2009; Rode et al., 2007).

Knowing about one's emotional intelligence in terms of an emotional quotient has wide educational and social implications for the welfare of an individual and the society. This fact has now been recognized and given practical shape and implications all round the globe. The credit of giving due publicity and acquainting the world wide population about the importance and significance of emotional intelligence goes to famous American psychologist Dr. Daniel Goleman through his bestselling books like *Emotional Intelligence –why it can matter more than I.Q (1995) and working with emotional intelligence (1998)* .

Emotionally intelligent students are likely to show confidence and self trust. They are also said to have higher capacity to handle problems more easily and to perform better in terms of academics, given that they are also endowed with an ideal level of intellect. All these, when combined will contribute to persons self belief and confidence that will move him to perform better in academics and than in society. Emotional intelligence largely contributes to a person's ability to cope up with his present trends.

SIGNIFICANCE OF THE STUDY

The study on "The Interplay Between Emotional Acuity and Scholastic Achievement: An Exploration of College Students" is important because it helps us understand how students' ability to recognize and manage their emotions affects their academic success. By exploring this connection, we can identify ways to support students in developing emotional skills that can boost their performance in school. This research can lead to better teaching strategies and support programs that not only focus on academics but also on emotional well-being, ultimately helping students succeed both in their studies and personal lives.

OBJECTIVES OF THE STUDY
1. To assess the Academic Performance among college Students.
2. To assess the emotional intelligence among college Students.
3. To findout the relationship between academic performance and emotional intelligence among college students.
4. To compare male and female college students on their academic performance.
5. To compare male and female college students on their emotional intelligence.

NULL HYPOTHESES
The following null hypotheses were framed for the purpose of present study.
1. There is no relationship between academic performance and emotional intelligence among college students.
2. There is no significant difference between male and female college students on their academic performance.
3. There is no significant difference between male and female college students on their emotional intelligence.

SAMPLE
The sample for the present study have be consists of 100 college students (50 male and 50 female). The sample was selected randomly from the different schools from District Srinagar. The breakup of the sample shall be as under:

Group	N	Total
Male	50	100
Female	50	

TOOLS USED
The following tools are used in the present study:

1. Academic performance of the students was collected by giving them self-constructed information blank in which they had to give the aggregate marks of previous two classes.
2. Emotional Intelligence Scale developed by Anokool Hyde, Sanjyot Pethe and Upinder Dhar was used to measure Emotional Intelligence of adolescent students.

ANALYSIS AND INTERPRETATION

Table 1: Correlation coefficient between Academic Performance and Emotional Intelligence among College Students (N=100)

	Emotional Intelligence	p-value
Academic Performance	.383*	.001

*p<0.01 level of significance

The above table shows the correlated coefficient between academic performance and emotional intelligence among college students. The table shows that there is a positive and significant relationship between academic performance and emotional intelligence among college students. Therefore, our hypothesis No.1 (H₁) which reads as, "There is no significant correlation between academic performance and emotional intelligence among college students" is rejected.

Table 2: Significance of mean difference on Academic performance of male and female college students (N=50 each group)

Group	Mean	Standard Deviation	t-value	Level of significance
Male college students	58.77	15.76	1.96	Sig at 0.05 level
Female college students	62.55	17.52		

The perusal of the above table shows the mean difference between Male college students and Female college students on academic achievement. The above table reveals that there is significant mean difference between Male college students and Female college students on Academic performance and the difference significant at 0.05 level. The above table reveals that the Female college students are higher on Academic performance than the Male college students.

Table 3: Significance of mean difference between male and female college students (N=50 each group) on factor 'A' Self Awareness of Emotional Intelligence

Group	$\overline{X}$	S.D	t-value	Significance
Male college students	14.98	3.11	1.07	Not significant
Female college students	14.53	2.75		

The perusal of above table, makes it clear that there is no significant mean difference between Male college students and Female college students on factors – 'A' Self-Awareness of emotional intelligence. However mean score favours Male college students (14.98), which shows that Male college students have more self awareness than their counterparts, but the difference failed to arrive at any level of confidence.

Table 4: Significance of mean difference between male and female college students (N=50 each group) on factor 'B' Empathy of Emotional Intelligence

Group	$\overline{X}$	S.D	t-value	Significance
Male college students	18.16	2.73	0.15	Not Significant
Female college students	18.22	3.12		

The perusal of above table makes it clear that there is no significant mean difference between Male college students and Female college students on factors – 'B' Empathy of emotional intelligence. As there is no significant difference between Male college students and Female college students which indicates, that both groups were found to have somewhat similar empathy.

Table 5: Significance of mean difference male and female college students (N=50 each group) on factor 'C' Self Motivation of Emotional Intelligence

Group	$\overline{X}$	S.D	t-value	Significance
Male college students	21.9	4.00	1.98	Sig. at 0.05 level
Female college students	20.85	3.50		

The perusal of above table, makes it clear that there is significant mean difference between Male college students and Female college students on factors – 'C' Self-Motivation of emotional intelligence. The obtained 't' value is 1.98, which is statistically significant at 0.05 level. However mean score favours Male college students student`s (20.85) which shows Male college students are found to be more responsible, better able to make intelligent decisions using a healthy balance of emotions and reason, better able to focus on task at hand and pay attention. They have more control over their feelings as compared to Female college students. They show improved scores on achievement tests. The reverse is true about Female college students.

