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EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS: A CRITICAL STUDY OF AIZAWL CITY

Debbie Zorempuii[1], V. Vanlalruati[2]
[1]Research Scholar,[2]Assistant Professor,
[1]Institute of Advanced Studies in Education
[2]Government Champhai College, Mizoram, India.

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ABSTRACT

This study focuses on determining the emotional intelligence of college students in Aizawl city with reference to their gender and its relationship with academic achievement. The study was carried out through a descriptive survey method, and for the collection of data, Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar was used. The population of the study consisted of all college students within Aizawl city. The sample of the study consisted of 170 students, of whom 78 were male and 92 were female. Samples were selected using simple random sampling. Statistical tools such as percentages, mean, standard deviations, z-score, Mann-Whitney U Test, and Pearson's Product-Moment were used. The findings indicated that most college students in Aizawl (77.6%) have normal emotional intelligence, 21.7% have high EI, and only 0.7% have low EI, indicating generally well-balanced emotional abilities. It was also found that there is a significant difference in emotional intelligence between male and female students, in which female students have higher emotional intelligence than their male counterparts, and no significant relationship was found between emotional intelligence and the academic achievement of college students in Aizawl city.

KEYWORDS: *Emotional Intelligence, College students, Male and Female, Academic Achievement*

INTRODUCTION

Emotional intelligence (EI) has gained significant attention in educational research due to its potential impact on students' academic performance. EI refers to the ability to recognise, understand, manage, and regulate one's own emotions and those of others (Mayer et al., 2008). Emotional Intelligence (EI) is sometimes used interchangeably with Emotional Quotient (EQ), both of which refer to emotional awareness and the skills associated with it. It is stated that a person with emotional intelligence possesses four skills: the ability to recognise, utilise, understand, and control emotions. (Salovey & Mayer, 1990).

Goleman (1995) in his book, Emotional Intelligence: Why It Can Matter More Than IQ, argues that only 20% of a person's success is due to IQ. Low and Nelson (2006) also assert that EQ is vital for a student's personal well-being and college success. They stated that students with emotional intelligence skills are better equipped to handle the demanding and complex college experience. Numerous studies have shown that children with higher emotional intelligence (EI) achieve better academically because they can manage stress, stay motivated, and build strong bonds with classmates and teachers (MacCann et al., 2020).

Emotions can impact an individual's success or failure to some degree. There are situations in our day-to-day life where the most intelligent pupils in a class do not achieve the same degree of success later in life as their less intelligent peers. These instances are especially evident in several industries, including business, politics, education, and administration. (Singh, 2002). EI fosters effective learning environments. Students with strong emotional skills perform better in class, collaborate more effectively, and solve problems more efficiently (Brackett et al., 2011). Teachers with high emotional intelligence also create more supportive learning settings, which indirectly enhance student success (Jennings & Greenberg, 2009).

RATIONALE

College students often face significant stress from academic demands, which makes it more challenging for them to adjust and complete their studies if they struggle to manage their emotions effectively. However, emotionally balanced students typically manage challenging circumstances better. Educators sometimes undervalue the significance of developing students' capacity to adapt, adjust, and get along with others; yet, students' learning ability depends on their experience and ability to change and cope with others. (Elias, 2001). Emotional intelligence influences adaptation. Students with high emotional intelligence have a high degree of flexibility; therefore, they are well-suited in their surroundings and can function well in their academic disciplines (Sharma, 2011).

Several studies have examined the link between emotional intelligence and academic achievement, showing a strong connection. EI is gained and developed through learning

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and experience, and therefore can be nurtured, unlike the intelligence quotient, which is generally more stable (Cooper, 1997). The research results can help teachers, counsellors, and policymakers design and implement more effective support systems that enhance the emotional intelligence of college students.

REVIEW OF RELATED LITERATURE

Katyal and Awasthi (2005) studied "Gender Differences in Emotional Intelligence among Adolescents of Chandigarh." The findings revealed that mean emotional intelligence scores varied across boys and girls, with girls scoring higher than boys.

Renthlei (2016) investigated emotional intelligence among 180 college students in Aizawl City, finding that the majority (109 students) had normal emotional intelligence levels, 68 had poor emotional intelligence, and only three had high emotional intelligence. The study discovered no significant gender disparities in emotional intelligence scores among participants, nor any major changes among academic streams. Contrary to other previous literature, the study found no significant link between emotional intelligence and academic success in this group, indicating that contextual factors might affect this correlation in the Aizawl environment.

Saksena, M. (2018), in his study report, examines the link between emotional intelligence and academic success in undergraduate students. The study aims to determine the relationship between emotional intelligence and academic achievement for all students, as well as for female and male students. The P-value for hypothesis testing is also reported. The current study found a positive correlation between IQ and academic achievement in female pupils. However, there is limited evidence connecting emotional intelligence with academic achievement in male pupils. Research suggests that strong emotional intelligence is associated with excellent academic success.

