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“A comparative study of the effect of emotional intelligence on the academic achievement of technical & non-technical under graduate students”

Dr. RENU YADAV

(Associate Professor & In-charge)
Department Of Education, Hindu College,
Moradabad

Abstract:

We are constantly surrounded by many types of pressures in our student life. We have to meet different types of people. There are many people in the college or college administration, with whom we have to interact for a long time to understand their behaviour. In the classroom, the behaviour of the teachers themselves also keeps changing according to the circumstances. Therefore, it is very important for students to have emotional maturity so that they can understand the feelings of people in their college or during a cognitive discussion and can behave accordingly. In the present study, we tried to know whether an aptitude like emotional maturity affects academic achievement in terms of gender or circumstances? If yes, then to what extent? So that immediate and effective solutions to the academic problems of students can be obtained.

Often researchers suggest that many students suffer from mental stress, academic problems etc. They also feel overburdened in college or classroom. As lack of emotional intelligence is manifested in the increasing incidence of violence, crime and suicide among students, becoming emotionally mature for learning is as important as being proficient in other subjects. Emotional intelligence helps students to have a sense of self-confidence, view themselves in a positive light and identify their strengths and weaknesses. Emotional intelligence makes the student responsible and develops the ability to make decisions while accepting the feelings and moods of other individuals. It also creates a sense of stability and cooperation in one's personality and enables them to know where and how to behave. Emotionally intelligent students develop a clean and useful vocabulary to recognize, respect and evaluate the underlying values of emotions.

KEYWORDS - *Emotional intelligence, academic achievement, under graduate students, emotional maturity, classroom behaviour, self-confidence.*

INTRODUCTION –

Emotional intelligence helps in social, mental and educational development of man. Whatever man has achieved since time immemorial in the fields of philosophy, art, science and technology, its source has been emotional intelligence. It is also considered responsible for educational progress to a large extent. Emotional intelligence refers to the relative measurement of one's emotional intelligence level, which is measured in a particular situation or at a particular time. Emotional intelligence is seen as a capability that helps in giving proper direction to human emotions, such as - perceiving a particular emotion, coordinating it in one's thought process, understanding it and managing it.

Emotional intelligence refers to the overall capability of a particular person (independent of itself despite being related to general intelligence), which helps him to expressing situational feelings so that he can behave and react in the desired manner. So that he can get proper solution to his problems while establishing harmony with others. From infancy to old age, man faces different type of problem and situations, and he tries to solve these problems and deal with the situations according to his intelligence and ability. This continuous process of struggle is called life. Emotions have a very important place in the mental development of students. A pleasant emotional state also increases mental health and it has a direct impact on his academic achievement. Also, all his mental powers and abilities help in working more actively. Therefore, to maintain the mental health of students, it is necessary to have positive emotional intelligence.

It is also true that there is a relationship between intelligence and adjustment capacity. When the adjustment of students increases, their self-confidence increases and they are able to overcome the difficulties arising in student life well. Increase in self-confidence and getting proper solutions to problems also has a positive effect on the academic performance of students. To maintain his existence, man has to adjust with his environment and circumstances. Emotional intelligence of the person plays a special role in adjusting with the circumstances. Therefore, attention should be paid to creating a positive environment to increase the adjustment capacity of the students and their academic performance. The extent to which a person adjusts himself in favorable and unfavorable circumstances depends on his emotional capacity. In the process of problem solving, it is very important for a person to control his own emotions. The more emotionally mature a person is, the more his problem solving will be.

STATEMENT OF PROBLEM –

“A comparative study of the effect of emotional intelligence on the academic achievement of under graduate students.”

OBJECTIVES –

1. To find out a significant difference of the impact of low level of emotional intelligence on the academic achievement between technical and non-technical under graduate students.
2. To find out a significant difference of the impact of average level of emotional intelligence on the academic achievement between technical and non-technical under graduate students.
3. To find out a significant difference of the impact of high level of emotional intelligence on the academic achievement between technical and non-technical under graduate students.

HYPOTHESIS –

1. There is no significant difference of the impact of low level of emotional intelligence on the academic achievement between technical and non-technical under graduate students.
2. There is no significant difference of the impact of average level of emotional intelligence on the academic achievement between technical and non-technical under graduate students.
3. There is no significant difference of the impact of high level of emotional intelligence on the academic achievement between technical and non-technical under graduate students.

DELIMITATION -

1. The present research has been done on Under Graduate Students of Moradabad district.
2. In the present research study, 200 Under Graduate Students of Moradabad district have been taken as a sample.
3. The present study has been applicable only for degree college students.

METHODS AND PROCEDURE OF THE STUDY –

In this study **descriptive survey method** is used.

1. TOOLS USED IN THE STUDY.

The researcher used **self made questionnaire** to measure the Emotional Intelligence & academic achievement.

2. SELECTION OF THE SAMPLE.

Stratified Random Sampling techniques are used for this study. Sample size for this study is only 100 technical & 100 non-technical under graduate student.

ANALYSIS AND INTERPRETATION OF DATA.

The Analysis of data is carefully organized by the researcher, data related to this study is tabulated and classified. The investigator used certain statistical techniques to analyse the data than was interpreted parroted on the basis of analysed facts about the study. The data collected through the tools are raw. It should be systematized and organized, I. e. Edited, classified and tabulated before it serves any purpose.

