

## Study of Management Students' Emotional Intelligence and its Impact on Academic Achievement of Students

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### ABSTRACT:

Emotional intelligence, also known as emotional quotient or EQ, is the ability to recognize, use, and manage one's own emotions in a positive manner. A person with high emotional intelligence can manage stress, communicate effectively, empathize with others, overcome obstacles, and defuse conflict. The study sought to investigate the relationship between emotional intelligence and student academic success. To predict individual intelligence, this study used the students' CGPA (cumulative grade point average) as a variable. The Emotional quotient inventory was used to assess emotional intelligence (EQi). Emotional Intelligence (EQ) is important in both professional and personal life. Students with high levels of emotional intelligence can better manage their emotions and be compassionate to those around them. This can help them develop personal self-motivation and more effective communication skills, both of which are necessary for students to become more confident. It may be the most important integrity of all, but it is somewhat abstract, making it difficult to assess and teach. Emotional Intelligence refers to a person's ability to recognize and respond appropriately to emotions. Emotional intelligence began as an important predictor of academic achievement. The significance of the findings and future realistic research directions are briefly discussed.

Emotional intelligence and self-awareness are two keywords.

- Social consciousness.
- Self-control.
- Relationship administration.
- Academic achievement

### I. INTRODUCTION

Emotional intelligence (EI) is commonly defined as the ability to recognize, use,

comprehend, manage, and handle emotions. People with high emotional intelligence can recognize their own and others' emotions, use emotional information to guide their intuition and behavior, distinguish between different emotions and detail them appropriately, and adjust emotions to adapt to changing environments. Throughout the last century, psychologists studying intelligence have focused on its cognitive aspect. Though Thorndike's concept of social intelligence and G Gardner's intelligence were significant milestones in the explanation of the affected area I've perspective of intelligence, this type of intelligence was not quickly associated with academic achievement or life success. However, recent research has revealed that cognitive ability is not the only predictor of performance; affective development is also a significant predictor of success. According to Goleman (1998), the old yardstick of judgment, which was activity and expertise, has been replaced by a new yardstick that judges how well we handle ourselves and how well we handle others. The new rules of the workplace emphasize personal qualities such as empathy, industry, adaptability, and persuasion, rather than intellectual ability and technological expertise. Over the last two decades, new intelligence proportions known as emotional intelligence have received a lot of attention as being more responsible for success than IQ (Goleman, 1995). Peter Salovey and John D. Mayer coined the term Emotional Intelligence in their academic paper in 1990 to describe qualities such as understanding one's own and others' emotions and using this information to guide thoughts and actions (Mayer and Salovey, 1990). This concept gained popularity following the publication of Daniel Goleman's magazine Emotional Intelligence, in which he defined emotional intelligence as "abilities such as being able to stimulate oneself and perhaps the face of frustration; to control impulse and delay

enjoyment; to regulate one's mood and keep distressed from overwhelming the ability to think; to feel for and hope." Goleman, D. (1995). Emotional intelligence, in theory, refers to a collection of skills such as self-control, determination, self-motivation, and sensitivity to the feelings of others. Various scholars have defined and explained emotional intelligence in terms of models comprised of various emotional skills. Compressional intelligence refers to emotional and social skills that influence our understanding and expression of ourselves, our understanding of others and interaction with them, and our ability to deal with daily challenges. Emotional intelligence is a creative way of being that includes feelings and how those feelings are used to make good decisions. Emotional intelligence considers what one gains as one matures and learns. The interaction of the teachers/professors with students from various environments during their service careers could provide reasonable justifications for the outcome. This may have resulted in a people-oriented strategy and skill improvement in the course of such self-management activity and participation. Emotional intelligence (EI) is commonly defined as the ability to recognize, use, comprehend, manage, and handle emotions. People with high emotional intelligence can recognize their own and others' emotions, use emotional information to guide their intuition and behavior, distinguish between different emotions and detail them appropriately, and adjust emotions to adapt to changing environments.

## II. LITERATURE REVIEW:

Caruso, Mayer, and Salovey (2002) distinguished between two types of models: ability models (Mayer and Salovey's Model) and mixed models (Goleman's Model and BarOn's Model).

