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EMOTIONAL INTELLIGENCE AND EDUCATIONAL PERFORMANCE AMONG ALIGARH MUSLIM UNIVERSITY STUDENTS

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ABSTRACT:

      The study attempts to evaluate the impact of emotional intelligence on educational performance of social science students. It also aims to analyse if social science departments contribute to the development of emotional intelligence in students. Data was collected from 325 social science students studying in three different departments of Aligarh Muslim University. Findings suggested that the relationship between emotional intelligence and educational performance was weak. These results imply that the curriculum and evaluation system insocial sciencedepartments needs to be designed adequately in order to reflect the emotional intelligence of our students, as emotional intelligence is a key capability for societal leadership.

KEY WORDS: - *Emotional intelligence; educational performance;social science students; Aligarh Muslim University.*

INTRODUCTION

      Understanding and managing emotions are prerequisite to achieve success in various interpersonal and career related fields. Well, traditionally all educational institutions concentrate on rational and linguistic intelligence, with the result they neglect other types of intelligence. It has been interesting to find out that a great deal of success or failure are not imputable to cognitive abilities measured by IQ tests, but rather attributable to our proficiency or know how to keep social relationships, depicting ourselves positively and manipulating the way others perceive us (Goleman, 1995). The higher education institutions are responsible to develop knowledge and skills in students but organizations often criticize that the students are not prepared to handle their job duties and the type of roles they have to exhibit in an organization (Clark et al., 2003). In today's cut throat competition, producing the brightest experts only is not enough. Universities should also focus on developing the entire personality of the student which includes intellectual, emotional and social skills which will help graduates in their future endeavours (Seal, et al., 2011). Emotional intelligence has got more significance for a person in reaching his/her goals than general intelligence (Joshi et al., 2012).

JOB COMPETENCIES AND CURRICULUM

      The reason behindeducation is to prepare understudies for occupations in their specific line of work. Though, couple of organizations are taking advantage from the research focussing on emotional intelligence as a medium to build up the intrapersonal and relational aptitudes of understudies. Behavioural projects are just concentrating on offering training to understudies with respect to theory and research. Faculty members rarely have the time to train students and willingly help them to gain skills that will relate to their practical life and in the workplace.

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Due to scarcity of these skills in graduates, institutes incur extra cost for training these ill-equipped graduates (Hoberman&Mailick, 1994). One of the missing skill set belongs to what we now call, emotional intelligence. Emotional intelligence has been interconnected to job success more than IQ (Goleman, 1995), but a mainpart of the curriculum assesses the student's intellectual ability leaving behind the emotional ability.

Emotional intelligence has been widely used as an indicator of performance in various fields including banking, telecom, retailing (Heffernan et al., 2008). Individuals who have developed high level of emotional intelligence are able to recognize and regulate their own and others emotions (Jaeger, 2003). Research clearly shows that there has been a clear link between emotional intelligence and work performance (Goleman, 1995). Therefore educational performance should also take into account the level of emotional skills of students.

DEFINITION OF EMOTIONAL INTELLIGENCE

The term emotional intelligence has undoubtedlyoutlinedand intellectualizedby Salovey and Mayer (1990) as "The ability to monitor one's own feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (p.189). It has also been defined as "the ability of identifying our own feelings and those of others, for inspiring ourselves, and for handling emotions well in ourselves and in our relationships" (Goleman, 1998, p.317). Emotional intelligence is a new and different concept of being smart. It is not merely being nice, rather it is avoiding the direct response to the uncomfortable circumstances (Adele, 2002). Feeling smart is the new Science of emotional intelligence (Grewal & Salovey, 2005).

Within the framework of emotional intelligence, the concept is further divided into approaching emotional intelligence as an ability or as a trait. While a number of problems have been identified with the definition and measurement of ability emotional intelligence, there are studies showing the predictive, discriminant and incremental validity of trait emotional intelligence (Mavroveli, et al., 2007). Therefore, this study employs trait emotional intelligence as the marker of emotional intelligence in students, which has been defined as "pooling of durable affective personality characteristics" (Petrides et al., 2007, p.660). These characteristics include behaviours, views and moods related to understanding, perception, management and expression of emotions as well as self-will and self-control dispositions (Freudenthaler et al., 2008; Mavroveli et al., 2007).

EMOTIONAL INTELLIGENCE AND EDUCATIONAL PERFORMANCE

Studies have shown that emotional intelligence influences success in educational and professional studies and contributes to performance over and above the contribution by general intelligence (Romanelli et al., 2006). Students who are emotionally intelligent are perceived by their peers and colleagues as friendly and non-antagonistic (Brackett et al., 2011). This enhances the connection amongst contemporaries and aides in the intellectual advancement which prompts excellent educational performance (Berndt, 1999; Ford & Smith, 2007; Schutte et al., 2001). Emotional intelligence helps in organizing thinking, conduct, and way of life which helps in educational performance. Emotional Intelligence directs the connection between educational performance and cognitive capacity (Petrides, et al., 2004). An examination by O'Connor and Little (2003) shows that emotional intelligence estimated through GPA by using self-report and capacity measure of EI was not a reliable indicator of educational achievement. In another study, it was found that the correlation between emotional intelligence and educational achievement was not statistically significant (Bastian et al., 2005).Because of the blended idea of research writing there is a need to investigate the connection between emotional intelligence and educational performance.

