

Emotional Intelligence: Key to Performance Excellence

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Abstract--- *Emotional Intelligence is the key to control one's emotion. It is the capacity to monitor own as well as others emotions. According to Mayer & Salovey, Emotional Intelligence is a type of social intelligence that involves the ability to monitor one's own as well as others emotions, to discriminate among them and to use this information to guide one's thinking and action. (Mayer & Salovey, 1997) Emotional intelligence helps students to study other emotions, to regulate their own emotions to be more successful. The capability to recognize other emotions is the potentiality for an individual to become successful in life. Self-awareness, self-regulation, self-motivation, social awareness and, Social skill are the five stages in designing emotional intelligence. In academic field achievement requires emotional intelligence. Positive emotions increase life satisfaction by building resilience (Haga, Kraft, 2009) and Emotional Intelligence has facilitator effects on performance (Khokhar, 2009; Nikalaous & Tsaousis, 2006). Basing on this idea, the present study aims at investigating the co relational relationship exist in two variables i.e. emotional intelligence and academic performance of final year students of training college, Sambalpur (N=50). All the subjects are in age group of 20-22years. A five point scale of Emotional Intelligence will be administered to test the hypothesis. The hypothesis of the study is that there is a positive relationship between academic excellence and high emotional intelligence. The findings reveals that the highly emotional intelligent students have more academic achievement. Relevance of the investigations will focus on the positive steps to groom girl teacher-students with emotional intelligence for better development.*

Keywords--- *Emotional Intelligence, Self-awareness, Self-regulation, Self-motivation, Social Awareness.*

I. INTRODUCTION

Emotional Intelligence is the strong predictor of success. According to emotional intelligence, personal qualities like perseverance, self-control play vital role for achievement. Emotional intelligence also includes interpersonal intelligence which detecting and responding the others moods, motivation and desires. Emotional intelligence correlates with traits like perseverance, self-control and performance.

Emotionally intelligent students are skilled in interpersonal communication, self-management, goal achievement, and working effectively (Nelson & Low 2003). Positive thinking and high emotional intelligence have influencing impact on any success in life. Research consistently has indicated that constructive thinking assertive communication, time management, goal achievement, commitment ethics and stress management skills are significant Predictors of academic success and tested performance (Nelson & Low 2003) Research with Emotional Skills Assessment Process (ESAP) and Personal Responsibility Map (PRM) has indicated that Self-management and time management skills are essential to academic achievement and retention. One of the important component of emotional intelligence is time management skill which helps the learner to succeed in academic sphere. Sometimes time management skill plays

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vital role for academic achievement than cognitive skill. The retention of academic of students at risk and achievement of normal students depends upon the use of emotional intelligence skills. The academic success of students is based on the specific skills like assertive communication, time management, goal achievement, commitment ethic and positive change in behavior.

The abilities to perceive, understand, assimilate and manage own emotions constitute holistic concept of Emotional Intelligence. Emotional intelligence other than cognitive ability increase student's capabilities, competencies and social skills to cope successfully with own environmental demands and pressures. The balance personality of individual is determined by emotional intelligence. Personal Competency skill- how to control one's emotions and Social Competency skill- how to manage relationships with others are important aspects of emotional intelligence.

Personal Competencies refer to Self-awareness (of internal states, preferences, resources and inhibitions), self-regulation (of internal states, impulses, resources) and self-motivation (traits that facilitate accomplishing goals), Social awareness (Sociability, ability to understand other's emotions) and social skills such as (Skills to influence, communicate, lead, coping skills, promote team work, social interaction) and to expertise in in-calculating desirable responses in others.

II. PURPOSES OF STUDY

This study intends to-

1. Examine the relationship between emotional intelligence and scholastic performance of teacher- students.

H1 there is positive correlation between emotional intelligence and scholastic achievement.

2. Compare the correlation between Emotional Intelligence and Academic Achievement among male and female teacher- students.

H2 There is difference between male and female teacher-students.

3. Find out the dimensions of emotional intelligence having more scores (mean) in case of male and female students, general & other backward, Hindu & Muslim teacher - students.

H3 There is no difference in case of male and female students, general & other backward, Hindu & Muslim teacher – students.

1) Sample

The total sample consists of 68 male and female teacher-students of B Edof Sambalpur district in Orissa. The Sample is grouped as Sex-wise, Category-wise and Religion-wise.

