



A study of out the relationship between social intelligence and academic achievement of college students

¹**Anoop Singh**, Research Scholar

²**Dr. Shivkant Sharma**, Professor

^{1,2}Department of Education, Singhania University, Rajasthan

Abstract

In this study, researchers from Universiti Teknologi Mara's Education Faculty look at the connection between EQ and academic success (UiTM). With the use of a questionnaire designed to elicit information on the students' Emotional Intelligence level and academic achievement, this study was able to collect the data necessary for its analysis. Conclusion: Respondents exhibit high levels of Emotional Intelligence, according to the research. Academic success is revealed to be strongly and positively correlated with two sub-domains of Emotional Intelligence (Self-Emotion Appraisal and Understanding of Emotion). The study's results have significant implications for the significance of Emotional Intelligence and its linkages to students' academic achievement, particularly for in-training educators.

Keywords: Emotional Intelligence; academic achievement

Introduction

It's the mental capacity that enables people to act logically and sensibly in response to their surroundings. Emotional intelligence (EI) has been shown to have a tenuous connection to success in the classroom, according to a few studies. However, a select group of academics, including and, have shown a correlation between EQ and academic success. Emotional intelligence refers to a person's reasoning about and use of their emotions, as well as their ability to utilize knowledge about emotions to aid in other types of reasoning. Skills such as (a)empathy to recognize and understand the emotions of others, (b)emotional recognition and regulation, (c)self-control to positively and effectively control emotions, (d)goal setting, (e)conflict resolution, (f)social responsibility while working in a social group and working with others, and (g)the ability to productively solve problems of any individual and the group are all part of EI. Higher levels of emotional intelligence are linked to improved academic performance. Understanding and feeling are processed in the brain. Information is absorbed



and competence is developed. Thoughts have a profound impact on our feelings. Understanding the reciprocal and intricate nature of the connections between feelings and education is essential. Emotions serve as the neural pathways connecting sensory data with cognitive processing. Positively construing sensory data prompts action and boosts drive in pursuit of a goal. There is no learning from the damaging input. Learning difficulties may be attributed to a wide range of unpleasant emotions, including worry, anger, despair, and others. Learning occurs when a person reacts to a learning environment in accordance with his or her feelings. This includes, but is not limited to, a student's emotional reaction to the classroom learning environment by way of questions answered, participation in class discussions, and so on. All the smarts you need to be able to handle abstract concepts (your abstract intelligence), tangible items (your mechanical intelligence), and flesh-and-blood humans (your social intelligence) (social intelligence). Being able to read and work with other people, as well as interact with them in positive ways, is what we mean when we talk about social intelligence. Intrapersonal and interpersonal intelligence are the two main components of social intelligence, both of which are uniquely individual and social in origin. One's capacity to understand and manage one's own inner emotional life, known as intrapersonal intelligence, is separate from one's interpersonal intelligence, which consists of the ability to observe and differentiate between other people. Many theories have attempted to define social intelligence, but they all seem to agree on two key components: (a) an awareness of others, and (b) the ability to respond to and adapt to those around you and to changing social circumstances. Intelligence in social situations requires a different set of mental abilities than intelligence in the hard sciences or in mechanical tasks. supported an unique field of social intelligence by defining it in terms of observable behavioral results. Ability to "achieve relevant goals in certain social circumstances" was their working definition. put an emphasis on the similarities between IQ and social ability. He explained it as the capacity to recognize and correctly respond to the emotions, motives, and actions of oneself and others in social contexts. Without social intelligence, it's tough to make it in today's world. An individual's ability to interact with others positively impacts their quality of life. Tactful behavior and success in life are hallmarks of socially competent individuals. Having social intelligence may help you navigate the challenges of your social life and take on the many responsibilities you have in it. Therefore, teaching students to be socially intelligent is crucial. Multiple studies have shown the complexity and uniqueness of social intelligence compared to other forms of intelligence. The



model of social intelligence included five domains: one's own outlook, one's social performance abilities, one's capacity for empathy, one's capacity for emotional expression, and one's level of self-assurance. Confidence in social situations is based on one's level of comfort in those settings, while a pro-social attitude is shown by showing interest and concern for other people, social performance skills are shown in appropriate interaction with other people, one's empathetic ability is one's ability to identify with those around them, and one's emotional expressiveness describes one's emotionality toward those around them. revealed that there were two distinct components to social intelligence, social competence and social awareness. considered activities of promoting social cohesion and resolving interpersonal conflicts to be examples of social intelligence.