Mayer and Salovey (1997) proposed a four-branched model of emotional intelligence that includes the abilities to:

1. accurately perceive emotions in oneself and others
2. use emotions to facilitate thinking;
3. understand emotions, emotional language, and emotional signals; and
4. manage emotions to achieve specific goals.

Goleman (2000b) classifies emotional intelligence into four domains, each of which contains 20

competencies. The following are the four major domains:

1. Emotional Self-Awareness, Accurate Self-Assessment, and Self-Confidence are three competencies of self-awareness.
2. Self-Management, which entails six competencies: self-control, trustworthiness, conscientiousness, adaptability, accomplishment drive, and initiative.
3. Empathy, Service Orientation, and Organizational Awareness are three competencies that comprise Social Awareness.
4. Relationship Management is comprised of eight competencies: Developing Others, Influence, Communication, Conflict Management, Leadership, Change Catalyst, Bond Building, and Teamwork & Collaboration.

Emotional intelligence is defined by Baron (2006) as the emotional and social skills that influence our understanding and expression of ourselves, our understanding of others and interaction with them, and our ability to deal with daily demands.

### Research Gap:

Even though research has been conducted in various sectors, little research has been conducted in the education sector concerning students and the impact of emotional intelligence on academic performance.

### RESEARCH OBJECTIVE:

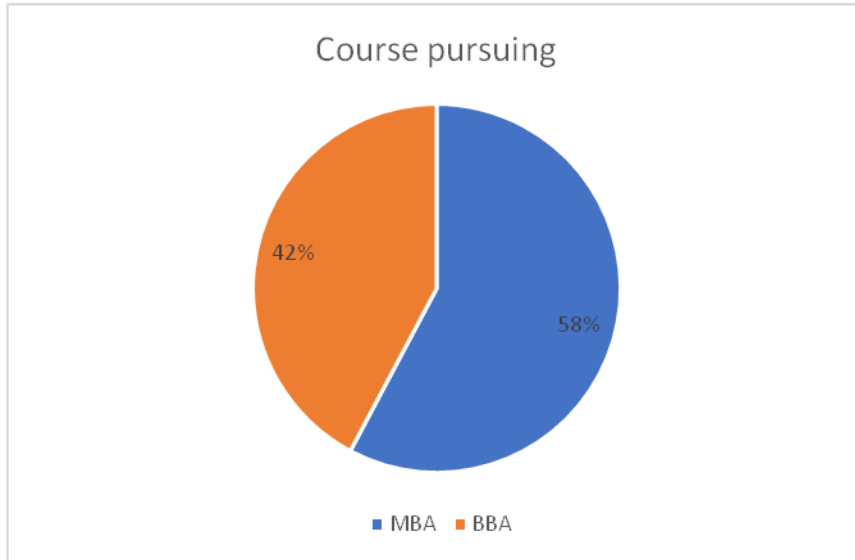
1. To assess management students' emotional intelligence.
2. To assess the impact of emotional intelligence on management students' academic performance.

### SCOPE OF THE STUDY:

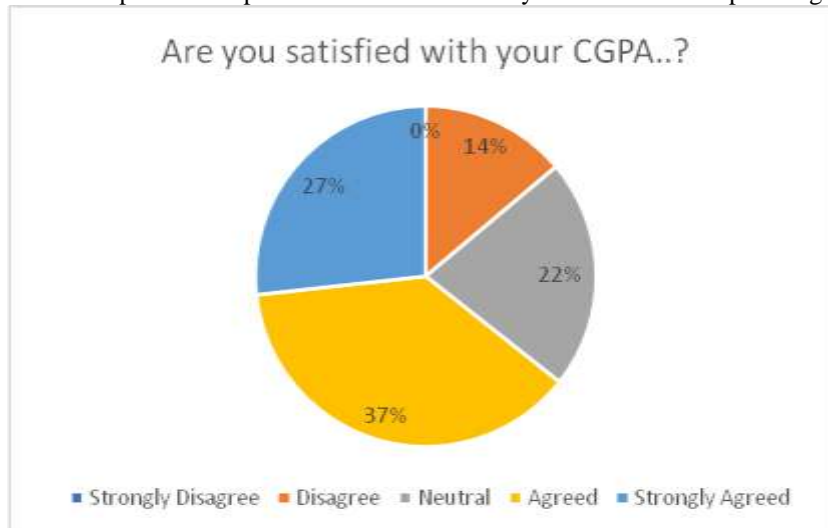
The study looks at the effect of emotional intelligence on the academic performance of management students in the Hyderabad area. The researcher examined the literature from the last ten years, from 2011 to 21.

