

Emotional Intelligence (Ei) And Academic Engagement

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Abstract

Emotional intelligence is an important element of one's personality and performance. It generate sincere inclination and level of engagement in any task. With this view, the current study is attempting to examine how much EI is relevant and important for 'academic engagement (AE)' for university students. A survey is conducted on 330 university students pursuing their professional degree with a structured questionnaire using renowned EI scale of 'Daniel E Feldman (1999) with 20 items and EE scale of Schaufeli et al. (2006) with 17 items. For academic engagement Schaufeli's 'employee engagement' scale is slightly modified for its best fit in the study. EI has significant impact on AE with positive correlation. Female students' level of EI& AEis found higher than male students. Emotionally intelligent students show higher academic engagement thus better in performance.

Keywords- Emotional Intelligence, Academic Engagement, Students, Universities.

Abbreviation

EE : Employee Engagement

EI : Emotional Intelligence

AE : Academic Engagement

EQ : Emotional Quotient

Introduction

Emotional intelligence is highly studied parameter among psychological researchers and have ability to influence various personality traits like- attitude, decision making, social skills, work engagement, performance etc. It is about the having balanced thinking and efficiently managing emotions under certain situations (Benko, 2020). Emotional intelligence and engagement goes parallel and researches have proven a close relationship between them. Emotional intelligence improves person's mental ability to handle situations, controlling emotions and behavioral

modulation as per others' behavior and response (Deshwal, 2015). It also increases inner capabilities of someone for effective decision making, performance and consistency. Emotional intelligence covers every area in which academics is also involved. High emotional intelligence of students shows consistent approach, better performance and confined behavior. It has been observed in many studies that students with higher EI are better in performance and shows consistent engagement in their tasks (Deepa, 2008). Emotional intelligence promote classroom engagement of students thus results into greater academic performance. Academic engagement is crucial and has been studied from multi-angles. The combination of emotional intelligence and academic engagement is preferably examined to understand with what intensity EI can influence academic engagement of university students (Uncapher, 2019).

Literature Review

Emotional intelligence leads to empathetic behavior which helps someone to get absorbed in any environment or a group. Emotionally intelligent person easily find the way to win others' heart by understanding their emotions and feelings. It is because, emotionally intelligent people carry high social skills that buildup higher social connections (Sitar, 2006). It also leads to self-motivation and self-awareness. Students with higher EI are tend to have better control on their performance and self-aware about their qualities and capabilities. They reflect positive attitude towards learning and development (Shanthakumary, 2010). The level of engagement can be predict through degree of emotional intelligence of a person. In academics, students' engagement leads to more predictable performance but engagement derives from level of emotional stability and maturity. The performing students are found to be more active and engaged due to their higher EI and EQ (Thompson, 2017). Handling emotions at workplace irrespective what and where it is, is important for controlling disruptive behavior, disputes and conflicts. These leads to unwanted efficiency loss and poor performance. At universities level, the academic engagement of students play vital role for their career achievements. Hence, study of emotional intelligence become crucial as it directly influence academic engagement of the students (Jossey-Bass, 2010).

Objectives

1. Measure the level of EI of university students based on 'gender and type of university'.
2. Measure the level of AE of university students based on 'gender and type of university'.
3. Study the impact of EI on AE.

Hypothesis

H01: 'Emotional Intelligence' has no significant impact on 'Academic Engagement' of university students

Methodology

Descriptive research method is adopted to investigate the level of impact of EI on AE using targeted respondents of 330 university students from 'Madhya Pradesh' India. The research is primary data centric collected from 11 different universities (both government and private) of the

state. Two very renowned and popular questionnaire scales are used for EI and AE. The structured questionnaire is prepared using renowned EI scale of ‘Daniel E Feldman (1999) with 20 items and EE scale of Schaufeli et al. (2006) with 17 items. The employee engagement scale’s questions are slightly modified in order to use them for measuring ‘academic engagement’ keeping their intensity and sense remain same. For analysis, ‘Regression Analysis and Graphs’ have been used.

Following conceptual model are proposed based on research objectives and question-

The level of EI and AE is measured through ‘mean scores’ of the respondents using two parameters viz. ‘Gender and Type of University’.