Societal Change and Emotional Intelligence

In the present day, people are facing challenges and opportunities that have never been experienced before in human history. Explained the relationship between the human brain's two most fundamental processes—emotional and logical thinking—as it relates to the lightning-fast pace of change. All of our "judgments, perceptions, and conclusions will always contain both emotional and rational components," he said, explaining that our emotional and cognitive thinking processes are parallel activities. However, traditionally, researchers, educators, and academic academics have prioritized teaching students to think logically and have given far less weight to teaching students to think emotionally. Massey came to the conclusion that in light of society's ongoing development and upheaval, instructors and researchers should place a greater emphasis on emotional thought and the effects emotions have on individual growth, interpersonal relationships, the formation of perceptions, and the promotion of social good.

Emotional Intelligence and Leadership Effectiveness

Relationships between emotional and social intelligence and life satisfaction, social relationships, team performance, education, outdoor leadership development, and most importantly, leadership, have been the focus of a great deal of study in the last two decades of the 20th century and more recently in the 21st century. emphasized the significance of emotional thinking in relation to contemporary daily environments, events, and behaviors, including the development of social norms and values, the effects of consumer marketing, the influence of political behaviors, the formation of social fears, prejudices, and stereotypes, and the consequences of growing urbanization. Emotions, he said, and especially our emotional



memory, tend to operate on the subconscious level. Such pictures are easily fixed in our emotional and deeply subconscious memory when we witness media sources and other everyday happenings, such as crime and violence, news broadcasts, and numerous advertising mediums. According to Massey, these recollections affect how we see the world and how we relate to one another in today's more urban settings. Having an awareness of how others feel is obviously important in personal and social contexts. Throughout history, a small number of leaders have mapped, organized, and led societal transformations by inspiring their followers to face their fears, stand strong, and advance the necessary change. Considered this, and given EI's rising profile, studies of the correlation between EI and leadership performance soon followed.

Review of literature

(Blasco-Belled et al. 2020) studied “Emotional Intelligence Structure and Its Relationship with Life Satisfaction and Happiness: New Findings from the Bifactor Mode It has been observed that and SWB markers like life satisfaction and happiness may be predicted by emotional intelligence. Mood attention, emotional clarity, and mood repair have been shown to be the main predictors of SWB signs, whereas mood attention has been demoted to a secondary role. We used the bifactor model to evaluate EI in order to resolve previous discrepancies since it provides a clearer picture of the complexities of EI. EI and its dimensions were evaluated in the bifactor model in the first study, and the differences in EI and SWB between students and workers were explored in the second study. The results of Study 1 showed that the bifactor model, which includes a general e(motional)-factor and three specialized emotional talents, better represents the structure of EI. The SWB indicators were negatively correlated with mood attention, but they were positively correlated with mood repair and insignificantly correlated with emotional clarity. Study 2 found that EI predicted SWB indicators in the same way for university students and workers. These results demonstrated a change in how emotional intelligence (EI) is studied and measured. The paper's further ramifications are also examined.

(Bücker et al. 2018) studied Subjective well-being and academic achievement: A meta-analysis That was discovered, and Is there a difference between the SWB of great achievers and poor achievers? 151 effect sizes from 47 studies, including a total of 38,946 individuals, were synthesized in this meta-analysis to examine the relationship between SWB and academic achievement. The $r = 0.164$, 95% CI [0.113, 0.216] connection between academic success and



SWB was of modest to medium value. Multiple demographic variables, SWB domains, and other measures of academic success or SWB did not affect the association. Results show that low-achieving and high-achieving students don't generally report low levels of satisfaction with their lives, and that this is not necessarily the case for all students.

(Brackett and Mayer 2003) studied Convergent, Discriminant, and Incremental Validity of Competing Measures of Emotional Intelligence discovered and The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the Emotional Quotient Inventory (EQ-i) as well as a self-report EI test were examined for their convergent, discriminant, and incremental validity in this research (SREIT). However, the EQ-i and SREIT had only modest relationships with the MSCEIT, while the former two had minimum relationships. However, among the EI measures, the MSCEIT was distinct from well-studied measures of personality and well-being. This was not the case for the SREIT and EQ-i. The MSCEIT predicted social deviance, the EQ-i predicted alcohol use, and the SREIT was negatively connected to academic success when personality and verbal IQ were kept constant. In general, the findings demonstrated that the ability EI and self-report EI were loosely connected and yielded different measurements of the same individual.

