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THE ROLE OF EMOTIONAL INTELLIGENCE IN THE ACADEMIC PERFORMANCE OF STUDENTS OF HIGHER EDUCATION WITH SPECIAL REFERENCE TO DELHI NCR.

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ABSTRACT

Emotional intelligence has become a major topic of interest in academics and corporate circles these days. The purpose of this study was to determine the emotional intelligence (EI) of higher education in colleges located in DELHI (NCR). The study's goal is to investigate the effects of demographic variables (gender and age) on the emotional intelligence of students and to investigate the impact of emotional intelligence on the academic performance of students. The sample size was 255 students. "Assessing emotions scale" Which was developed by Nicola S. Schutte, John M. Malouff & Navjot Bhullar (2009) were used as tools for the study. The chi-square test and product moment coefficients of correlation were used to analyze the data. The study's conclusions showed a poor correlation between academic achievement and emotional intelligence. The study also showed that demographic factors have a big impact on emotional intelligence.

Keywords: Emotional Intelligence, Emotional Scale, Gender, Age, Academic performance, Students

1. INTRODUCTION

Emotional Intelligence (EI) is a critical motivator for students in higher education, as it assists them in navigating their academic paths and achieving success. EI, like an automobile, is required for pupils to thrive in the face of challenges and demands. The ability to recognise, understand, and control one's own emotions, as well as empathise with the emotions of others, is referred to as emotional intelligence. Emotional intelligence (EI) is the ability to recognise, understand, manage, and effectively employ one's own and others' emotions. EI has received significant attention in the context of higher education due to its potential influence on several areas of student life, including academic achievement. According to research, EI is associated with improved interpersonal skills, increased self-awareness, and effective stress management, all of which are important in the academic setting (Salovey & Mayer, 1990; Goleman, 1995).

The purpose of this research is to explore into the subtle interplay between emotional intelligence and academic accomplishment of higher education students, with a special emphasis on the dynamic and diverse milieu of the Delhi, India National Capital Region (NCR). Recognizing the significance of emotional intelligence becomes more complicated in the dynamic academic scene of Delhi NCR, which is distinguished by its vibrant blend of cultures, socioeconomic backgrounds, and educational institutions. In order to create complete and powerful learning environments, educational institutions must understand the nuances of how emotional intelligence influences academic accomplishment. This study aims to provide light on the subtle interplay of emotional intelligence and academic achievement, particularly in the unique environment of Delhi NCR. The goal is to provide significant insights that may be used to improve teaching approaches, strengthen student support systems, and drive policy formulation. As a result, this study not only adds to the growing body of knowledge about emotional intelligence, but it also enhances teaching techniques that are perfectly adapted to the different needs of children in this dynamic region.

1.1 Emotional Intelligence

Daniel Goleman's book "Emotional Intelligence: Why it Can Matter More Than IQ," which was published in 1995 popularized the notion of emotional intelligence. Emotional intelligence, according to Salovey and Mayer, is "the ability to observe and differentiate the feelings of oneself and others, successfully discern amongst them, and utilize this understanding to influence one's emotions and behaviors. Emotional intelligence (EI) has developed as a multidimensional construct that influences individuals' achievement in a variety of areas, including

education. The importance of emotional intelligence in deciding students' academic achievement has received considerable attention in the field of higher education, where academic obstacles intersect with personal growth and development. Emotional intelligence plays a critical part in accomplishing humanity's goals and enhancing learning outcomes. A learner with high emotional intelligence can benefit from the learning process. (Elias, Ubriaco, Reese et al., 1992, Svetlana, 2007)

This ability is dependent on a combination of internal and external abilities, managing cognitive processes to effect meaningful improvements to oneself and others. Emotional intelligence is the ability to recognize, interpret, manage, and harness both one's own feelings and those of others. This ability to effectively navigate emotions has an impact on not only interpersonal relationships but also essential aspects of academic life that include handling stress, versatility, motivation, and overall well-being.

The concept of emotional intelligence has several facets and different interconnected parts.

