



A comparative study of Emotional Intelligence in Academic Achievements of students between Public and Private Universities of Haryana.

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ABSTRACT:

Today the world is running towards advancement in technology and change. Change is not so easy for everyone. An increase in number of student's suicides and depression cases is an alarming situation to study their level of Emotional Intelligence and the impact of Emotional Intelligence on academic achievements of students as students are facing problems in managing challenges, stress and competitions. This study was conducted by visiting 4 public and 4 private universities, with 500 students of public and private universities of Haryana using standardized questionnaire developed by Prof. Roquiya and Dr. Anjum, consisting 30 questions. Karl Pearson's correlation and Categorical Moderator Analysis were the tools used to analyse the results. It was concluded that Emotional intelligence and academic achievements are positively correlated, students were found with average emotional intelligence and a significant difference was found while comparing the effect of emotional intelligence on academic achievements of public and private college students. It becomes necessity for teachers, parents, and for the students to work on their emotional intelligence, to face and overcome the stress & challenges of modern competitive world.

Keywords: Emotional Intelligence, Academic Achievements, private universities, Public universities.

INTRODUCTION & SIGNIFICANCE OF THE STUDY:

In 21st Century, all students are constantly facing acute challenges, problems and stress at their academic as well as personal fronts due to fierce competition in almost all spheres of life. Every parent wants his child to be competent, smart, and active in his or her studies, sports and all other avenues. The ever-increasing pressures on students due to parents' over-expectations, peer group competitive spirit, fear of failure, and inability to understand the complexity multiple subjects is creating huge stress on students. This stress is causing many types of psychological and mental problems like anxiety, depression, nervousness, and many other problems. According to National Crime Record Bureau, the Suicide rate by students in India is increasing rapidly every year. This is the result of the Emotional imbalance of students. If students learn to manage their emotions well and use their wisdom when emotions overpower them, such tragedies can be substantially reduced in India and help student to lead a better quality and a happy life. In the competitive world, where students have to perform multi roles, they need to have acted towards the right approach of doing work efficiently & effectively. So the need is to develop their emotional abilities to understand the complexities of life and living environment. The focus of this study is mainly to find the Emotional Intelligence of the students

of different universities in Haryana and then to find out the relation of Emotional Intelligence with their academic excellence. So that contribution can be made in research work in Haryana.

REVIEW OF LITERATURE:

Some of the literatures reviewed were:

Study	Focus of the study	Findings
Malik & Shujja(2013)	To compare the relation of emotional intelligence on academic achievements of school students in Pakistan.	EI & academic achievements were found positively correlated and a significant difference in EI of low achievers and high achievers was found. Public school students were found more Emotionally intelligent.
Deshwal & Shavita (2015)	To compare the EI of Government and private sector employees.	A significant difference was found in EI of government and private employees.
Pragya & Kapri (2016)	To compare the EI of public and private schools secondary teachers.	No significant difference was found in the teachers of public and private schools.
Akhtar & Khan (2018)	To compare the level of EI of secondary school students in district Haripur.	No any significant difference was found in EI of public and private school students.
Yadav, Srivastava (2020)	To compare the Emotional Intelligence of Government & private sector employees.	No significant difference was found in EI in private and government employees.
Magdeline & Preshana (2023)	To compare the mean score of EI of Higher Secondary school students.	A significant difference in EI of private and the Government aided school students were found.
Parween & Roy (2023)	To compare the Emotional Intelligence of college students in relation to their high and low scholastic achievements.	Emotional Intelligence of low scholastic achievers was found to be higher than high achievers. Both groups of male & female students were found with no significant difference w.r.t Emotional Intelligence.
Singh & Thapa (2023)	To compare the Emotional Intelligence among college students.	Average EI was found in the whole study group in total, where boys were found with more EI than girls and Muslims were found with more EI than Hindus. A significant effect of gender & insignificant effect of religion was found on Emotional Intelligence.

