

## Emotional Intelligence and Emotional Maturity and their relationship with Academic Achievement of College Students in Sikkim

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### Abstract:

*Emotional intelligence is ability to understand, express and control one's own emotions. This ability of understanding one's own emotions makes the individual competent to understand others emotions accordingly. As individuals grow older they confront with numerous expectations from their parents, teachers and friends. They are expected to perform better in their academic along with participating in social activities. The 'pressure' of securing good position in academic may hinder their emotions. Academic achievement may be influenced by emotional intelligence and emotional maturity of the pupil. This paper is an attempt to assess emotional intelligence and emotional maturity of college students in Sikkim and further it will assess the relationship of these two variables with academic achievement of students. Tools used for the study are Emotional Intelligence Inventory by S.K. Mangal and S. Mangal and Emotional Maturity Scale by Roma Pal. Sample size was 122 which were randomly taken from the population. This study revealed highly positive correlation between emotional intelligence academic achievement and no significant correlation was found between emotional maturity and academic achievement.*

**Keywords:** Emotional Intelligent, Emotional Maturity, Academic Achievement.

### I. INTRODUCTION

Emotional Intelligence and Emotional Maturity are two different terms often confused as one. Emotional intelligence is the ability to understand, express and control one's own emotions. The capability in understanding our own emotions makes us able to understand the emotions of others'. Some researchers advocate that emotional intelligence can be learned whereas some infer that it is an inborn characteristic. Peter Salovey and John D. Mayer (1990) have defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". This definition briefs us that emotional intelligence is a subclass of social intelligence. It helps us to identify our and others' emotions, accordingly making us capable to use the information in our behaviour. Emotions should be perceived accurately, reasoned correctly, understood, and managed properly. Management of emotions is an ability to regulate emotions; it is to respond appropriately to the emotions of others. Managing emotions is a key part of emotional intelligence.

Hence it is quite clear that emotional intelligence and emotional maturity are two different aspect in human psychology. It is not necessary that an emotionally intelligent individual is emotionally mature. However, to be emotionally mature one must be emotionally intelligent. Former is understanding of emotions and latter is the application of that knowledge. Emotional maturity is not chronological as it has nothing to do with age. Emotional maturity is the ability to manage emotions and be responsible for one's behaviour; it is not controlling one's emotions but

controlling one's behaviour. Emotional maturity teaches not to choose to bury our emotions rather it trains to let out the emotions in an efficient means. Thus, the individual becomes competent to show his/her negative or positive emotions in his/her behaviour. Emotional maturity lies on a person's thoughts and behaviour and makes a person flexible, adaptive and responsible.

### II. REVIEW OF RELATED LITERATURE

Since last few years Emotional Intelligence and Emotional Maturity has gained importance in educational research. Numbers of researches were done in India and abroad as well and same has been discussed in following paragraphs. **Subbarayan and Visvanathan (2011)** revealed in their study that emotional maturity of college students was extremely unstable. **Khushvinder Kumar (2011)** found that the emotional intelligence is gender-biased whereas academic achievement is not.

**Mishra (2012), Nwadinigwe and Azuka-Obieke (2012),** revealed a positive correlation between emotional intelligence and academic achievement of secondary school students. **Chaturvedi and Kumari (2012)** found emotional maturity and emotional intelligence have significant effect on academic achievement.

**Preeti (2013)** found that the academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicated weak personality. **Roy et al. (2013)** found a low positive correlation between emotional intelligence and academic achievement motivation among class 12 students.

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**Sangtam and Talawar (2013)** revealed a significant relationship between emotional maturity and academic achievement of secondary school students. **Malik and Shujja (2013)** found a significant positive correlation between academic achievement and emotional intelligence of 4th and 8th grade students.

**Das and Ghosh (2014)** revealed that emotional maturity and academic achievement of secondary school students of rural and urban areas do not differ significantly. The study further revealed a negligible relationship between academic achievement and emotional maturity of students of rural area. Although a significant relationship between emotional maturity and academic achievement among urban students was found. **Arumugam (2014)** found that emotional maturity of B.Ed. trainees was below average. **Puar (2014)** revealed that the emotional maturity played no significant role in the academic achievement of high school students. **Mallick et al. (2014)** found extremely unstable emotional maturity in higher secondary school students. A significant difference was also found in emotional maturity between male and female students of higher secondary.

**Wani and Masih (2015)** revealed that majority of postgraduate students and research scholars of Jamia Milia Islamia University are emotionally unstable.

The above paragraphs indicate that the emotional intelligence and emotional maturity have a great influence on academic achievement of school, college and university students and on PhD scholars and B.Ed. trainees as well. Male and female students differ in emotional intelligence and emotional maturity.