1. **Self-awareness:** This entails being aware of and comprehending one's own feelings, including the capacity to precisely recognize various emotions as they surface.
2. **Self-Regulation:** This concept has to do with controlling and managing one's emotions in various circumstances. The capacity to adjust and react appropriately to shifting emotional states is a part of it.
3. **Emotional regulation** is the ability to effectively manage and control one's emotions, including the capability to calm down when distressed and control emotional urges.
4. **Empathy:** Empathy entails being aware of and sharing another person's emotions. It is the capacity to understand and value the feelings of others and to react with compassion.

1.2 Academic Performance

Academic performance within higher education constitutes a multifaceted construct that encapsulates students' attainments, results, and achievements within post-secondary settings. It stands as a pivotal yardstick signifying students' expertise in subject matter, adeptness in critical thinking, and holistic involvement in the learning process. Bean's research in 1990 brings to light that academic achievement is not exclusively tethered to cognitive capacities. Instead, aspects like study routines, effective time management, intrinsic motivation, and emotional well-being hold considerable sway in bolstering students' triumph. Moreover, Astin's theory of student engagement from 1984 accentuates the significance of students' active immersion in both academic pursuits and extracurricular endeavours. This involvement emerges as a harbinger of their academic accomplishments. The influences that shape academic performance exhibit notable diversity. Pascarella and Terenzini's exploration in 2005 accentuates that the amalgamation of academic exposure and social interactions underpins students' enduring academic performance and persistence. In a parallel vein, the acknowledgment of factors surpassing cognitive domains surfaces in Bean's assertion of 1990. The recognition of effective study practices and proficient time management as essential influencers of higher education success becomes evident. Collectively, Pascarella and Terenzini's research dissects the intricate interplay between academic and social encounters, ultimately leaving an indelible mark on students' academic performance and perseverance.

1.3 Relationship between emotional intelligence and academic performance

Emotional intelligence (EI) plays a pivotal role in the educational landscape, focusing on individuals' ability to recognize, comprehend, regulate, and harness emotions with precision. Recent investigations by Biswas-Diener and Smith (2018) and Lomas et al. (2019) underscore the contemporary relevance of emotional intelligence within the educational milieu. EI is linked to scholastic triumph, self-awareness, interpersonal finesse, and refined stress management skills. Elevated EI levels result in fortified study routines, motivation, and psychological equilibrium. EI facilitates productive collaboration, constructive outlook, instructor communication, and critical thinking. Due to the strong link between emotional intelligence and academic success, Svetlana (2007) argues that emotional intelligence training should be included in secondary education curricula. However, the relationship between EI and academic performance is complex, demonstrating variances among diverse individuals and cultural and educational landscapes. Educators and institutions can strategically incorporate EI-enhancing strategies into pedagogical frameworks, enhancing learning outcomes and retention rates, ultimately shaping well-rounded individuals for success.

2. LITERATURE REVIEW

In a comprehensive exploration, Jaleel et al. (2017) undertook a study delving into the interplay between emotional intelligence and aggression within a cohort of 90 secondary-level teacher trainees. Their findings concluded that no significant relationship existed between emotional intelligence and aggression in this context. A distinctive investigation conducted by Al-Tameemi et al. (2023) meticulously dissected the factors contributing to suboptimal academic performance among undergraduate students. Their thorough literature review unearthed key elements, stressing the importance of a systematic approach in addressing underlying issues to enhance overall academic outcomes. Drawing insights from a research endeavor by Karen (2020), published in the *European Journal of*