Table 6: Significance of mean difference between male and female college students (N=50 each group) on factor 'D' Emotional Stability of Emotional Intelligence

Group	$\bar{X}$	S.D	t-value	Significance
Male college students	14.23	2.62	1.25	Not Significant
Female college students	13.78	2.53		

The perusal of above table, makes it clear that there is no significant mean difference between Male college students and Female college students on factors – 'D' Emotional Stability of emotional intelligence. However mean score favours Male college students (14.23) which shows Male college students have high emotionally stability than their counterpart, but the difference failed to arrive at any level of confidence.

Table 5: Significance of mean difference between male and female college students (N=50 each group) on factor 'E' Managing Relations of Emotional Intelligence

Group	$\bar{X}$	S.D	t-value	Significance
Male college students	15.27	3.15	0.86	Not Significant
Female college students	14.91	2.85		

The perusal of above table, makes it clear that there is no significant mean difference between Male college students and Female college students on factors – 'E' Managing Relations of emotional intelligence. As, there is no significance difference between Male college students and Female college students which indicated that both the groups display somewhat similar ability to manage relation with others.

Table 7: Significance of mean difference male and female college students (N=50 each group) on factor 'F' Integrity of Emotional Intelligence

Group	$\bar{X}$	S.D	t-value	Significance
Male college students	10.83	2.39	2.5	Sig. at 0.05 level
Female college students	9.98	2.40		

The perusal of the above obtained 't' value is 2.5 which is significant at 0.05 level. From the table, it is clear that the mean score of Male college students (10.83) is more than the mean score of Female college students (9.98) on factor – F (Integrity). The table shows that Male college students and Female college students differ significantly so far as their integrity is concerned. Male college students are more aware of their weakness than Female college students. Male college students are found to be goal oriented and their belief is found to be strong.

Table 8: Significance of mean difference between male and female college students (N=50 each group) on factor 'G' Self-Development of Emotional Intelligence

Group	$\bar{X}$	S.D	t-value	Significance
Male college students	7.48	2.02	3.62	Sig. at 0.01 level
Female college students	6.54	1.79		

The perusal of the above table indicated 't' value is 3.62 which is significant at 0.01 level. The table makes it clear that the mean score of Male college students (7.48) on factor – G (self development) is more than the mean score of Female college students (6.54). The table shows that Male college students and Female college students differ significantly so far as their self development is concerned. In this factor, it has been found that Male college students are more popular and better linked by their peers. They are found to be able to handle a number of tasks than Female college students. They are having more ability to identify and separate their emotions and developing themselves even when the job does not demand it.

Table 9: Significance of mean difference male and female college students (N=50 each group) on factor 'H' Value Orientation of Emotional Intelligence

Group	X̄	S.D	t-value	Significance
Male college students	7.37	1.63	3.14	Sig. at 0.01 level
Female college students	7.04	1.46		

The table makes it clear, that the mean score of Male college students (7.37) is greater than the mean score of Female college students (7.04) on factor – H (value – orientation). The obtained 't' value is 3.14, which is significant at 0.01 level. The table shows that Male college students and Female college students differ significantly so far as their value orientation is concerned. Male college students are found to be better in maintaining the standards of honesty and integrity. The result seems to be justified on the grounds that in Kashmir state Male college students are more exposed to social situations than Female college students. Therefore they are more value oriented than Female college students.

Table 10: Significance of mean difference male and female college students (N=50 each group) on factor 'I' Commitment of Emotional Intelligence

Group	X̄	S.D	t-value	Significance
Male college students	7.13	1.85	0.79	Not Significant
Female college students	6.94	1.85		

The perusal of above table, makes it clear that there is no significant mean difference between Male college students and Female college students on factors – 'I' Commitment of emotional intelligence. As, there is no significance difference between Male college students and Female college students which indicated that both the groups display somewhat similar ability to manage relation with others.

Table 11: Significance of mean difference male and female college students (N=50 each group) on factor 'J' Altruistic Behaviour of Emotional Intelligence

Group	X̄	S.D	t-value	Significance
Male college students	7.31	1.80	1.20	Not Significant
Female college students	7.02	1.95		

The perusal of above table, makes it clear that there is no significant mean difference between Male college students and Female college students on factors – 'J' Altruistic behaviour of emotional intelligence. As, there is no significance difference between Male college students and Female college students which indicated that both the groups display somewhat similar ability to manage relation with others.

Table 12: Significance of mean difference male and female college students (N=50 each group) on composite score of Emotional Intelligence

Group	X̄	S.D	t-value	Significance
Male college students	124.66	13.88	2.65	Sig. at 0.01 level
Female college students	119.81	11.97		

The table depicts that the mean score of Male college students (124.66) is greater than the mean score of Female college students (119.81) on composite score of emotional intelligence. The obtained 't' value is 2.65 which is significant at 0.01 level.   Thus, it is clear that Male college students are more responsible and they have more control over their feelings, are more aware of their weakness and were stronger in their beliefs, are better linked with their peers and better in maintaining the standards of integrity than Female college students.