### III. NEED AND JUSTIFICATION OF THE STUDY

Good academic achievement is one of the strong indicators for prospective success in students' life and it is significant in initiating a career. Right from the time when a pupil takes admission to the early elementary level until the completion of undergraduate, postgraduate or PhD level, his/her performance is assessed through academic achievement. College students' academic achievement is most important as they are on the verge of starting their livelihood. Many students opt to start earning right after completion of Bachelor degree, thus it becomes vital for them to achieve good academic grades to start a career. Even for those students who wish to continue their education must have good academic grades to find admission in universities.

Many factors influence the academic achievement of students' viz. family and school environment, parenting, attitude, study habits, motivation, cognitive and non-cognitive factors, socio-economic status of family etc. Emotional intelligence and emotional maturity may here gain an importance as influential variables to academic achievement of college students. This paper attempts to assess the emotional intelligence and emotional maturity of college students in Sikkim. This paper will further evaluate the relationship of these two variables with college students' academic achievement.

### IV. OPERATIONAL DEFINITION OF THE KEY TERMS USED

- i. Emotional Intelligence:** It is an ability to identify and manage one's own emotions and the emotions of others. In this study, it refers to the ability of college students to understand their emotions and that of others'.
- ii. Emotional Maturity:** It is an ability to respond to situations in positive manner by controlling emotions and behaving rationally. In this study, it refers to the ability of college students to regulate their emotions and control their behaviour.
- iii. Academic Achievement:** It refers to students' grade points who are studying in different colleges in Sikkim that are affiliated to Sikkim University. In this study, it is reflected in students' CGPA of session 2013-16 who were pursuing Bachelor of Arts.

### V. OBJECTIVES OF THE STUDY

1. To assess Emotional Intelligence of College Students.
2. To assess Emotional Maturity of College Students.
3. To assess Academic Achievement of College Students
4. To assess relationship of Emotional Intelligence with Academic Achievement of College Students.
5. To assess relationship of Emotional Maturity with Academic Achievement of college Students.
6. To draw out implications and suggestions.

### VI. NULL HYPOTHESES

- H0 1. There is no significant relationship between Emotional Intelligence and Academic Achievement of College Students.
- H0 2. There is no significant relationship between Emotional Maturity and Academic Achievement of College Students.

### VII. DELIMITATION OF THE STUDY

The present study is delimited to students studying in two Degree Colleges in Sikkim. These colleges are Namchi Government of College in South district and Gyalshing Government College in West district of Sikkim. These colleges are affiliated to Sikkim University.

### VIII. METHODOLOGY

Descriptive quantitative method of research was applied to conduct the present study. Population comprises of all students of 6th semester pursuing Bachelor of Art in two colleges<sup>1</sup> (2013-16 session). Sample was drawn out randomly from the population. Following Table: 1 shows population and sample of the study:

**Table: 1** Population and Sample of the Study

Sl. No.	District	Name of the College	Total No. of Students	Sample taken for Study
	South	Namchi Government College	290	96
	West	Gyalshing Government College	82	26
		<b>Total</b>	<b>372</b>	<b>122</b>

<sup>1</sup>Namchi Government College and Gyalshing Government College

Following tools were used for collecting data:

- a) Emotional Intelligence Inventory constructed by Mangal and Mangal.
- b) Emotional Maturity Scale constructed by Roma Pal.

Investigators collected marks obtained by the students pursuing BA of session 2013-16 from colleges under study. Collected data were analysed by applying statistical technique co-efficient of correlation in SPSS 16.0.

### IX. DATA ANALYSIS AND INTERPRETATION

The mean score was used for each variable to determine its status under the sample. The values of standard deviation were used to measure the dispersion of scores in the distribution.

**Emotional Intelligence:** Following Table: 2 shows the levels of emotional intelligence of college students.

**Table: 2** Levels of Emotional Intelligence of College Students

C.L	F	Statistics	Limit of Scores	No.	%	Interpretation*
81-90	1	N=122 M=69 SD=5.06	76 & above	11	9.02	High Range
71-80	43		65-75	89	72.95	Normal Range
61-70	72			64 & below	22	18.03
51-60	6					
<b>i=10</b>	<b>N=122</b>			<b>122</b>	<b>100</b>	

\*According to the manual

The above table shows that:

- i. There are 11 students (9.02%) who are having high range in emotional intelligence.
- ii. The majority of 89 students (72.95%) are having normal range in emotional intelligence.
- iii. There are 22 students (18.03%) who are having low range in emotional intelligence.

**Emotional Maturity:** Following Table: 3 shows levels of emotional maturity of college students.

**Table: 3** Emotional Maturity of College Students

C.L	F	Statistics	Limit of Scores	No.	%	Interpretation*			
161-170	3	N=122 M=119.03 SD=18.78	107-240	93	76.23	Extremely Unstable			
151-160	4								
141-150	11		89-106	24	19.67	Unstable			
131-140	12								
121-130	25	81-88	03	2.46	Moderately Stable				
111-120	26								
101-110	22					50-80	02	1.64	Extremely Stable
91-100	14								
81-90	3								
71-80	2								
<b>i=10</b>	<b>N=122</b>			<b>122</b>	<b>100</b>				

\*According to the manual

The above table shows that:

- i. There are only 2 students (1.64%) who are extremely stable in emotional maturity.
- ii. Only 3 students (2.46%) are moderately stable in emotional maturity.
- iii. There are 24 students (19.67%) who are unstable in emotional maturity.
- iv. The majority of 93 students (76.23%) are extremely unstable in emotional maturity.