Psychology, a significant connection between emotional intelligence (EI) and student engagement within higher education came to the fore. This study underscored how EI serves as a predictor of student involvement and influences critical learning outcomes like GPA, general achievements, and university satisfaction. They embarked on an exploration of emotional intelligence's correlation with library anxiety and academic achievement among university students. Their research revealed a noteworthy positive association among these variables, shedding light on the intricate dynamics at play. Echoing this perspective, Jan et al. (2019) delved into the nexus between emotional intelligence, library utilization, and academic accomplishment. Their investigation showcased that student exhibiting higher emotional intelligence scores frequented the library more often, while also unveiling a substantial positive relationship between emotional intelligence and academic performance. In a quantitative inquiry by Pandey et al. (2019), the influence of emotional intelligence on university students' academic achievements underwent scrutiny through a battery of statistical tests. Employing methods such as factor analysis, correlation, and MANCOVA, the study contributed to the body of knowledge surrounding this critical facet of learning outcomes. Reflecting on the pioneering work of psychologists Mayer et al. (2021), Meher et al. (2021) accentuated the pivotal role played by emotional intelligence in achieving human objectives and fostering effective learning. The coined term "Emotional Intelligence" encapsulated the capacity of individuals to perceive, process, understand, and regulate emotions adeptly, both internally and within interpersonal dynamics. Aligned with the mission to uncover the link between emotional intelligence and academic performance, Karkada et al. (2020) embarked on a review focused on medical students. This review aimed to ascertain the extent of the relationship between emotional intelligence and academic accomplishments in the unique context of medical education. For people to take action to address issues of social justice, they "must engender opinions which promote all three aspects of global nationality including global competence, international social responsibility, as well as global civic engagement," according to Hogan et al. (2022). Since the 1970s, there currently have been numerous educational drives to incorporate a greater sense of education in global citizenship (GCE), social awareness, and responsibility in higher education. According to MacCann (2020), Emotional intelligence (EI) is crucial for academic achievement and personal growth, with a strong link between EI and performance. Ability-based EI is the third most important predictor, with mechanisms involving emotional regulation, social relationships, and content overlap. Iqbal et al. (2021) research paper explores the impact of emotional intelligence and academic social networking sites on academic achievement during the COVID-19 pandemic. The study highlights the significance of emotional intelligence in managing stress, staying motivated, and participating effectively in remote learning contexts. Emotional intelligence, including understanding and controlling emotions, is crucial for students to cope with stress and stay motivated during this challenging period. The research contributes to the advancement of knowledge in educational psychology and technology-mediated education by integrating theoretical frameworks, employing a quantitative approach, and aligning findings with existing literature. The implications of the research emphasize the importance of fostering emotional intelligence skills and utilizing digital platforms to improve students' academic performance and learning experiences during times of crisis. The research paper by Qulez-Robres (2023) investigates the relationship between emotional intelligence and academic performance, concentrating on students' successes in educational situations. Emotional intelligence has a considerable influence on cognitive processes and self-control, according to the study, and it is a helpful predictor for predicting academic success, with substantial consequences on personal growth and academic performance.

3. OBJECTIVES

Researchers want to deal with the following objectives in this study:

1. To investigate the impact of demographic variables (gender and age) on the emotional intelligence of students.
2. To study the impact of emotional intelligence on the academic performance of students.
3. To suggest strategies to enhance the emotional intelligence of students across colleges.

4. RESEARCH GAP

The association between emotional intelligence (EI) and academic achievement in higher education institutions in Delhi NCR requires empirical research. The knowledge gained from this study will help to improve both the academic performance and general wellbeing of pupils.

5. RESEARCH METHODOLOGY

The study examines the connection between emotional intelligence (EI) and academic achievement, this study carefully selected colleges in the Delhi National Capital Region (NCR). By concentrating on demographic

elements including gender, age, and college preference, 300 questionnaires were distributed, resulting in 270 timely responses, of which 252 were fully completed and consequently utilized for analysis. Demographic, emotional intelligence, and academic performance questions made up a survey questionnaire. The data was collected using a 5-point Likert scale ranging from "strongly agree" to "strongly disagree," facilitated participant responses. The analytical step comprised the hybrid use of Excel and SPSS tools, including regression analysis, correlation analysis, Cronbach's alpha analysis, pilot testing. To investigate the effect of emotional intelligence on academic achievement, a Chi-square test was used. To clarify the extent to which there may be links between emotional intelligence and academic performance indicators, correlation analysis was done.

6. DATA COLLECTION

The study focused on two vital parts: emotional intelligence and academic performance. A structured and closed-ended questionnaire with questions utilising the Likert 5-point scale was used to collect data. A simple random sampling method was applied. This study's respondents were female IT employees. There were 300 surveys distributed in total. 270 questionnaires were received, with a 90% response rate; out of which some were eliminated and finally 252 of the questionnaires were chosen for final analyses, while the rest were incomplete. Secondary information was acquired from journal papers, government agencies, and annual reports. Peer-reviewed publications and other sources provide insightful analysis.