(Safari H. et al. 2016) studied Prediction of Academic Aspiration based on Spiritual Intelligence and Tenacity discovered and Aims Managers of academic centers pay attention to the academic performance of their pupils. Academic passion is a significant component in academic success. Students from Birjand University of Medical Sciences were recruited for this research, which aimed to predict their level of academic passion based on spiritual intelligence and psychological tenacity. Methods & Instruments In the 2015-16 academic year, 165 students from Birjand University of Medical Sciences were investigated in the cross-sectional correlational research. Based on Morgan's table and a stratified random sample approach, the participants were chosen. Spiritual intelligence, Ahvaz psychological toughness, and academic excitement scores were used to gather the data. An independent T test and Pearson correlational coefficient were used to examine data in SPSS 22. Findings Correlations between academic fervor and spiritual intelligence ($r=0.010$) and psychological tenacity ($r=0.21$; $p<0.01$) were found to be significant and beneficial. Spiritual intelligence and psychological tenacity predicted each other's academic enthusiasm variation to the tune of 0.16. Only existential critical thinking and transcendental awareness were shown to predict academic enthusiasm



among spiritual intelligence components. Conclusion Spiritual intelligence and psychological tenacity may be used to predict a person's level of academic passion.

(Conway 2007)studied The Role Of Internal Resources In Academic Achievement: Exploring The Meaning Of Self-Compassion In The Adaptive Functioning Of Low-Income College Students discovered and It's a widely held belief that people who grow up in difficult circumstances are more vulnerable to the negative affects of their surroundings. When compared to their middle-class counterparts, students who grow up in poverty face greater physical and mental health issues, higher rates of addiction and criminality, and less early learning chances (Duncan & Brooks-Gunn, 1997; Hernandez, 1997; Loury, 2001; National Center for Children in Poverty [NCCP], 2004a). Because of this mix of conditions, they are at a larger risk of dropping out of school before they finish high school education. Of those who begin college, just 45% finish it, while only 41% of those who enroll in certificate programs (which prepare them for work) are successful. Low-income students of color are the most likely to drop out of college. If people from impoverished households continuously do worse than those from more affluent families, is it just a matter of economics? Since bridging the socioeconomic barrier is most easily accomplished via education, this is a subject worth exploring in further depth (NCCP, 2004c, U. S. Department of Labor, 2005). In contrast, there are many people who are able to prosper despite the difficulties they face in life.

(Kim and Lee 2011)studied The Facebook Paths to Happiness: Effects of the Number of Facebook Friends and Self-Presentation on Subjective Well-Being discovered and To find out whether and how social media like Facebook affects college students' subjective well-being, researchers examined how many friends participants had on the site, as well as how they presented themselves on Facebook (positive vs. honest). SEM analysis of cross-sectional survey data of college student Facebook users (N14391) found that the number of Facebook friends had a positive correlation to subjective well-being, but this link was not mediated by perceived social support. A negative curvilinear (inverted U-shape curve) association between Facebook friends and perceived social support was also discovered. We found this to be true. Positive self-presentation had a direct influence on subjective well-being, while honesty in self-presentation had a substantial indirect effect on subjective well-being via perceived social support. Our research reveals that having a large number of Facebook friends and a favorable self-image may have a beneficial effect on a user's subjective well-being, but this pleasure may



not be based on a sense of social support. Honest self-presentation, on the other hand, may increase pleasure based in Facebook friends' social support. Implications of our results are examined in the context of self-worth affirmation, the time and effort necessary to form and sustain friendships, and how the critical function of self-disclosure in indicating one's need for social support is played.

(Sarkhosh 2020)studied How Does University Teachers' Emotional Intelligence Relate To Their Self-Efficacy Beliefs discovered and Emotional Intelligence (EI) and self-efficacy beliefs in schools and language institutes may be linked, according to some research. The purpose of this research was to look at the possible existence of such a link among university professors. A total of 105 university professors took part in this research. Teachers' Efficacy Scale and the Emotional Intelligence Questionnaire were completed by the participants. Analysis of correlation and regression results was carried out. EI and self-efficacy beliefs were shown to have a substantial correlation via data analysis. Three subscales of EI's Flexibility, Optimism, and Interpersonal Relationships were revealed to be favorable predictors of efficacy beliefs among the fifteen components of EI.

(Dixson et al. 2018)studied The magic of hope: Hope mediates the relationship between socioeconomic status and academic achievement discovered and Whether or not a person's socioeconomic status (SES) affects their academic performance was explored in two studies. SES and academic success were linked through hope in a heterogeneous sample of teenagers in Study 1, which was guided by new theoretical formulations regarding social class and the social cognitive process. In Study 2, a diverse group of high school students followed the same mediational route. SES and GPA were shown to be moderated to some extent by the presence of optimism in both of the experiments that were conducted. Hope's effect on academic accomplishment was reproduced in both experiments, suggesting that the added stress and difficulties that come with being a member of a minority did not impact the mediation. These findings have implications for treatments aimed at closing the achievement gap.