Jan and Anwar (2019) studied emotional intelligence, library use, and academic achievement among university students and discovered that students with higher emotional intelligence scores used the library more frequently and that emotional intelligence and academic performance had a positive relationship.

Kaur, M. (2022) investigated the association between emotional intelligence and academic success among senior secondary students in Patiala district (Punjab). The results revealed substantial gender variations in emotional intelligence and academic success among senior secondary students. Emotional intelligence is significantly correlated with academic performance. It is recommended that the emotional development component be integrated into our current educational system.

OBJECTIVES OF THE STUDY

(i) To find out the emotional intelligence of college students in Aizawl city.
(ii) To compare the emotional intelligence of college students in Aizawl city with reference to their gender.
(iii) To assess the relationship between emotional intelligence and the academic achievement of college students in Aizawl city.

HYPOTHESES OF THE STUDY

(i) There is no significant difference in the emotional intelligence of college students in Aizawl city with reference to their gender.
(ii) There is no relationship between emotional intelligence and the academic achievement of college students in Aizawl city.

MATERIAL AND METHODS

Methodology: The present study is largely descriptive. A descriptive survey method has been employed. Analysis of data was done through a quantitative method.

Population and sample: The population of the study consisted of all college students within Aizawl City. The sample of the study consisted of 170 students, of whom 78 were male and 92 were female. Samples were selected using simple random sampling.

Tool used: For collecting data, the investigator used Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. The scale contains 34 questions relating to emotional intelligence. It covers 10 dimensions- Self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value-orientation, commitment and altruistic behavior.

Data Analysis: In order to analyzed the data collected, descriptive statistics like percentages, mean, standard deviations, z-score, Mann-Whitney U Test, and Pearson's Product-Moment were used.

FINDINGS

Objectives No. 1: To find out the emotional intelligence of college students in Aizawl city.

Table No. 1: Emotional intelligence of college students in Aizawl city.

Level of Emotional Intelligence	Norms of interpretation	Number (170)	Percentage
High	85 and above	37	21.70%
Normal	52 - 84	132	77.60%
Low	51 and below	1	0.70%

Table no 1 shows that the majority (77.6%) have normal emotional intelligence among college students in Aizawl city. 21.7% of them have high emotional intelligence and 0.7% have low emotional intelligence.

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Objectives No. 2: To compare the emotional intelligence of college students in Aizawl city with reference to their gender.

Table No. 2: Comparison of the emotional intelligence among college students in Aizawl city with reference to their gender

Group	N	Mean Rank	Asymptotic Sig. (2 sided test)	Decision	Sig. level .050
Male	78	74.85	.009	Reject the null hypothesis	Significant
Female	92	94.53			

The table shows a comparison between male and female students of college students in Aizawl City regarding their emotional intelligence. The mean rank of the obtained value by male college students was 74.85, and it was 94.53 for female college students. The asymptotic value was found to be .009, which was significant at the .050 level. Therefore, a significant difference was found in the emotional intelligence of college students with regard to their gender. Henceforth, the null hypotheses stating — There is no significant difference in the emotional intelligence of college students with reference to their gender is rejected.

However, the mean rank of female college students shows that they have higher emotional intelligence than their male counterparts.

Objectives No. 3: To assess the relationship between emotional intelligence and the academic achievement of college students in Aizawl city.

Table No. 3: Relationship between emotional intelligence and the academic achievement of college students in Aizawl city.

N	Coefficient of correlation (r)	t statistics	df	p value	decision	Sig.level-0.05
170	-0.11469	1.496429	168	0.068	Retain the null hypothesis	Not significant

The table reveals a weak negative correlation ($r = -0.115$) between emotional intelligence (EI) and academic achievement. The p-value ($0.068 > 0.05$) indicates that the correlation is not statistically significant at the conventional 0.05 level. The t-statistic (1.496) with 168 degrees of freedom (df) further confirms that the relationship is not strong enough to reject the null hypotheses.

Therefore, no significant relationship was found between emotional intelligence and the academic achievement of college students in Aizawl city. Henceforth, the null hypotheses stating — There is no significant relationship between emotional intelligence and the academic achievement of college students in Aizawl city is accepted.

DISCUSSIONS

The finding that there is no significant relationship between emotional intelligence and the academic achievement of college students aligns with Renthlei's (2016) finding, suggesting that cultural, methodological, or contextual factors in Aizawl may weaken or negate the EI-academic performance link observed in other studies. The results contrast with some Western studies that found positive EI-achievement correlations, highlighting potential regional or educational system differences. Future research could explore mediating factors (e.g., teaching methods, societal expectations) that might influence this relationship in Aizawl.

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