

**Relationship between Emotional Intelligence in relation Leadership Characteristics and Academic Performance of college students.**

**Dr.Purnima .P.Pattanshetti,Chairperson,  
P.G.Department of Studies in Education,  
R.C.University,Vidya Sangama,Belagavi. Karnataka,India.**

**Smt.Neelambike.M.Huddar. Research Scholar,  
P.G.Department of Studies in Education,  
R.C.University,Vidya Sangama,Belagavi. Karnataka,India.**

**Abstract:**The present study reveals that differences with regard to Emotional Intelligence and Leadership Characteristics and Academic Performances of college students. Simple random sample method used to collect data. Pre-comp college students of Belgavi District, Karnataka acted as samples. 75 male students and 75 female students responded correctly. Hypotheses were formulated to see the gender differences with respect to Emotional Intelligence, Leadership Characteristics and Academic Performance. SPSS software used to calculate data. To find gender difference t test used and to find correlation Karl Pearson coefficient method used. Female students scored as compare to male students with respect to Emotional Intelligence and Leadership Characteristics and Academic Performance. There is significant positive correlation between Emotional Intelligence and Leadership Characteristics and Academic Performance.

**Key words:** Academic Performance, Academic Achievement. Cognitive ability, Emotional Intelligence, Leadership Characteristics,

## INTRODUCTION

In present global world, education system become very competitive. Students need to face all challenges in their day today life through educational knowledge. They need to perform academically effective. Students should be emotionally healthy and also show their academic result in excellent way. They are suffering from some educational problems, stress and strain because of conflicts and pressure of parents they may lac in their academics. Now a days parents pressurizing their children to get excellent academic result. Also they does gender disparities among these. So the present study reveals gender differences and correlation with regard to Emotional Intelligence Leadership characteristics and Academic Performance. Researcher gone through many reviews In a study on relationship between Emotional Intelligence and Academic Achievement conducted by Caprara (2000) and his colleagues in the journal, Psychological Science (July 2000, Vol. 11, No. 4, pp. 302), found that emotional intelligence skills actually were a major significant predictor of later academic achievement. The research shows that there is a strong connection between emotional intelligence and academic achievement. study on Emotional Intelligence Academic Performance, and Cognitive Ability by Schutte et al. (1998) found that scores on a self-report measure of emotional intelligence completed at the beginning of the academic year significantly predicted grade point average at the end of the year. In a study by Rozell, Pettijohn, & Parker (2002), there was a small, but significant relationship between academic success, as measured by grade point average, and three out of the five factors within the utilized emotional intelligence scale utilizing the Goleman (1995, 1998) scale. Petrides, Frederickson, and Furnham (2004) looked at the relationships among trait emotional intelligence, academic performance, and cognitive ability in a sample of 650 British secondary education students (Grade 11). They found that emotional intelligence moderated the relationship between academic performance and cognitive ability. The Relationship between Emotional Intelligence and Academic Achievement in Eleventh Graders. By Nada Salem Abisamra Instructor: Dr. H. Williford Auburn University at Montgomery Research in Education FED 661 March 3, 2000 .We are at the beginning of a new century, and intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child/student has become the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. The Multiple Intelligences theory has been introduced by Howard Gardner (1983), and the Emotional Intelligence theory by Mayer & Salovey (1990) then Goleman (1995). IQ alone is no more the only measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995). The purpose of this study is to see whether there is a relationship between emotional intelligence and academic success. Do high achievers in 11<sup>th</sup> grade have a high emotional intelligence level or isn't there any relationship between their achievement and their emotional intelligence? So, the population of this study will be the 11<sup>th</sup> graders in Montgomery, Alabama. The sample will be 500 11<sup>th</sup> graders-- boys and girls-- from public and private schools in Montgomery, Alabama. The sampling will be stratified, making sure that schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. The sample will be given the BarOn Emotional Quotient Inventory (EQ-i) which is the first scientifically developed and validated measure of emotional intelligence. The BarOn EQ-i consists of 133 items and takes approximately 30 minutes to complete. We shall calculate the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards we shall compare these grades with the Emotional Intelligence level of each student, to see whether there is a relationship between emotional intelligence and academic achievement or not, in order for us to be able to accept or reject hypothesis. The Relationship Between Emotional Intelligence and Academic Success,by

Maryam Meshkat, Emotional intelligence is defined as a construct involving the ability of an individual to monitor their own and others' emotions, to discriminate among the positive and negative effects of emotion, and to use emotional information to guide their thinking and actions. This study was carried out to find the relationship between emotional intelligence (EI) and academic success and the association between emotional intelligence and major of study. The scores obtained on EQ-i and the GPA of 187 students of physical education, chemistry, mathematics, English and medicine were correlated.