1. Impact of low level of emotional intelligence on the academic achievement between technical and non-technical under graduate students.

This section deals with comparative analysis of data, the impact of low level of emotional intelligence on the academic achievement between technical and non-technical under graduate students as given by the sample.

Table 1

The impact of low level of emotional intelligence on the academic achievement between technical and non-technical under graduate students.

Variable	Academic achievement	N	Mean	S.D.	t Value	Remark
low level of Emotional intelligence	technical under graduate students	26	41.53	2.04	2.5358	The t Value is significant at 0.05 level of significance.
	Non-technical under graduate students	26	43.96	4.44		

Table 1 reveals that for the Academic achievement mean score and S. D. of technical under graduate students is 41.53 and 2.04 respectively and mean score and S. D. of non-technical under graduate students is 43.96 and 4.44 respectively.

As per the table 1 the mean score of technical under graduate students is somewhere in range of average in Academic achievement and that of non- technical under graduate students is very near to above average Academic achievement.

The calculated t-value is 2.5358 As this value is significant at 0.05 significance level. the null hypothesis that "There is no significant difference of the impact of low level of emotional intelligence on the academic achievement between technical and non-technical under graduate students." is rejected. Thus, it may be inferred that the

academic achievement of non-technical under graduate students is better than technical under graduate students at low level of emotional intelligence. So there is significant difference in the academic achievement among the technical under graduate students and the non-technical under graduate students.

2. Impact of average level of emotional intelligence on the academic achievement between technical and non-technical under graduate students.

This section deals with comparative analysis of data, the impact of average level of emotional intelligence on the academic achievement between technical and non-technical under graduate students as given by the sample.

Table 2

The impact of average level of emotional intelligence on the academic achievement between technical and non-technical under graduate students.

Variable	Academic achievement	N	Mean	S.D.	t Value	Remark
Average level of Emotional intelligence	technical under graduate students	54	51.18	3.21	1.1415	The t Value is not significant at 0.05 level of significance.
	Non-technical under graduate students	54	52.12	5.13		

Table 2 reveals that for the academic achievement mean score and S. D. of technical under graduate students is 51.18 and 3.21 respectively and mean score and S. D. of non-technical under graduate students is 52.12 and 5.13 respectively.

As per the table 2.1 the mean score of technical under graduate students is somewhere in range of average in academic achievement and that of non- technical under graduate students is near to above average academic achievement.

The calculated t-value is 1.1415 As this value is not significant at 0.05 significance level. So the null hypothesis that "There is no significant difference of the impact of Average level of Emotional intelligence on the academic achievement between technical and non-technical under graduate students." is accepted. Thus, it may be inferred that the academic achievement of technical under graduate students as same as non-technical

under graduate students at average level of emotional intelligence. So there is not significant difference in the academic achievement among the technical under graduate students and the non-technical under graduate students.

3. Impact of high level of emotional intelligence on the academic achievement between technical and non-technical under graduate students.

This section deals with comparative analysis of data, the impact of high level of emotional intelligence on the academic achievement between technical and non-technical under graduate students as given by the sample.

Table 3

The impact of high level of emotional intelligence on the academic achievement between technical and non-technical under graduate students.

Variable		N	Mean	S.D.	t Value	Remark
High level of Emotional intelligence	Technical under graduate students	20	63.30	2.73	3.0950	The t Value is significant at 0.05 level of significance.
	Non-technical under graduate students	20	67.20	4.93		

Table 3 reveals that for the academic achievement mean score and S. D. of technical under graduate students is 63.30 and 2.73 respectively and mean score and S. D. of non-technical under graduate students is 67.20 and 4.93 respectively.

As per the table 3 the mean score of technical under graduate students is somewhere in range of above average in academic achievement and that of non- technical under graduate students is near to high academic achievement.

The calculated t-value is 3.0950 As this value is significant at 0.05 significance level. So the null hypothesis that "There is no significant difference of the impact of High level of emotional intelligence on the academic achievement between technical and non-technical under graduate students." is rejected. Thus, it may be inferred that the academic achievement of non-technical under graduate students is better than

technical under graduate students at high level of emotional intelligence. So there is significant difference in the academic achievement among the technical under graduate students and the non-technical under graduate students.

Educational Implications – The present research study concluded that at a low level of emotional intelligence, the academic achievement of non-technical students was found to be comparatively better than that of technical students. At the average level of emotional intelligence, no significant difference was found in the academic achievement of technical and non-technical students. At a high level of emotional intelligence, the academic achievement of non-technical students was found to be much better than that of technical students. Therefore, it can be said in a holistic way that emotional intelligence had a positive effect on the academic achievement of non-technical students as compared to technical students.

In the exploratory tradition of human behavior, psychologists have proved that the academic success of students depends on how well you are able to imagine the circumstances, i.e., at what high level you are able to experience the situations. Emotional intelligence connects our power of feeling with our cognition, which plays an important role in improving our level of achievement. Through emotional intelligence we experience situations, besides giving practical form to factual knowledge about situations. Therefore, it is necessary that the refinement of the current education system should be based on the practical approach of knowledge. In which such a system should be developed which ensures the difference between information and knowledge and gives more importance to emotional maturity than factual knowledge so that we can take the teaching learning process towards progressive progress and achieve the real objectives of education.

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