OBJECTIVES OF THE STUDY
Objective 1.   To study the relationshipbetween trait emotional intelligence and educational performance.

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Objective 2.   To study the difference in the level of trait emotional intelligence between first and final year of social science students.

Objective 3.   To study the difference in the level of trait emotional intelligence between students having high GPA's and students having Low GPA's.

Objective 4.   To study the relationship between age and trait emotional intelligence.

Objective 5.   To study the strength of relationship between trait emotional intelligence and educational performance in the first year and final year social science students.

HYPOTHESES

The primary purpose of the study was to examine trait emotional intelligence and how it relates to educational performance.

In the light of the literature cited above the hypothesis are as follows:

H1. There is a significant relationship between trait emotional intelligence and educational performance.

H2. There is a difference in the level of trait emotional intelligence between first and final year of social science students.

H3. There is a difference in the level of trait emotional intelligence between students having high GPA's and students having Low GPA's.

H4. There is a significant relationship between age and trait emotional intelligence.

H5. There is a difference in the strength of relationship between trait emotional intelligence and educational performance in the first year and final year social science students.

Method

The description of method is presented below:

Sampling Method

For this study stratified sampling was employed. The focus of this research was on the social science students. The population was divided into strata which consisted of the ninesocial science departments of the one of the best universities of India (Aligarh Muslim University), out of which three departments were selected randomly. From this strata, another further set of strata were selected. These were the first and final year students of these departments. Finally, responses were collected from randomly selected target sample from each group.

Measures For this study

It was appropriate to use survey method employing a questionnaire. The following measures were employed for developing the questionnaire.

Trait Emotional Intelligence Questionnaire-Short Form (TEI Que-SF)

A thirty item questionnaire developed by Petrides (2006) was employed to measure Trait Emotional Intelligence. This questionnaire measures EIon four dimensions, i.e. well-being, sociability, emotionality, and self-control (Shipley, et al., 2010; Smith et al., 2008). It has been demonstrated that Trait emotional intelligence questionnaire is a better indicator of emotional intelligence that the ability measure (Gardner &Qualter, 2010).

Educational Performance

To evaluate how the social science students perform educationalally, their grade point average (GPA) was recorded.

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Pilot Study

A pilot study on 20 respondents from social science students of final semester of one department was conducted. Cronbach alpha value of the emotional intelligence questionnaire was 0.879 for showing good reliability. An 80% response rate was achieved. Respondents did not indicate any difficulty in the language or structure of the questionnaire.

Data Collection

A total of 450 questionnaires were distributed among the three social science departments.

Response Rate The consistency of the questionnaires was checked and some of them were invalid based on the reason that they were filled without careful reading. Overall the response rate calculated was 81.25 % giving 325 usable questionnaires.

Data Analysis

Data analysis was conducted using SPSS 22 (Statistical Package for Social Sciences). However, before conducting the actual analysis, data was screened for outliers and missing values.

Data Screening

Data screening was done to ensure that the data was clean and ready to go for further statistical analysis. Firstly outliers were detected. In this study the percentage of outliers was 0.30% and Trimming or Winsorizing was less than 5% of data points which does not influence the outcome of hypothesis testing. So the outliers were winsorized by replacing it with next higher value in the data (Duan, 1997; Hawkins, 1980). Little's test for missing values was performed for both EI and GPA and the values were found to be missing completely at random. For replacing missing values, EM method of estimation was employed which is superior than replacing by mean.

Data is presented in tabular form:

Descriptive Statistics

Table 1 *Descriptive statistics of GPA and emotional intelligence*		
Statistic Grade Point	Average	Emotional Intelligence
N	324	324
Mean	3.24	4.44
Median	3.33	4.40
Std. Deviation	.49	.57
Skewness	-1.06	.15
Kurtosis	.86	.66

Characteristics of the sample

Out of the 330 respondents, 65% of them were females, and 35% were males. The age group of respondents was between 17-24years. It can be seen that majority of respondents were aged 18/19 or 21/22. This was because the target sample was drawn from the first and final semester students. First year students are generally 18/19 years old and final year students 21/22 years old. Data was collected from first

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and final year social science students and sample was almost equally distributed with 48% of respondents from first year and 52% of respondents from the final year. Department-wise, 37% of respondents were from department of education, 30% from psychology and 33% from sociology.

H1: There is a positive relationship between trait emotional intelligence and educational performance.

In order to determine if there was a relationship between trait emotional intelligence and educational performance, the tests of correlation and regression were conducted. The value of Pearson correlation ($r = 0.133$, $p < 0.05$) shows that a weak relationship existed between trait emotional intelligence and educational performance. After correlation, hierarchical regression was conducted to analyze if emotional intelligence significantly predicts educational performance after controlling for age, gender and department.