## METHODOLOGY

### A)Hypotheses:

1. There is no significant difference between male and female students with respect to Emotional Intelligence. 2. There is no significant difference between male and female students with respect to Leadership Characteristics. 3. There is no significant difference between male and female students with respect to Academic Performance. 4. There is no significant relationship between Emotional Intelligence, Leadership characteristics and Academic performance of all students.

5. There is no significant relationship between Emotional Intelligence, Leadership characteristics and Academic performance of male students. 6. There is no significant relationship between Emotional Intelligence, Leadership characteristics and Academic performance of female students

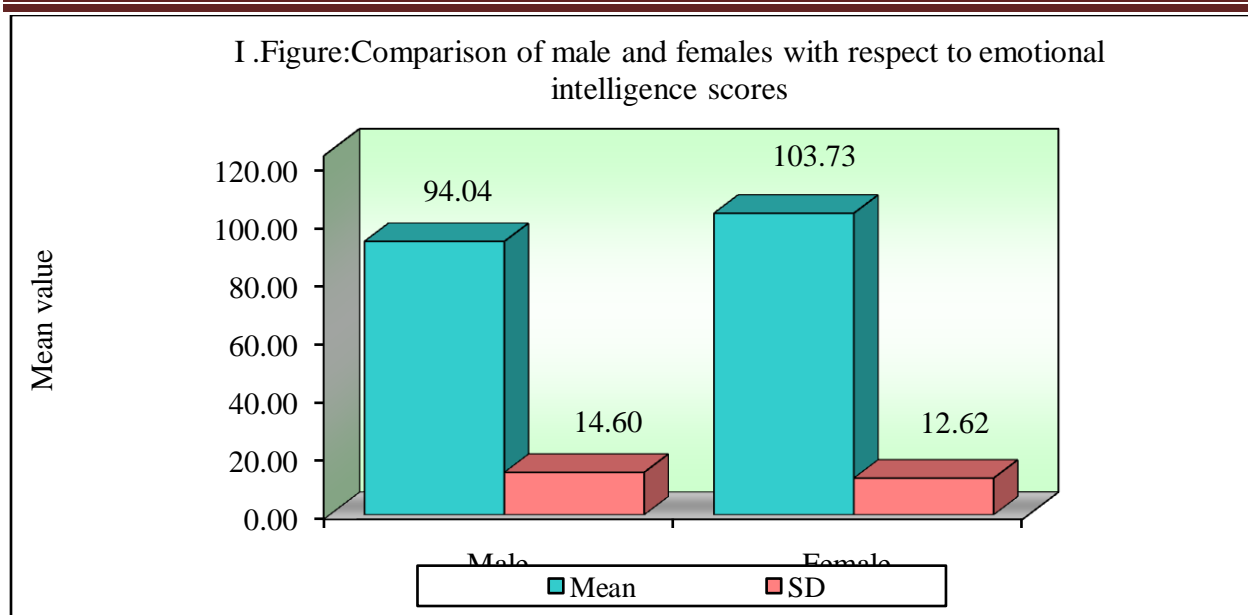
**B)Samples and Tools:** Students of Pre-omposite college students of Belagavi District, Karnataka, India, are acted as samples. Researcher followed simple random sampling method to collect data. Emotional Intelligence questionnaire followed by likert five point scale and Self prepared Leadership characteristics scale with three point scale and Academic Performance also three point scale used to collect data. Tools are refined under three level. First level with experts, Second level with Professors. Again these questionnaires refined by conducting pilot study with only 40 samples And validity and reliability was tested. With the help of SPSS software calculation done T'-test was made to find differences and Karl Pearson coefficient of correlation method used.