2) TOOL

To find out the Emotional Intelligence of students a standardized Emotional Intelligence Scale of Mandley and others is administered. The academic achievement rate of graduate students is taken from their last annual examination percentage. The Emotional Intelligence Scale has five (05) positive dimensions like- Self Awareness, Self-Regulation, Self-Motivation, Social Awareness, Social skill. There are five response choices against each

statement. On each statement a student is required to check and report one of the five response choices in the scale by putting a cross(X) mark over suitable number. Students are free to give their opinion on the dimensions of emotional intelligence. The total score of each student is correlated with his/her achievement score.

III. RESULTS & DISCUSSION

Table 1: Achievement vs. Emotional Intelligence (Sex-wise)

<i>DIMENSIONS OF Questions</i>	<i>DIMENSIONS</i>	<i>MALE</i>		<i>FEMALE</i>		T value
		M	SD	M	SD	
Q.1-12	SELF AWARENESS	3.926	0.423	3.875	0.363	0.531 NS
Q.13-24	SELF REULATION	3.746	0.491	3.623	0.504	0.993 NS
Q.25-36	SELF MOTIVATION	3.791	0.472	3.706	.363	.838 NS
Q.37-48	SOCIAL AWARENESS	3.816	0.443	3.740	0.453	.660 NS
Q.49-60	SOCIAL SKILL	3.916	0.551	3.712	0.551	2.176*
	TOTAL E.I.	3.839	0.379	3.712	0.352	1.400NS

*Significant at 5% level ($P < 0.05$) NS- Not Significant

IV. DISCUSSION

From the table I, this study reveals that only t value on Social skill dimension of Emotional Intelligence Scale is Significant in both male and female teacher- students. The result implies that there is no difference in case of male and female students with regards to their achievement vs. emotional intelligence except in the dimension viz social skill.

H1 there is positive correlation between emotional intelligence and scholastic achievement is rejected. These social skills include skills; to influence assertive, communicate with others and coping, interacting others. The M & SD of social skills of male and female teacher students are M-3.916, SD 0.551 & M 3.617, SD 0.551. It is perhaps because of the fact that male teacher - students are more sociable than girls students due to their more exposure to social interaction without any social restrictions. The male students have greater social horizon from the childhood. But this privilege is restricted with female students due to social norms in present Indian society. Therefore, there is difference in Social Skills among male and female teacher-students.

This table also reveals another interesting aspect of emotional intelligence. This is Self-awareness which indicates ones Personal competence how to manage the self. The Mean of Self-Awareness in both male and female students are more i.e. 3.926 & 3.875 than other dimensions of EL scale. Self-awareness includes self-management skills such as time-management, goal achievement, Commitment ethics, personal responsibility and interpersonal skills of self-efficacy.

Thus the findings reveal that self – awareness is most important component as it is reflected in the first order of statements in the scale having highest M than other dimensions of EL scale. The statements of the scale on Self – awareness dimension deal with self- feeling , self- emotions, self – moods, impact of our feelings on self-performance, self-confidence, assertive communication. Self-Awareness in Emotional Intelligence enable students to use their emotions constructively i.e. to evaluate/discriminate between accurate and inaccurate emotion and to handle, control and use emotions quickly.

Table 2: (Sex-wise) Correlation of Academic Achievement & Emotional Intelligence Dimensions (Sex Wise)

<i>EI Dimensions</i>	<i>Achievement</i>	<i>Self – Awareness</i>	<i>Self Reg.</i>	<i>Self Mot</i>	<i>Soc Awareness</i>	<i>Soc Skills</i>
Self-Aware	M-0.142 F-0.129					
Self – Reg.	M-0.088 F-0.082	M-0.486* F-0.611**				
Self Mot	M-0.132 F-0.255	M-0.610* F-0.509**	M-0.450* F-0.712**			
Self-Awareness	M-0.341 F-0.113	M-0.540** F-0.261	M-0.471* F-0.526**	M-0.511** F-0.521**		
Social Skill	M-0.279 F-0.009	M-0.578** F-0.348*	M-0.535** F-0.495**	M-0.455* F-0.519**	M-0.802** F-0.665**	
Total	M-0.248 F-0.081	M-0.794** F-0.662**	M-0.744** F-0.850**	M-0.752** F-0.812**	M-0.835* F-0.778**	M-0.857* F-0.805**