Fig 1- Emotional Intelligence based on Gender

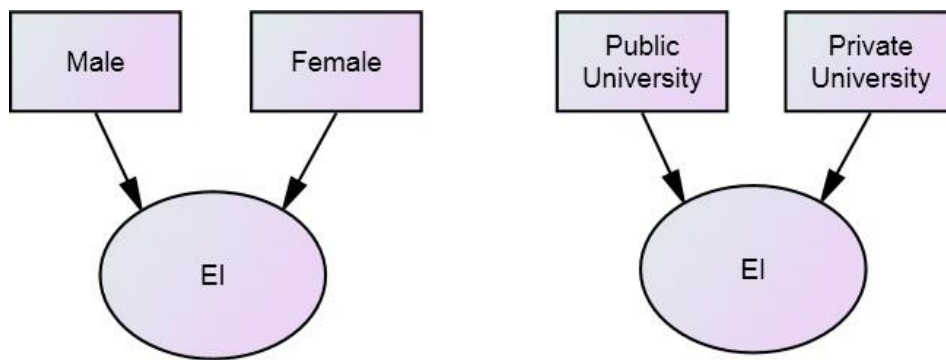


Fig 2- Academic Engagement based on Type of University

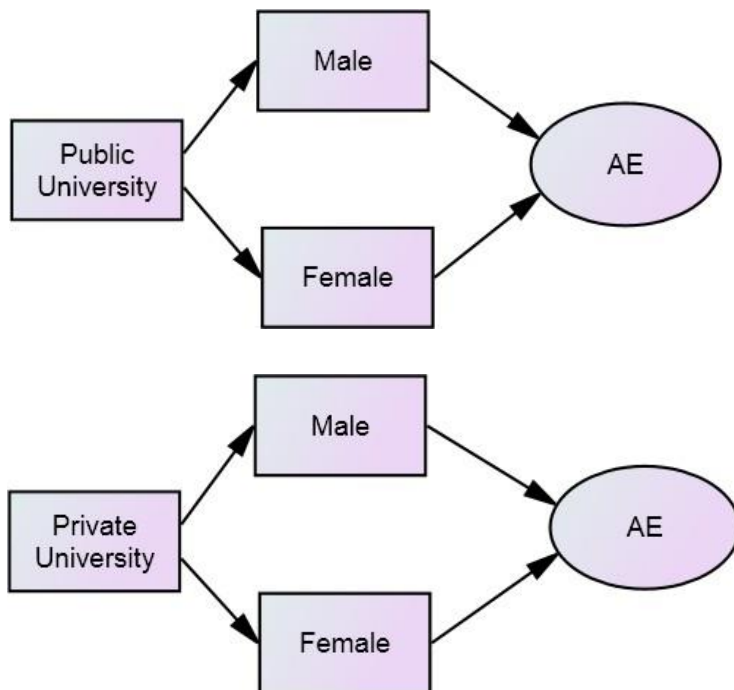
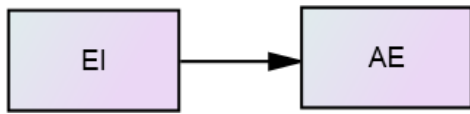


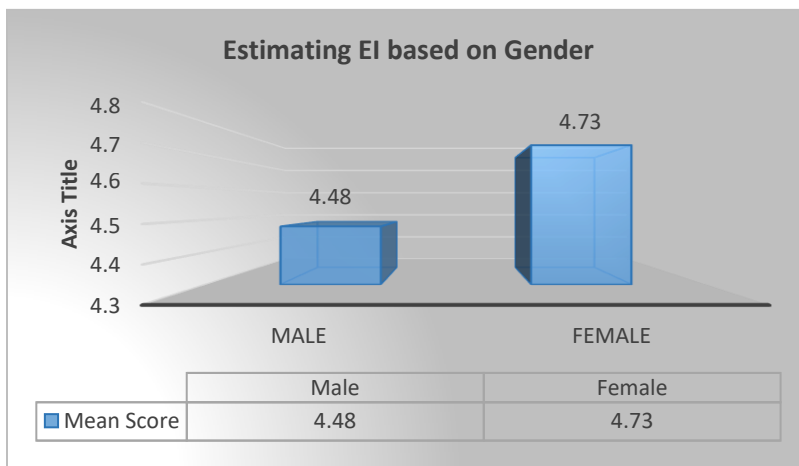
Fig 3- Measuring Level of Impact of EI on AE



Analysis

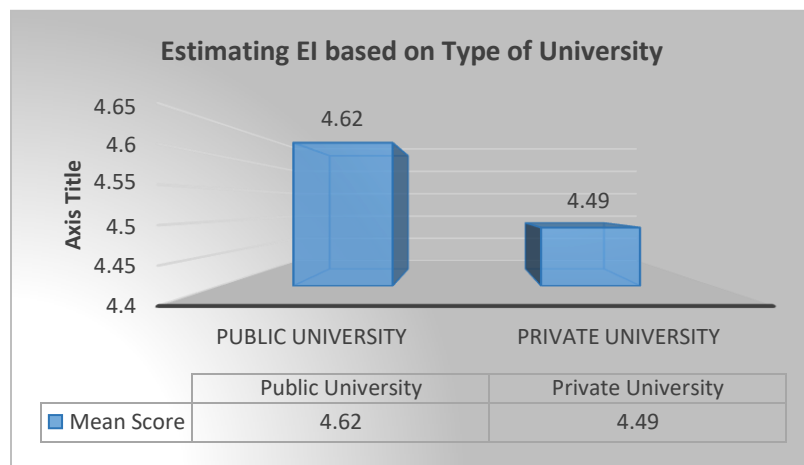
Objective 1- Measure the level of EI of university students based on ‘gender and type of university’.