### C)Data analysis

I. Table: Comparison of male and females with respect to emotional intelligence scores by t-test

Group	n	Mean	SD	t-value	p-value	Signi.
Male	75	94.04	14.60	-4.3499	0.00001	S
Female	75	103.73	12.62		<0.05	

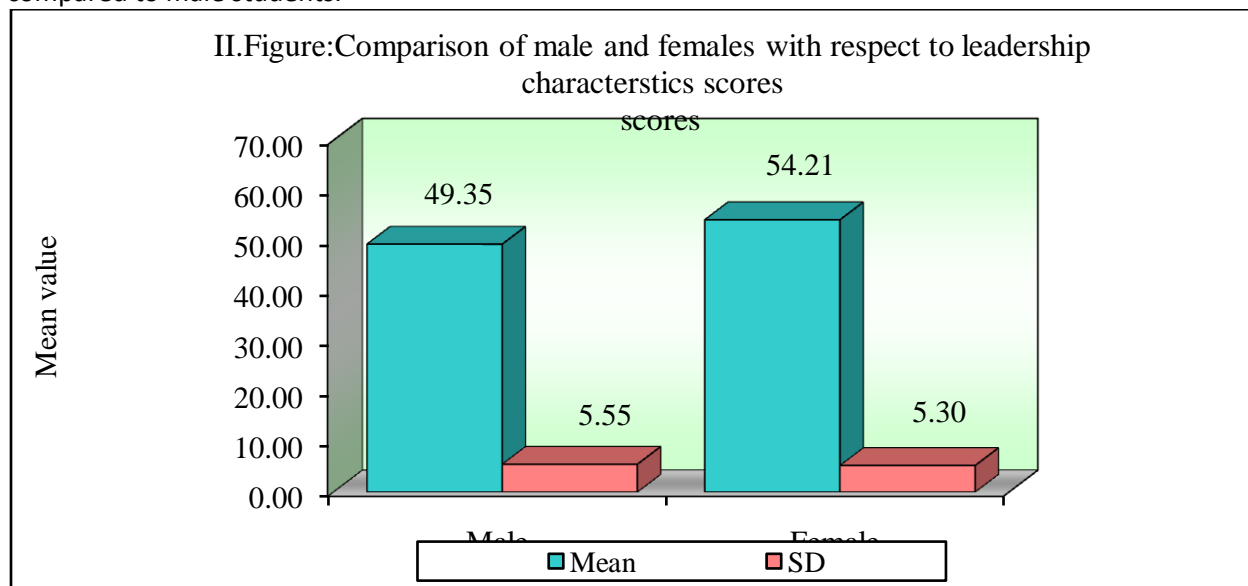
A significant difference was observed between male and female students with respect to emotional intelligence scores ( $t=-4.3499$ ,  $p<0.05$ ) at 5% level of significance. Hence, the hypothesis is rejected. It means that, the emotional intelligence scores are significantly higher in female students as compared to male students.



II. Table: Comparison of male and females with respect to leadership characteristics scores by t-test

Group	n	Mean	SD	t-value	p-value	Signi.
Male	75	49.35	5.55	-5.4923	0.00001	S
Female	75	54.21	5.30		<0.05	