RESEARCH GAP:

Research on Comparison of Emotional Intelligence between various groups in various sectors was found, study of comparison of public and private sector organizations was there but no study was found comparing the effect of Emotional Intelligence on academic achievement of students studying in public and private universities of Haryana.

THE OBJECTIVES OF THE STUDY:

- ❖ To assess the level of Emotional Intelligence of students studying in different public and private universities in Haryana.
- ❖ To find the correlation of Emotional Intelligence with academic achievements of students.
- ❖ To compare the relationship of Emotional Intelligence and academic achievements of students of Public and Private Universities of Haryana.

HYPOTHESIS OF THE STUDY:

Ho1: if there is an average level of Emotional Intelligence found in students of Haryana studying in different universities.

Ho2: There is no significant correlation between Emotional Intelligence and the Academic Achievements of students of different Universities in Haryana.

Ho3: There is no relation of mediator variable i.e type of universities in affecting the relationship between Emotional Intelligence and Academic Achievement.

METHODOLOGY:

Research design: The present study is descriptive, correlational and analytical.

Tool used: *Emotional Intelligence scores* were calculated using a scoring table and assessment criteria defined by prof. Roquiya Zainuddin and Dr. Anjun Ahmed in their manual of Emotional Intelligence test. Self-awareness, Self-Regulation, Motivation, Empathy, and Social skills were the main variables of Emotional Intelligence which were used for the study. A set of 30 questions was divided as 5 questions to measure self-awareness, 10 questions to measure self-regulation, 5 questions to measure motivation, 4 questions to judge empathy and 6 questions to analyze social skills. These questions were in the form of constructs with 3 options to answer. 3, 2, 1 scores were allotted to the options A, B, C respectively after getting answers from the respondents. The total of the scores scored by respondent was calculated as the scores range was 30 to 90. The respondent scored scores more than 79 was in the High level EI category, Average level EI was assigned the respondents having scores in between 59 to 79 and Low level EI was assigned to the scorer of less than 59.

Academic Achievement scores were the percentage marks of the students in college which were filled by the respondents themselves in the questionnaire provided to them.

Analysis tool: Data was analyzed using software SPSS 20.0 with the help of various statistical tests Karl Pearson's correlation, and Categorical Moderator Analysis.

Sampling: The students of 8 universities (4 Government and 4 private) were approached from Haryana for sampling. A sample of 500 students in all was the basis of the study and Cochran (1963:65) formula was used to calculate the minimum sample size. Non- probability technique i.e Convenience sampling technique and snowball sampling technique is used to collect the sample.

ANALYSIS & DISCUSSIONS:

Ho1: if there is an average level of Emotional Intelligence found in students of Haryana studying in different universities.

S.No.	Level of Emotional Intelligence	Number of students	percentage of students
1	High Level of EI	163	32.6%
2	Average level of EI	329	65.8%
3	Low level of EI	8	1.6%
	Total	500	

Table 1: Assessment of the overall Emotional Intelligence level of students studying in public and private universities

Table 1 represents the analysis of the researcher for the collected data of the respondents and found that 65.8% of the respondents were having an average level of Emotional Intelligence, followed by the 32.6% of students having a high-level of Emotional Intelligence and a few students were found with low-level Emotional Intelligence. Average Emotional Intelligence means students may be having good self-awareness, self-motivation, or others but may be lacking somewhere in other factors of Emotional Intelligence. All the students can't be perfect in all factors of EI.

Ho2: The correlation of Emotional Intelligence and Academic results has no significance for the students of public and private universities of Haryana.

Ho2.1: There is no correlation found between Emotional Intelligence and the students' Academic achievements in Public universities of Haryana.

		Percentage	Emotional Intelligence
Percentage	Pearsons Correlation	1	.131*
	Sig.value (2-tailed)		.034
	No.	260	260
Emotional Intelligence	Pearson's Correlation	.131*	1
	Sig. value (2-tailed)	.034	
	No.	260	260

Table 2.1 Correlation of variables Emotional Intelligence and Academic performance of students of Public Universities in Haryana

Tables 2.1 depict that Students of public universities have a positive relation of 0.131 between Emotional Intelligence and academic achievements. The p-value found indicate that the Academic performance is positively related to the results of Emotional Intelligence but that correlation is **not significant** as per the rules of statistics (p-value < 0.05).