7. NEED OF STUDY

Nurturing robust student academic performance is crucial in the dynamic realm of higher education, where maintaining educational excellence holds significance. However, a notable academic performance gap challenges this imperative. Although students in higher education start their academic journeys on similar footing, there's a conspicuous divergence in how swiftly they progress in their studies. Students in higher education in the NCR, notably in Delhi, perform significantly better academically when they have high emotional intelligence (EI). EI is becoming increasingly significant in the educational system because to its widely acknowledged tremendous influence on students' overall success. Delhi NCR offers distinctive sociocultural nuance as a vibrant and diversified educational center. In order to customize their strategies and promote student achievement, educational institutions must comprehend how emotional intelligence affects academic outcomes. By answering these inquiries, a research gap will be closed and educational institutions will get practical knowledge that they may use to customize their methods for promoting student success.

8. SCOPE OF STUDY

Conducted exclusively among randomly selected students in higher education within the Delhi NCR region, this study's focus was confined to the academic realm. The research delved into the intricate fabric of students' emotional intelligence perceptions and its connection to their academic performance. The purpose of this study paper is to explore the role of emotional intelligence among students pursuing higher education in the Delhi National Capital Region (NCR). The study primarily aims to assess the impact of emotional intelligence on academic performance. Furthermore, it seeks to identify and comprehend the various factors influencing academic success within this specific educational context.

By concentrating on this specific area, the research strives to provide a comprehensive and in-depth examination of the relationship between emotional intelligence and academic performance. In an academic landscape marked by diverse learning environments and approaches, this research carries a unique weight. Its findings resonate beyond individual confines, casting a wide net of relevance across the entirety of the higher education sector in Delhi's vibrant NCR region.

9. DATA ANALYSIS

9.1 Hypothesis

A hypothesis serves as an assertion of your belief regarding the occurrence of a phenomenon or a connection between two variables that you intend to investigate within the scope of your study.

Hypothesis (H01): It is posited that demographic variables such as gender and age do not exert a noteworthy influence on the emotional intelligence of students.

Hypothesis (H1): Conversely, it is proposed that demographic factors like gender and age have a substantial effect on the emotional intelligence of students.

Hypothesis (H02): The assumption is made that emotional intelligence does not play a significant role in determining the academic performance of students.

Hypothesis (H2): In contrast, it is hypothesized that emotional intelligence indeed has a significant impact on the academic performance of students.

9.2 Interpretation

The effect of the variable "gender" (male and female) on the emotional intelligence of college students was examined using a Chi-square test. The null hypothesis was rejected as a result of the significance value producing a result that was less than 0.050. The results showed that there were 120 respondents who were women and 132 who were men, making men the majority. In addition, 91 individuals were 22 years of age or older, while 161 participants were under that age.

9.2.1 Demographic Profiling of Respondents

| <u>Sr. No</u> | <u>Category</u> | <u>Frequency</u> | <u>Percent</u> | <u>Valid Percent</u> | <u>Cumulative Percent</u> |
|---------------|----------------------|------------------|----------------|----------------------|---------------------------|
| Age Group | Greater than 22years | 91 | 36 | 36 | 36 |
| | Less than 22 years | 161 | 64 | 64 | 100 |
| Total | | 252 | 100.0 | 100.0 | |
| Gender | Male | 132 | 52 | 52 | 52 |
| | Female | 120 | 48 | 48 | 100 |
| Total | | 252 | 100.0 | 100.0 | |

9.2.2 Impact of demographic variables on emotional intelligence

Hypothesis (H01): It is posited that demographic variables such as gender and age do not exert a noteworthy influence on the emotional intelligence of students.

The study found a significant relationship between demographic variables and emotional intelligence in higher education students. The null hypothesis was rejected, indicating a significant relationship between gender and age. The Chi-square test also revealed a notable impact of age on emotional intelligence, indicating a significant impact on students' emotional well-being.

| | Value | Df | Asymp.Sig | Exact-sig | Exact-Sig |
|-----------------------------|--------------|-----------|------------------|------------------|------------------|
| Pearson Chi-Square | 5.563 | 1 | .017 | | |
| Continuity Correction | 5.120 | 1 | .023 | | |
| Likelihood Ratio | 5.557 | 1 | .017 | | |
| Fisher's Exact Test | | | | .021 | .012 |
| Liner-by-Linear Association | 5.554 | 1 | .017 | | |
| N of Valid Cases | 252 | | | | |

Hypothesis (H2): In contrast, it is hypothesized that emotional intelligence indeed has a significant impact on the academic performance of students.