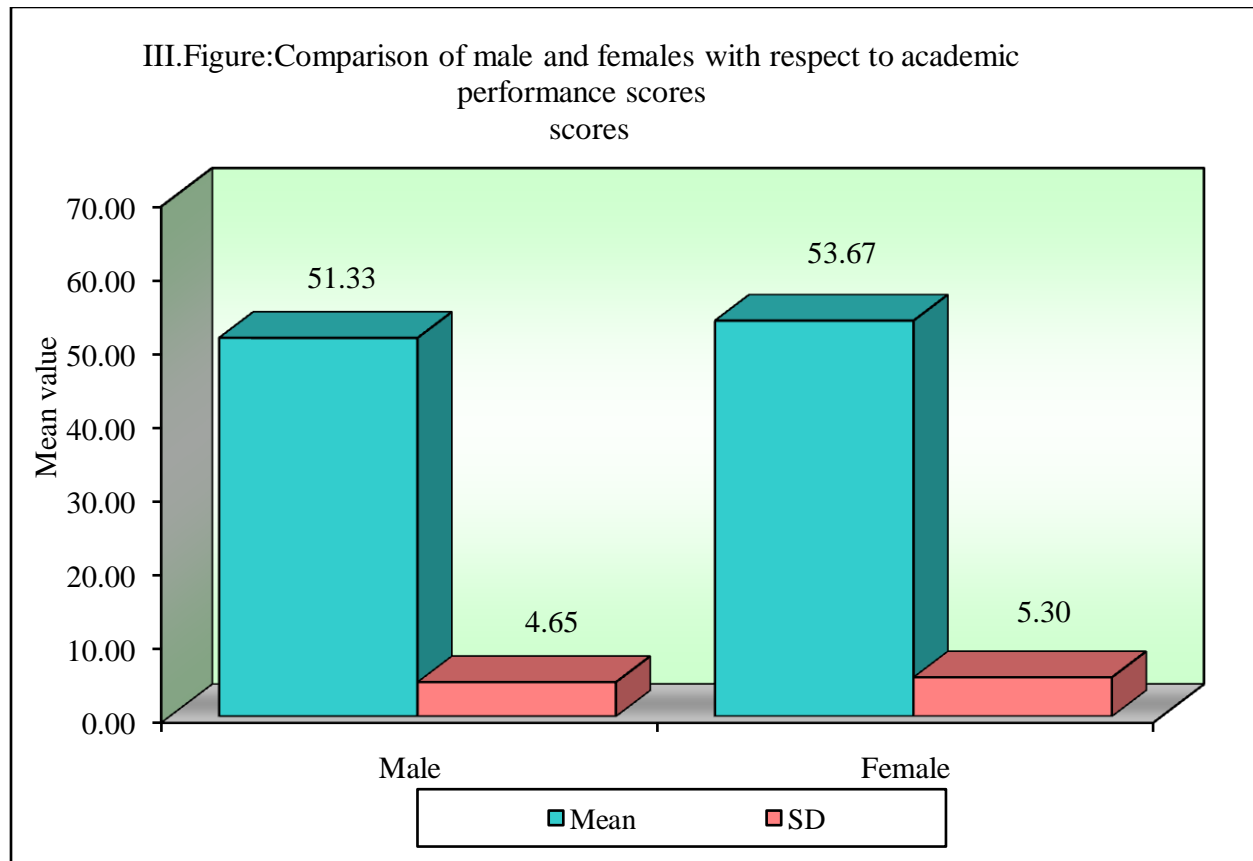
A significant difference was observed between male and female students with respect to Leadership Characteristics scores ( $t = -5.4923$ ,  $p < 0.05$ ) at 5% level of significance. Hence, the hypothesis is rejected. It means that, the Leadership Characteristics scores are significantly higher in female students as compared to male students.



III.Table: Comparison of male and females with respect to academic performance scores by t-test

Group	n	Mean	SD	t-value	p-value	Signi.
Male	75	51.33	4.65	-2.8650	0.0048*	S
Female	75	53.67	5.30		<0.05	

A significant difference was observed between male and female students with respect to Academic Performance scores (  $t = -2.8650$ ,  $p < 0.05$ ) at 5% level of significance. Hence, the hypothesis is rejected. It means that, the Academic Performance scores are significantly higher in female students as compared to male students.



IV.Table: Correlation between emotional intelligence, leadership characteristics and academic performance scores in total samples by Karl Pearson's correlation coefficient method

Variables	Emotional intelligence	Leadership charactersics	Academic performace
Emotional intelligence	-		
Leadership characteristics	$r=0.7540^*$	-	
Academic performance	$r=0.5553^*$	$r=0.5731^*$	-

\* $p < 0.05$

A significant positive relationship was observed between emotional intelligence and leadership characteristics and academic performance scores of all students ( $r=0.7540$ ,  $p < 0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the emotional intelligence and

leadership characteristics and academic performance scores of all students are dependent on each other.