Ho2.2: There is no correlation found between Emotional Intelligence and the students' Academic achievements in Private universities of Haryana.

Percentage	Emotional Intelligence (EI)		
Percentage	Correlation	1	.059
	Sig.		.360
	N	240	240
Emotional Intelligence	Pearson Correlation	.059	1
	Sig. (2-tail)	.360	
	Number	240	240

Table 2.2 Correlation of student's Emotional Intelligence and their Academic performance of Private Universities in Haryana

Table 2.2 signifies an affirmative correlation of Emotional Intelligence with Academic Achievements for those students studying in different private universities of Haryana. P-value gives acceptance to the hypothesis assumed which conclude not a significant relation of both Emotional Intelligence and Academic Achievement in private universities.

We can conclude that academic achievement and emotional intelligence are positively correlated but the significant level of the results of public and private universities differ. As in private universities, result were not significant ($p > 0.05$) but that were significant in public universities ($p < 0.05$), which was in line up with the results of Fayombo (2012) and Nasir, Massur (2010) who found same results in their studies.

Objective 3: Comparison of the relationship of Emotional Intelligence and academic achievements of students of Public and Private Universities of Haryana.

To compare the relation of Emotional Intelligence, and Academic Achievements in public, and private universities, we need to use Categorical Moderator Analysis tool in SPSS, having step-wise process including Simple Linear Bivariate Regression, Independent t-test, ANCOVA, bivariate regression analysis, use of Deniel Soper's calculator. Here, the Type of organizations (Public or Private) which is a categorical variable is working as a moderator. Categorical Moderator Analysis helps in analyzing the effect of the moderator (Type of Organization) on the relation of the Independent variable (Emotional Intelligence) and dependent variable (Academic Achievements). The main objective of using the moderator variable is to measure the strength of relation of Dependent and Independent variables as the moderator can signify the non-significant relation or it can change the non-significant relation into significant relation. The results represents that there is a significant difference in the relationship of Emotional Intelligence & Academic Achievement in public universities and private universities. The conclusion is that type of organization is a variable that moderate the relationship of Emotional Intelligence and Academic Achievement.

The present study results are strengthening the results of the previous studies performed by Sharma Chotra (2017) and Ranjbar, Khademi (2017) who have also mentioned in their study that results of the relationship of Emotional Intelligence with Academic Achievements can vary in between public and private university students.

CONCLUSIONS:

Emotional Intelligence is a qualitative term and constructs suggested by Prof. Roquiya and Dr. Anjum were the base to analyse the Emotional Intelligence of respondents of the study and it was found that most of the students studying in various Haryana universities (65.8% of total) have average level of Emotional Intelligence. They are able to understand their own emotions and the emotions of others but the more they practice the more they can improve their empathy, social skills, self-awareness and self-regulation. Using Karl pearsons Correlation in SPSS 20, a low but positive correlation was found in between Emotional Intelligence & Academic achievements of the students. Public university students had a significant positive correlation and private universities and insignificant positive correlation between EI & AA. When the correlation of public and private universities was compared using Categorical Moderator Analysis, the moderator i.e type of universities (Public & Private) was found to be having as significant role while comparing the correlation of EI and Academic achievement. Its means



that the students studying in public university have different EI than private university students which have higher impact on their Academic performance but results of the students studying in private university conclude that Emotional Intelligence has least impacted their academic achievement.

KNOWLEDGE ADDITION

The present study has provided learning in the ground of education by linking Emotional Intelligence with the results of students studying in higher education. As modern student is not judged by just their academic intelligence and cognition, their emotional literacy, self-assessment, pressure handling, and performance evaluation, Emotional Intelligence plays a significant role. Emotional Intelligence is not a one-day process but it is the process of nurturing emotional knowledge since childhood and continuing it for whole life. The present study can be an eye-opening solution for the government to control the depression and suicide cases in India.

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