Graph 4- Level of ‘EI’ based on Gender



The level of EI of university students is measured through ‘mean scores’ and found that there is a significant difference between ‘male and female’ students. The mean score of ‘female’ is found M= 4.73 as compare to ‘male’ M= 4.48. Female university students are comparatively more stable and mature in managing emotions (EI) than ‘male’ students. The level of EI for both the categories is high. The result shows, university students are emotionally mature and capable to handle their emotions in every situation. Higher EI helps them in controlling emotions and come out of the situations of stress and mental block. High EI also ensure sincerity and concentration on studies.

Graph 5- Level of ‘EI’ based on Type of University



Considering the ‘type of university’ a mediating factor the study found significant difference in the level of EI of students. ‘Public University’ students’ EI is found higher than ‘Private University’ students. The mean score of ‘Public University’ is found $M=4.62$ comparing to $M=4.49$. Students in ‘Public University’ are found emotionally strong and capable of managing emotions. The overall level of EI is higher in both the categories, students are emotionally strong and intelligent.

Objective 2- Measure the level of AE of university students based on ‘gender and type of university’.

Table 6- Level of ‘AE’ based on ‘Gender and Type of University’

Estimating 'AE' based on Type of University						
Parameter	Public university M= 4.72			Private University M= 4.53		
Category	Male	Female	SD	Male	Female	SD
Mean Score	4.57	4.68	0.3247	4.61	4.63	0.7584

Academic Engagement (AE) is measured from two angles one- based on gender and second-based on type of university. The result reveals that, ‘Public University’ ($M= 4.72$) students’ AE is higher than ‘Private University’ ($M= 4.53$) students. The academic involvement and engagement is higher in public universities and students are emotionally strong than private universities. Higher AE ensures more predictive academic performance and higher grades. On the other hand, gender based analysis reveal that ‘female’ students in both ‘public and private universities’ are found better in AE than ‘male’ students, but the difference in the mean scores are not significant. This means, level of AE of students are almost similar.

Objective 3- Study the impact of EI on AE.

H01: ‘Emotional Intelligence’ has no significant impact on ‘Academic Engagement’ of university students

Table 7- Descriptive

Descriptive Statistics			
	Mean	Std. Deviation	N
Academic Engagement	4.4259	2.17430	330
Emotional Intelligence	4.4536	.37074	330

Table 8- Correlation Test

		Academic Engagement	Emotional Intelligence
Pearson Correlation	Academic Engagement	1.000	.274
	Emotional Intelligence	.274	1.000
Sig. (1-tailed)	Academic Engagement	.	.029
	Emotional Intelligence	.029	.
N	Academic Engagement	330	330
	Emotional Intelligence	330	330

Table 9- Model Summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.174 ^a	.165	.162	2.17165	.005	1.805	1	328	.018

a. Predictors: (Constant), Emotional Intelligence

Null hypothesis H01 is rejected with sig. value $0.018 < 0.05$. The test is observed significant at 5% level of significance and reveals that EI has significant impact on AE. The Pearson correlation value is found .274 (27%) which is not so strong but still play considerable role. Adjusted R square value is .162 which denote that EI influence AE with 16%. It means EI has 16% predictable power to predict AE of university students. The mean score for EI and AE are found $M=4.4259$ and $M=4.4536$ respectively. The result shows positive correlation between the variables and students can enhance their academic engagement through improving emotional intelligence level.

Findings

‘Emotional Intelligence’ is widely discussed and researched term all across the world and in almost all industry and sectors. The current study investigated the role and impact of EI on AE of university students and found that ‘Gender’ play important role in EI. Female students are found with higher EI than male students. Female students are emotionally strong and intelligent than male students. The overall EI level is found higher in ‘public universities’ than ‘private universities’. It means, public university students especially ‘female’ have higher EI level. ‘Academic Engagement’ is found higher in ‘public universities’ it may be because their EI is also higher than private university students. The study found differences between gender and type of university with respect to academic engagement of students. Again ‘female’ student have higher engagement in both the universities. The study found significant impact of EI on AE. Academic engagement can be predict from level of EI of students.

Conclusions

‘Emotional Intelligence’ is an important determinant of ‘Academic Engagement’ across students’ community. The research proves that, EI has ability to predict student’s level of academic engagement in universities. Emotionally intelligent people are comparatively strong, confined and focused for their academic performance and achievement, thus reflect higher academic engagement.

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