

THE EFFECT OF EMOTIONAL INTELLIGENCE ON THE SCHOLASTIC ACHIEVEMENT OF THE GRADUATES

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Emotional intelligence is a term which is gaining popularity by leaps and bounds. Many studies have revealed the importance of emotional intelligence on the scholastic achievement of the students. The present study was undertaken to find out the effect of emotional intelligence on the scholastic achievement of the students and also to find out that whether the emotional intelligence acts as the predictor of the scholastic achievement or the vice-versa. The study was undertaken with the objective "To analyze the relationship of emotional intelligence and the scholastic achievement of the graduate students". Hypothesis being "There is no significant relationship between the emotional intelligence and the scholastic achievement of the students". The study was performed on the Ninety Nine students of the B.E. IV year. And the data was collected by the help of S.K. Mangal's emotional inventory and their scholastic achievement was taken from their previous class's annual results.

Result revealed that there was significant relationship between the emotional intelligence and the scholastic achievement so the hypothesis was rejected.

This further proves that emotional intelligence plays a significant role in one's scholastic achievement and also that the underachievers can benefit if they can improve their emotional competencies.

INTRODUCTION :- The pace of change due to new technologies and the new information that such technologies generate has created overloads that students are not able to handle in appropriate ways. Under such an environment, it is extremely important that the students first be aware of and manage their own feelings of anxiety and uncertainty, or there is need to be aware of one's emotional reactions. And being aware of one's emotion means being emotionally intelligent. Emotional intelligence is one of the few fields of psychological investigations, which appear to have touched so many disparate areas of human endeavour so quickly and expansively (Mathews, Roberts and Zeidner, 2003). It is a recent development

in the area of intelligence as well as in effective science, both of which have given birth to overlapping perspective on human nature.

Goleman (1995) in his best selling book on emotional intelligence made a very provocative claim, he said if I.Q. contributed upto 20% of life success, the remaining has to be filled in by emotional intelligence. He also discussed the significant contribution of E.I. to success at home, at work and at school. E.I. per se is an offshoot of the very realization that there is such a wide variation in the professional abilities, competencies and the effectiveness of the people, with the same level of I.Q. and academic credentials. Wechsler further emphasized that the non-intelligence abilities are equally essential to predict one's ability to succeed in life. McClelland added strength to this debate by arguing that conventional concept of I.Q. simply could not predict the success of the candidate. Conventional wisdom favours that only the brain be used for problems resolution, but of late, there has been marked shift towards making use of the heart as well. It is also said that about one third of the difference between the excellent and the average performer is due to cognitive ability while two third is due to emotional competence (Goleman, 1998).

There are many studies which reveal the importance of emotional intelligence in the academic as well as the professional field. Barchard (2001) reported that some aspects of emotional intelligence like emotional understanding and social insight were most likely to predict academic success of students. Cherniss (2000) quoted an important research finding highlighting the limits of I.Q. as a predictor of success and achievement. The study inferred that I.Q. had little relation to how well they did at work or in the rest of their lives. Coover and Murphy (2000) found out that higher the self-concept and self description the better is their academic achievement. This study entitled "The effect of Emotional Intelligence on the scholastic Achievement of Graduates" was undertaken with the aim to find out the role of E.I. in the students scholastic achievement and the role E.I. plays in one's scholastic

success.

Objective—To study the role of emotional intelligence on the scholastic achievement of the students.

Hypothesis—There is no significant relationship between the emotional intelligence and the scholastic achievement of the students.

Methodology —The investigator used the survey

method to collect the data.

Tool – Mangal’s Emotional inventory was used to judge the emotional intelligence of the students and to know their scholastic achievement their previous year’s annual exam marksheets were collected. Statistical techniques like mean, standard deviation, ‘t’ test, Correlation and chi-square were used to draw inferences.

TABLE – 1

Variables	N	df	r	Significance
S.A.	99	97	0.615	0.00
E.I.				

TABLE-2

E.I.		
Scholastic Achievement	% of Successful students	% of Unsuccessful Students
Above Average	93.2	6.8
Average	82.3	17.7
Below Average	72.5	27.5

CONCLUSION – From the above description it is clearly evident that the students who possess higher emotional intelligence are more successful as compared to the students with lower emotional intelligence. It was also noticed that the students falling under the average category of emotional intelligence also did fairly well but the students with lower emotional intelligence lagged behind their

counterparts and the percentage of unsuccessful students was the highest in this category. This further proves that more is the emotional intelligence more is the scholastic achievement of the students and that the students should work on their emotional competencies to be successful, specially in this competitive scenario.

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R.A.E.

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