### RESEARCH METHODOLOGY:

The findings show that students' CGPA affects their academic performance. As the CGPA rises, so does the level of academic performance of the students, and as the CGPA falls, so does the level of academic performance of the students. Correlation, regression, and ANOVA are the tools used in this study.



**Interpretation:** The above pie chart depicts the courses chosen by students/students pursuing specific courses.



**Interpretation:** The pie chart above depicts the percentage of students who are satisfied or dissatisfied with their CGPA

**CORRELATION:**

	Column 1	Column 2
Column 1	1	
Column 2	0.445056	1

**REGRESSION:**

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0.445056
R Square	0.198075
Adjusted R	0.184483

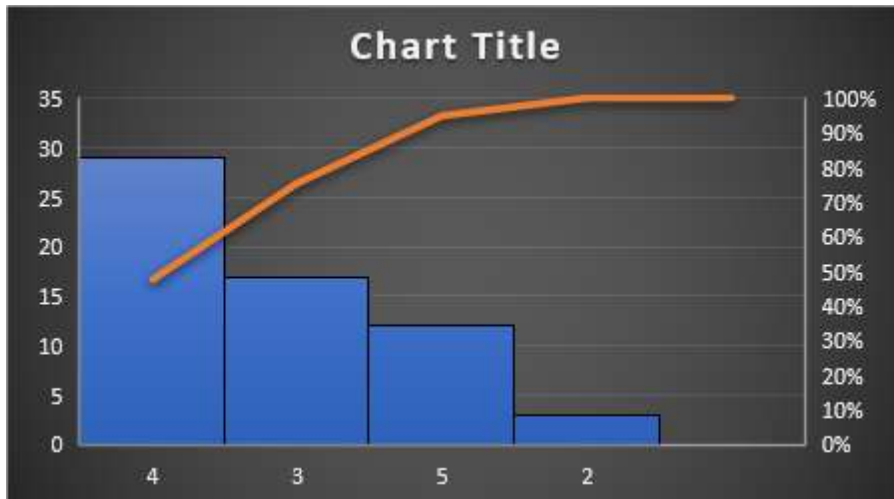
Square Standard Error	0.734014
Observations	61

ANOVA

	df	SS	MS	F	Significance F
Regression	1	7.851549	7.851549	14.57293	0.000326
Residual	59	31.7878	0.538776		
Total	60	39.63934			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	2.42331	0.373507	6.487996	1.98E-08	1.675924	3.170695	1.675924	3.170695
X Variable 1	0.362837	0.095047	3.817451	0.000326	0.172648	0.553025	0.172648	0.553025

ANNOVA:



**INTERPRETATION:** A management student's level of satisfaction is determined by the grades he or she receives. When CGPA rises, so does the level of satisfaction; when CGPA falls, so does the level of satisfaction. It is proportionately proportionate.

**SUGGESTIONS:** I can make the following suggestions:

1. Use active listening skills.
2. Experiment with ways to keep a positive attitude.
3. Self-awareness.
4. Feel empathy for others.
5. Respond rather than react.

**III. CONCLUSION:**

The findings of this study demonstrate the significance of emotional intelligence in academic performance. A significant positive correlation between emotional intelligence and academic achievement suggests that academic success is

influenced by factors other than cognitive intelligence. Educators are beginning to recognize that noncognitive skills such as emotional intelligence can play an important role in both academic achievement and life success. Academic excellence is not the only requirement for future success; communication, decision-making, leadership, and teamwork skills are also required. . Emotionally intelligent people live happier and more productive lives. Better emotional competencies in university students may lead to better educational outcomes in terms of improved academic performance, healthier personality development, and greater job success. As university graduates are expected to enter the working world after completing their studies, emotional intelligence can produce essential life skills such as effective teamwork, leadership, and management. . This study was restricted to Management students, and the randomly selected samples of management

students were not proportionate to their respective populations. These factors may limit the findings' generalizability; however, this study provides a foundation for further investigation in the field of emotional intelligence, which requires extensive research.

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