Table 2 *Model Summary for Hierarchical Regression*			
Model Dependent: GPA	R	R Square	R Square Change
Predictor: Age, Gender, Department	.390	.152	.152
Predictor: Age, Gender, Department, EI	424	.180	.028

The control variables of age, gender and department were added to the first step of hierarchical regression. Table 2 shows that emotional intelligence predicted 2.8% variance in GPA after controlling for age, gender and department. The results of hierarchical regression gave an R-square value of 0.180 ($p<0.05$). The model was statistically significant however; EI was able to predict a very small variation in GPA.

H2: **There is a difference in the level of emotional intelligence between first and final year social science students.**

In order to explore the difference in the level of trait emotional intelligence between first and final year social science students, t-test was run. The t-test was unable to reveal a statistically significant difference between the mean level of trait emotional intelligence of semester

Semester	M	S.D.	t	
1	4.397	0.57		
8	4.481	0.52		1.89[NS]

NS Non Significant

H3: There is a difference in the level of emotional intelligence between students having high GPAs and students having low GPAs.

In order to test this hypothesis independent sample t-test (cut point groups) was applied. For specifying the value for higher or lower GPA students, the median value of GPA i.e.3.33 was taken. So it means value above 3.33 was labelled as high GPA and value below 3.33 was labelled as low GPA. The results of t-test show that there was no statistically significant difference between the mean level of emotional intelligence of students having higher GPAs

GPA	M	S.D.	t	
Higher	4.48	0.591		
Lower	4.40	0.56		1.107[NS]

, s =) and lower GPAs (M =, s =), t (315) = -, p = 0.269, α = 0.05.

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H4: There is a positive relationship between age and trait emotional intelligence.

In order to test this hypothesis correlation and regression were applied. The value of Pearson correlation (r = 0.112) shows that a small relationship existed between trait emotional intelligence and age. The p-value was 0.04(p <0.05) so it showed that the relationship was statistically significant. An R-square value of 0.013 shows that age predicted 1.3% variance in emotional intelligence, which was a very weak relationship and predictive power.

H5: There is a difference in the strength of relationship between trait emotional intelligence and educational performance in the first year social science students and final year social science students.

In order to test this hypothesis regression analysis was employed after splitting the dataset into the two groups of first and final semester.

Table 3

Model Summary for difference in relationship between first and final years.

Semester	R	R Square		F	Sig.
1	.131	.017	2.647		0.10
6	.184	.034	5.870		0.01

Table 3 shows that there was a significant difference in the relationship between emotional intelligence and educational performance of students in first and final year. While EI only predicts 1.7% of GPA in first semester, the value doubles in the final semester, EI predicted 3.4% variation in educational performance. From the F statistic and p-value, it is also evident that the relationship was not significant (p>0.05), whilst the relationship turned significant (p<0.05) in the final semester. Although, a value of 3.4% was significantly weak, yet there was a significant increase in the value from the first to final year.

DISCUSSION

This study explored the relationship between emotional intelligence and educational performance. Results show that the relationship was quite weak. The level of emotional intelligence should increase with advancement in educational progression which appeared to be occurring as there was a significant difference between the ability of EI to explain GPA in the first and final years students. In the first year, EI does not significantly explain GPA whilst in the final year, EI significantly explains GPA, although the predictive power is still considerably low. The level of EI should be higher for students having high GPAs than those having low GPAs but that is not statistically different. The relationship between EI and age is positive but the predictive power of age over EI is quite low. One of the reasons of this weak relationship is that the educational measurement and assessment techniques do not take into account a person's emotional ability. These are only focused on assessment of mental ability consisting of memorization and reproduction. Therefore, emotional intelligence does not reflect in educational performance. Whereas, social science is such a discipline which must polish this strength, because it has been established that emotional intelligence is an extremely important element in societal leadership.

LIMITATIONS

Like all research designs, this study also has a few limitations. The First limitation is cross-sectional research design and the improvement in emotional intelligence has been observed by taking first and final year students' scores. This type of design may be considered as longitudinal as it observes progression but it is not longitudinal in strict terms. The second limitation is that self-report measure has been employed to measure emotional intelligence, which may be supplemented by an external assessment as well. Finally, the issue of common method bias is present.

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SUGGESTIONS FOR FUTURE RESEARCH

In this research study the measurement of emotional intelligence was a self-report measure of students views about their behaviours, and not an actual measurement of emotional intelligence. They are self-perceived abilities not actual abilities. It would be valued if future research could assess actual emotional intelligence abilities. Future research needs to observe the long-term effects or longitudinal effects of emotional and social competency on educational success. Further research should also observe emotional intelligence and work experience by taking subjects from different fields of work. Future research can also observe the actual effect on student's performance when emotional competencies are integrated in the curriculum.

CONCLUSION

The practical implications of this study for the academia are numerous. For preparing students to cope with the dynamic and competing society, it is essential to integrate emotional intelligence training into their curriculum. Social science can help students to learn the cognitive, social, and emotional competencies but these competencies are not developed through traditional lecture and discussion methodology with prime emphasis on theory basedknowledge. The popular saying "we become what we measure" haunts the education sector. Social science students should graduate with a solid basis in the knowledge and skills that will help them to become effective Social leaders.

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