**Academic Achievement:** Following Table: 4 shows of students' achievement in B.A course

**Table: 4** Academic Achievement (CGPA) college students of Session 2013-16 (June, 2016)

C.L	F	Statistics	Limit of Scores	No.	%	Interpretation
90-100	0	N=122 M=56.16 SD=10.40	61% & above	12	9.84	High Achievers
80-89	0					
70-79	0		41% - 60%	106	86.89	Average Achievers
60-69	16					
50-59	88					
40-49	14		40% & below	4	3.28	Low Achievers
30-39	0					
20-29	0					
10-19	0					
0-9	4					
<b>i=10</b>	<b>N=122</b>			<b>122</b>	<b>100</b>	

The above table shows that:

- i. Majority of college students (86.89%) are average achievers.
- ii. High achievers constitute 9.84% of total population.
- iii. Only 3.28% of students are low achievers.

**Relationship between Emotional Intelligence and Academic Achievement:** Following Table: 5 shows co-efficient of correlation between emotional intelligence and academic achievement.

**Table: 5** Co-efficient of Correlation between Emotional Intelligence and Academic Achievement

Variable Involved	Sample Size (N)	Computed Value of r	Table Value of r	Df	Significant of Level
Emotional Intelligence X Academic Achievement	122	.864	.232	120	0.01

The above table shows that the null hypothesis (H0) is rejected. This reveals that there is a significant positive correlation between college students' emotional intelligence and their academic achievement. There exists highly positive correlation between the two variables.

**Relationship between Emotional Maturity and Academic Achievement:** Following Table: 6 shows co-efficient of correlation between emotional maturity and academic achievement.

**Table: 6** Co-efficient of Correlation between Emotional Maturity and Academic Achievement

Variable Involved	Sample Size (N)	Computed Value of r	Table Value of r	Df	Significant of Level
Emotional Maturity X Academic Achievement	122	.094	.232	120	NS

The above table shows that the null hypothesis (H0) is accepted. This reveals that there is negative correlation between college students' emotional maturity and their academic achievement.

## X. FINDINGS OF THE STUDY

The major findings of the study are:

1. Majority (72.95%) of college students are having normal range in emotional intelligence, followed by 18.03% of students who are having low range in emotional intelligence. Only 9.02% of college students are having high range in emotional intelligence.
2. Majority (76.23%) of college students are extremely unstable in emotional maturity, followed by 19.67% of students who are unstable in emotional maturity. A least number of college students are moderately stable and extremely stable in emotional maturity, 2.46% and 1.64% respectively.
3. Majority (86.89%) of college students are average achievers and 9.84% of them are high achievers. Only 3.28% of students are low achievers.
4. Highly positive correlation was found between college students' emotional intelligence and their academic achievement. It means that higher the range in emotional intelligence better will be the academic achievement.
5. No correlation was found between college students' emotional maturity and their academic achievement.

## XI. DISCUSSIONS AND SUGGESTIONS

1. Emotional intelligence has great impact not only on academics but also in future success. This study brings out implications for concern bodies to emphasize on the development of emotional intelligence among college students. There is a need to make students understand and identify their own emotions and emotions of others'.
2. Emotional maturity too plays a vital role in future success. The concern authorities may initiate guidance and counselling services in colleges to sensitize young students about their emotions to have control on their behaviour.
3. Counselling services may be provided to teachers as well. Teachers with balanced emotions can take care of students' emotional problems in suitable way.
4. Students having backlog or 'zero-semester' may be given due care and guidance. Proper counselling and suggestions may help them overcome the stress.
5. Teaching methodologies may be given due concern to maintain a balance between emotions and advancement in curriculum.

## XII. CONCLUSION

This study is limited to two Government Degree Colleges and sample comprised of 122 students. In future, studies can be done by taking more colleges and more samples. Technical and medical colleges, secondary and senior secondary schools may also be taken as population. Moreover,

comparative studies can be done and differences between male and female students' emotional intelligence and emotional maturity may be assessed along with their academic achievement. Having limited focus, this study may provide certain guidelines for similar studies in future.

Human beings cannot ignore their emotions. In some way or other we have to let out our pent up emotions. Emotionally aware individual can handle emotions and execute positively without hurting others. Execution of emotions towards right channel can make a productive change in individual's life and help him/her to adjust in his/her surroundings. Emotionally stable person can take right decision. Behaviour can be controlled and moulded by having proper consideration on emotions. Emotional intelligence and emotional maturity are key skill for a balanced personality and a successful career.

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