V.Table: Correlation between emotional intelligence, leadership characteristics and academic performance scores in **male samples** by Karl Pearson's correlation coefficient method

Variables	Emotional intelligence	Leadership characteristics	Academic performance
Emotional intelligence	-		
Leadership characteristics	$r=0.8309^*$	-	
Academic performance	$r=0.5926^*$	$r=0.5902^*$	-

\* $p<0.05$

A significant positive relationship was observed between emotional intelligence and leadership characteristics and academic performance scores of male students ( $r=0.8309$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the emotional intelligence and leadership characteristics and academic performance scores of male students are dependent on each other.

VI.Table: Correlation between emotional intelligence, leadership characteristics and academic performance scores in **female samples** by Karl Pearson's correlation coefficient method

Variables	Emotional intelligence	Leadership characteristics	Academic performance
Emotional intelligence	-		
Leadership characteristics	$r=0.5813^*$	-	
Academic performance	$r=0.4597^*$	$r=0.4974^*$	-

\* $p<0.05$

A significant positive relationship was observed between emotional intelligence and leadership characteristics and academic performance scores of female students ( $r=0.5813$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the emotional intelligence and leadership characteristics and academic performance scores of female students are dependent on each other.

## RESULTS AND DISCUSSIONS

1.A significant difference was observed between male and female students with respect to emotional intelligence scores ( $t=-4.3499$ ,  $p<0.05$ ) at 5% level of significance. Hence, the hypothesis is rejected. It means that, the emotional intelligence scores are significantly higher in female students as compared to male students. Females scored in the area self awareness and empathy and social skills. According to Dan Goleman, in his article 'Are Women More Emotionally Intelligent Than men? Published on April 29,2011,Empathy has three kinds.1.Cognitive empathy-being able to know how the other person sees things.2.Emotional empathy- feeling what the other person feels.3.Sympathy or empathic concern-being ready to help someone in need.Here Women tend to be better at Emotional empathy than men in general. This kind of empathy fosters rapport and chemistry in the institutions. People who excel in emotional empathy make good counselors, teachers, and group leaders, heads of institutions because this ability to sense in the moment how others are reacting.

2.Neuroscientists tell us one key to empathy is brain region called in insula, which senses signals from our whole body. When we're empathizing with someone, our brain mimics what that person feels, and the insula reads that pattern and tells us that feeling is its a brain difference.

3. A significant difference was observed between male and female students with respect to Leadership Characteristics scores ( $t = -5.4923$ ,  $p < 0.05$ ) at 5% level of significance. Hence, the hypothesis is rejected. It means that, the Leadership Characteristics scores are significantly higher in female students as compared to male students. Female students scored in the area 'motivation' 'influential task' The echoes a discovery by scientists who study primates. When a chimp sees another chimp who is upset, say from an injury, she mimics the distress, a way of showing empathy. Some chimps will then go over and give some solace to the upset chimp, for example, stroking the other to help it calm down. Female chimps do this more often than male chimps do - with one intriguing exception: The alpha males, the troupe leaders, give solace even *more* often than do female chimps. In nature's dre you a woman who leads? Whether it's managing a team at work, coaching the cheerleading squad, or running your own business... strong leaders have one thing in common. They know how to motivate other people to action!

4. A significant difference was observed between male and female students with respect to Academic Performance scores ( $t = -2.8650$ ,  $p < 0.05$ ) at 5% level of significance. Hence, the hypothesis is rejected. It means that, the Academic Performance scores are significantly higher in female students as compared to male students. Female students scored in the area 'Self Regulation' and 'Time management' and 'Result Grade' and 'honest'. In recent research findings females employability become more because of their honesty and hardworking

5. A significant positive relationship was observed between emotional intelligence and leadership characteristics and academic performance scores of all students ( $r = 0.7540$ ,  $p < 0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the emotional intelligence and leadership characteristics and academic performance scores of all students are dependent on each other. so Emotional intelligent student can show better academic performance and perform a good leadership characteristics.

### CONCLUSION

This study reveals that the emotional intelligence scores and Leadership characteristics scores and academic performance scores are significantly higher in female students as compared to male students and these are significantly correlated among male and female students. There is gender difference found in the study. So both students need to be encourage to develop emotional intelligent skills and improve their academic performance. So students need to nurtured leadership characteristics is student life itself hence they will build bright world in future.

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