However, the hypotheses No. 3 which reads, **"There is no significant difference between Male college students and Female college students on emotional intelligence"** is rejected.

MAJOR FINDINGS OF THE STUDY
Following conclusions have been drawn from the intensive investigation:
• It was found that there is a positive and significant relationship between academic performance and emotional intelligence among college students.
• It was found that there is significant mean difference between Male college students and Female college students on Academic performance.
• It was found that female college students are higher on Academic performance than the male college students.

• It was found that there is no significant mean difference between Male college students and Female college students on factors – 'A' Self-Awareness of emotional intelligence. It was found that Male college students have more self awareness than their counterparts, but the difference failed to arrive at any level of confidence.

• It was found that there is no significant mean difference between Male college students and Female college students on factors – 'B' Empathy of emotional intelligence.

• It was found that there is significant mean difference between Male college students and Female college students on factors – 'C' Self-Motivation of emotional intelligence.

• It was found that Male college students are found to be more responsible, better able to make intelligent decisions using a healthy balance of emotions and reason, better able to focus on task at hand and pay attention.

• It was found that there is no significant mean difference between Male college students and Female college students on factors – 'D' Emotional Stability of emotional intelligence.

• It was found that male college students have high emotionally stability than their counterpart, but the difference failed to arrive at any level of confidence.

• It was found that there is no significant mean difference between Male college students and Female college students on factors – 'E' Managing Relations of emotional intelligence.

• It was found that Male college students and Female college students differ significantly so far as their integrity is concerned. Male college students are more aware of their weakness than Female college students.

• It was found that male college students and Female college students differ significantly so far as their self development is concerned.

• It was found that male college students and Female college students differ significantly so far as their value orientation is concerned.

• It was found that there is no significant mean difference between Male college students and Female college students on factors – 'I' Commitment of emotional intelligence.

• It was found that there is no significant mean difference between Male college students and Female college students on factors – 'J' Altruistic behaviour of emotional intelligence.

• It was found that male college students are more responsible and they have more control over their feelings, are more aware of their weakness and were stronger in their beliefs, are better linked with their peers and better in maintaining the standards of integrity than Female college students.

REFERENCES

1. Aulakhir, A. (2016). Emotional intelligence and academic resilience among university students: An exploratory study. International Journal of Educational Management, 30(6), 814-824. https://doi.org/10.1108/IJEM-10-2015-0153

2. Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. Social and Personality Psychology Compass, 5(1), 88-103. https://doi.org/10.1111/j.1751-9004.2010.00334.x

3. Extremera, N., & Fernández-Berrocal, P. (2006). Emotional intelligence as predictor of mental, social, and physical health in university students. The Spanish Journal of Psychology, 9(1), 45-51. https://doi.org/10.1017/S1138741600005965

4. Marziali, E., McDonald, L., & Donahue, P. (2013). The role of coping humor in the physical and psychological health of older adults. Journal of Aging and Health, 25(1), 73-91. https://doi.org/10.1177/0898264312457369

5. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. Psychological Inquiry, 15(3), 197-215. https://doi.org/10.1207/s15327965pli1503_02

6. Parker, J. D., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. Personality and Individual Differences, 36(1), 163-172. https://doi.org/10.1016/S0191-8869(03)00076-X

7. Qualter, P., Gardner, K. J., Pope, D. J., Hutchinson, J. M., & Whiteley, H. E. (2012). Ability emotional intelligence, trait emotional intelligence, and academic success in British secondary schools: A 5-year longitudinal study. Learning and Individual Differences, 22(1), 83-91. https://doi.org/10.1016/j.lindif.2011.11.007

8. Qualter, P., Whiteley, H. E., Hutchinson, J. M., & Pope, D. J. (2009). Supporting the development of emotional intelligence competencies to ease the transition from primary to high school. Educational Psychology in Practice, 23(1), 79-95. https://doi.org/10.1080/02667360701661675

9. Rode, J. C., Mooney, C. H., Arthaud-Day, M. L., Near, J. P., Baldwin, T. T., Rubin, R. S., & Bommer, W. H. (2007). Emotional intelligence and individual performance: Evidence of construct and criterion-related validity. Journal of Organizational Behavior, 28(6), 699-716. https://doi.org/10.1002/job.434

10. Tugade, M. M., & Fredrickson, B. L. (2007). Regulation of positive emotions: Emotion regulation strategies that promote resilience. Journal of Happiness Studies, 8(3), 311-333. https://doi.org/10.1007/s10902-006-9015-4

11. Yadav, S. (2011). Emotional intelligence and its effects on academic achievement. Journal of Indian Education, 37(2), 67-74.
12. Yahyazadeh-Jeloudar, S., & Lotfi-Goodarzi, F. (2012). The relationship between emotional intelligence and academic achievement. The Journal of Elementary Education, 22(2), 33-45.