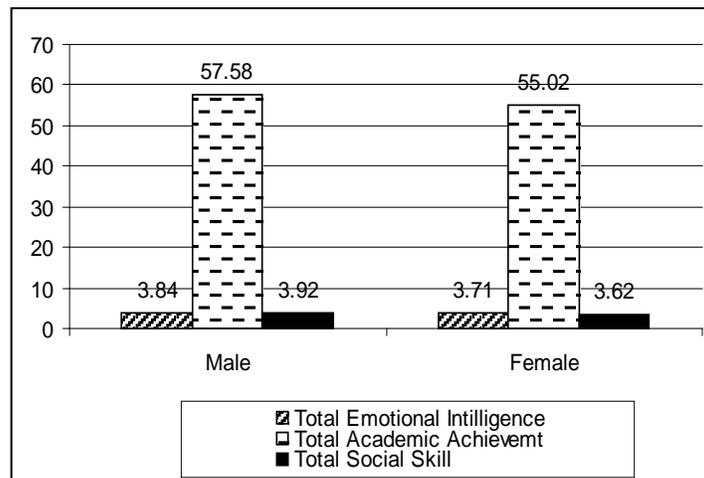
Correlation is significant at the 0.05 level (2 – tailed)

Correlation is significant at the 0.01 level (2- tailed)

The findings of the table show that although the correlation between academic achievement and emotional intelligence is not significant but this correlation in case of male students is higher than the female teacher - students in all dimensions of the scale.

The result indicate that male teacher - students are more emotionally matured than female teacher -students. It is because male students in Indian Social Culture are free to use their emotions and have their social interaction. But this freedom is restricted in case of female students due to social customs and taboos.

Moreover, the correlations between self-regulation & self-awareness, self-motivation and self-regulation, social awareness & self-motivation, Social skill and social awareness, total emotional intelligence and total social skills are significant at 0.05 level and 0.01 level. This indicates the correlation within the dimension of emotional intelligence which are interdependent on each other. The correlation of total emotional intelligence with social skill is also significant at 0.05 level and 0.01 level i.e., (M- .857*, F .805**) in both male and female students.



Graph 1

This three dimensional graph indicates that male students have higher Emotion Intelligence as well as Academic Achievement than the female student. Further, the result of this graph also indicates that the social skills are more developed in case of male students than the female students.

It may be the reason that Indian Culture is male sex oriented where male sex gets priority in every respect than the female sex, therefore, reservation for women is needed in our constitution yet now. H2 There is difference between male and female teacher-students is accepted.

Table 3: Achievements vs. Emotional Intelligence (Category-wise)

Sl. No.	CATEGORY	Mean	S.D	DIMENSIONS OF E.I					
				ACHIEVEMENT	SELF-AWA	SELF-REG	SELF-MOT	SOC AWA	SOC SKL
1	General students	Mean		55.681	3.934	3.676	3.750	3.798	3.729
		S.D		10.172	.383	.496	.432	.482	.596
2	SC Students	Mean		50.928	3.857	3.636	3.756	3.738	3.744
		S.D		9.627	.314	.503	.449	.484	.628
3	ST Students	Mean		56.625	3.989	3.489	3.677	3.687	3.489
		S.D		13.405	.401	.571	.391	.379	.480
4	OBC Students	Mean		61.869	3.775	3.801	3.730	3.775	3.871
		S.D		9.382	.454	.476	.340	.388	.469

V. DISCUSSION

From this above table, the result shows that OBC students have more academic achievement as its Mean value i.e. 61.819 which is more compared to other categories. Self-regulation dimension in EL Scale of OBC category is also more (M-3.801) than other dimensions.

Today, OBC students are more matured emotionally and showing academic excellence. It is because they feel unsecured and having inferiority complex among the general category. So they are more conscious about their social skills.

Table 4: Correlation of Academic Achievement & Emotional Intelligence Dimensions (Category Wise)

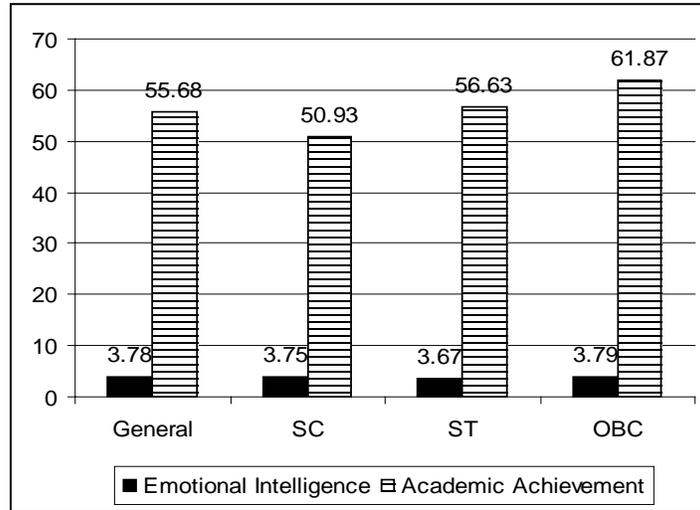
E.I. Dimensions	General	SC	ST	OBC
Self - Awar	.009	.283	.266	.200
Self – Regu	.146	.465	.253	.070
Self – Mot	.085	.506	.372	.164
Soc. Awar	.275	.498	.075	.046
Soc. Skills	.236	.254	.233	.007