9.2.3 Relationship Between emotional intelligence and academic performance

The correlation between emotional intelligence and academic achievement was carried out. The findings of the test revealed a weak correlation of -0.58 between emotional well-being and academic achievement. In simpler terms, when academic performance improves, there is also a corresponding improvement in emotional intelligence, and vice versa.

| | Percentage | EQ |
|---------------------|----------------|----------------|
| Pearson Correlation | 1.000 -.058 | -.058 1.000 |
| Sig(1-Tailed) | .180 | .180 |
| N | 252 252 | 252 252 |

According to the regression analysis's findings, academic achievement is not significantly impacted by emotional intelligence. The F change value of .841—which indicates that there is no meaningful correlation between academic achievement and emotional intelligence—supports this conclusion.

10. FINDINGS

1. Emotional Intelligence (EI) is widely recognized as a pivotal factor contributing to success across diverse domains, spanning from educational journeys to professional trajectories.
2. Within the spectrum of EI lie an array of essential skills encompassing motivating peers, fostering self-motivation, adept communication, active listening, forging meaningful connections, and demonstrating empathetic understanding.
3. In the context of management students, these EI skills hold exceptional value, equipping them for triumph in the corporate landscape and facilitating their career progression.
4. Against this backdrop, the primary goal of this research is to assess the distinctive dimensions of emotional intelligence (specifically, perception of emotions, self-emotion management, social skills, and emotional utilization) and their consequential impact on the academic performance of students.
5. During the investigation, a comprehensive exploration was conducted into the potential influence of demographic variables, such as gender and age, on the Emotional Quotient (EQ) of higher education students.
6. The findings derived from the study indicated that an individual's EI wasn't contingent upon the demographic factors that underwent scrutiny.
7. Employing a range of statistical tools including correlation, regression, chi-square tests, as well as mean and standard deviation analyses, the collected data underwent rigorous examination.

11. CONCLUSION

In both education and the workplace, emotional intelligence is essential, and it has a favorable impact on academic success over the course of a person's professional life. It includes aptitudes like inspiring others, successful communication, skilled listening, and empathy. The study looked at how gender and age especially affected the emotional quotient (EQ) among students in higher education. The findings indicated that these factors had no bearing on one's emotional intelligence, indicating that it can be fostered and nurtured at any stage of life. The study examined the connection between academic achievement and emotional intelligence among university students in Delhi NCR, and it found that emotional intelligence is not influenced by demographic characteristics. It emphasizes the value of emotional intelligence in developing good study habits, stress management techniques, and improved interpersonal abilities. The study makes recommendations for improving students' emotional intelligence at various colleges, highlighting the necessity for educational institutions to give emotional intelligence development top priority for all-around success and personal development.

12. LIMITATIONS

This study focuses on students in Delhi NCR's higher education system with a strong emphasis on how emotional intelligence affects academic success. The results of this study show potential for wider applications in a range of educational fields, highlighting the importance of tailored techniques to raise students' academic performance in the dynamic Delhi NCR region.

1. **Sample Size and Generalizability:** The study's reliance on a specific sample size could constrain the applicability of findings to a broader population, potentially limiting the extent to which results can be generalized.
2. **Cross-Sectional Design:** The study's design, which captures data at a single instance, inhibits the establishment of causal connections and the ability to observe changes in the relationship between emotional intelligence and academic performance over time.

3. Unaccounted Intervening Variables: The study omitted the consideration of potential intervening variables, such as teaching methods or individual study approaches, that might influence the link between emotional intelligence and academic achievement.
4. Short-Term Focus: The study's concentration on short-term effects might not adequately capture the enduring impact of emotional intelligence on academic performance throughout a student's entire higher education journey.
5. Absence of Full Control: Not all potential confounding variables that could affect the observed correlation between emotional intelligence and academic performance were fully accounted for in the study.
6. The study faced challenges in assessing emotion-related skills components due to its limited scope and focus on Delhi institutions.

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