Correlation is significant at the 0.05 level (2 – tailed)

Correlation is significant at the 0.01 level (2- tailed)

The result indicates that SC, ST, OBC students have more correlation in their academic achievement and emotional intelligence than the general students.

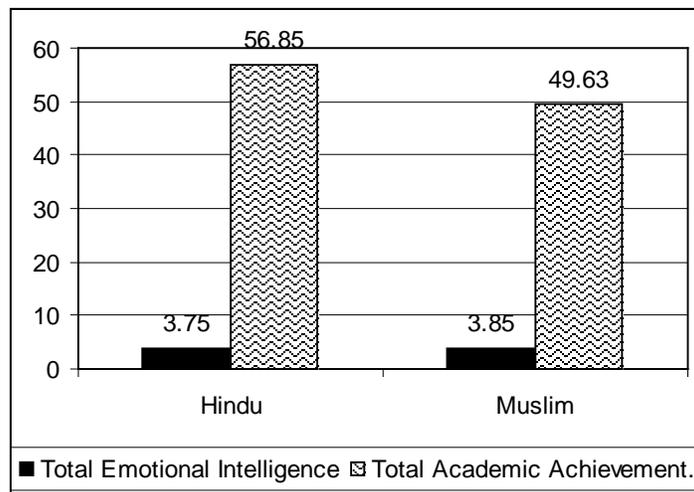
Thus these socially disadvantaged students excel more in every respect of life than the general category students, due to their self-consciousness and to get status in the society. It is obvious that general student’s achievement is not affected by their academic achievement.



This graph reveals that, OBC students have more emotional intelligence & academic achievement than other students.

Table 5: Emotional Intelligence Dimensions & Academic Achievement Ethnic/Religion Wise

<i>EI Dimensions</i>	<i>Hindu</i>	<i>Muslim</i>
Self-Aware	Mean – 3. 876 SD - . 378	Mean – 4. 031 SD - . 431
Self – Reg.	Mean – 3. 645 SD - . 500	Mean – 3. 854 SD - . 483
Self Mot	Mean – 3. 741 SD - . 411	Mean – 3. 741 SD - . 398
Self-Awareness	Mean – 3. 745 SD - . 446	Mean – 3. 937 SD - . 444
Social Skill	Mean – 3. 737 SD - . 558	Mean – 3. 687 SD - . 663
Total Emotional Intelligence	Mean – 3. 749 SD - . 364	Mean – 3. 845 SD - . 383
Total Academic Achievement	Mean – 56. 846 SD – 10. 702	Mean – 49. 625 SD – 8. 605



VI. DISCUSSION

The results of the Table – 5 and Graph -3 show that Muslim Students have higher Total Emotional Intelligence than the Hindu Students. But strangely the academic achievement of Hindu Students is higher than the Muslim students. This finding reveals that there is no relationship between academic achievement and emotional intelligence of the students. The reason may be the fact that academic achievement of the students depends on the general intelligence and cramming of knowledge. H3 There is no difference in case of male and female students, general & other backward, Hindu & Muslim teacher – students is rejected.

VII. CONCLUSION

The concept of Emotional Intelligence has gained momentum for understanding the implications of behavior and adaptation of an individual to his environment. Emotional Intelligence embraces generating emotions as aids to judgment and memory, encouraging problem solving and facilitating reasoning and creativity. Self-regulation aspect in Emotional Intelligence includes the selection of emotionally rewarding work which enhances self-motivation. Personal, academic and career excellence are determined by emotional intelligence. There could be one reason why emotional intelligence skills are the key factors as the skills are needed to face challenges of life. It is found that this case study, does not show any significant relationship between emotional intelligence and academic achievement of the students. But there are one way and two way co relational significant within the dimensions of the Emotional Intelligence Scale. It is, therefore, inferred that there is substantial positive relationship between the dimensions of emotional intelligence scale. This conclusion suggested for more large scale study to generalize the concept with control of gender and socio cultural variables.

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