(Howes 2013)studied Does happiness increase the objectivity of arguers? discovered and It seems that pleasure has nothing to do with argument's impartiality at first look. Detachment, neutrality, impartiality, and cold cognition have all been traditionally connected with the concept of objectivity in epistemology and philosophy of science, two concepts that seem to



be at conflict with the emotive component of pleasure. According to psychological studies, persons who are happy are more likely than those who are sad to believe things about themselves or the world that aren't true. These findings are supported by (Alloy & Abramson (1979), Mischel (1979; Yeh & Liu, 2007) Few (if any) linkages are established between enjoyment and objectivity in critical thinking, rhetoric, and argumentation. Despite the fact that positive emotion and humor have a part in persuasion and other functions of argumentation, they are not regarded significant to the objectivity of the arguer and listener.

(Caballero-García, Tortajada, and Pilar Jiménez Martínez 2017)studied Creativity, entrepreneurship and happiness: Ingredients for a High Education change discovered and There is still a need for professional abilities that are not well taught in university classes. Emotional intelligence and subjective happiness may be used to predict a student's academic achievement, according to recent research. More and more university graduates with entrepreneurial abilities are needed if the economy is to thrive in a way that is focused on creativity and quality. It is thus essential to foster a culture of entrepreneurship and innovation within the institution. Using an effective methodological framework for university classrooms that integrates emotional intelligence, subjective well-being, and creativity as facilitator elements of academic achievement and professional competence required by the labor market the current work analyzes which aspects are related to an entrepreneurial spirit. Our students' personal and professional development is a primary concern, and the results of this study suggest a need for a teacher training program that is aligned with these dynamics and educational internships in different university classrooms. These programs encourage students to develop successful and sustainable businesses, and they address specialized labor demand claimed by universities from sectors of economic activity.

(Derksen, Kramer, and Katzko 2002)studied Does a self-report measure for emotional intelligence assess something different than general intelligence? Ingrid discovered and Theoretically, emotional intelligence encompasses a slew of human talents that are distinct from the more often discussed intellectual ones. Bar-EQ-i On's was compared to the General Adult Mental Ability scale (GAMA), a test of general intelligence, to see whether there was any divergent validity. The correlations between the EQ-i and GAMA were shown to be very low in a Dutch subject sample (n=873), for both the overall sample and for the genders individually. In light of these findings, it seems that the EQ-i and GAMA are psychometrically



independent. The associations between the EQ-i and the GAMA changed somewhat with age as well. This study's findings confirm and expand on those of Bar-On". Technical handbook for the BarOn Emotional Quotient Inventory. Multi Health Systems, Toronto, Canada].

Conclusion

Teachers and professors often stress the significance of students' emotional growth alongside their intellectual advancement. Therefore, it is imperative that they develop their emotional quotient (EI). Flexibility, optimism, and interpersonal relationships are the three pillars upon which this goal rests. Previous study has demonstrated a substantial association between interpersonal interactions and perceptions of a professor's effectiveness, therefore educators are encouraged to make more time for students by holding extra office hours. It's recommended that teachers show some pragmatism by enabling students to raise issues and share their perspectives throughout class. They might benefit from brainstorming ways to improve their own teaching and steer clear of frequent mistakes with their colleagues. Academics are also asked to have a more positive outlook on their students. This might happen if instructors placed more faith in their students and gave them more agency in the classroom. For example, they could have students help create the curriculum or provide suggestions on how to manage the class. When only teachers are serving as referees, students should be given some wiggle room in selecting and preparing final test questions, correcting exam papers, and participating in vivas. jury. This confidence in students' abilities and optimism about their futures is beneficial not just to society as a whole but also to the children themselves, who may then grow up to be more self-assured, self-aware, and responsible people. promotes increased confidence in one's own teaching abilities among educators. However, the limitations of the research cannot be ignored. Males alone comprised the study participants here. To see whether the same conclusions can be drawn regarding the connection between the study's two primary elements, a similar study must be done among female university professors. Since the instructors in this study were younger and less experienced, further research is needed to evaluate the correlation between older university teachers and higher experience.

References

1. Gustems-Carnicer, Jose, Caterina Calderón, and Diego Calderón-Garrido. 2019. "Stress, Coping Strategies and Academic Achievement in Teacher Education Students." *European Journal of Teacher Education* 42(3):375–90. doi: 10.1080/02619768.2019.1576629.



2. Halimi, Florentina, Iqbal AlShammari, and Cristina Navarro. 2020. “Emotional Intelligence and Academic Achievement in Higher Education.” *Journal of Applied Research in Higher Education* 13(2):485–503. doi: 10.1108/JARHE-11-2019-0286.
3. Hartog, Joop, and Hessel Oosterbeek. 1998. “Health, Wealth and Happiness: Why Pursue a Higher Education?” *Economics of Education Review* 17(3):245–56. doi: 10.1016/s0272-7757(97)00064-2.
4. Howes, Moira. 2013. “Does Happiness Increase the Objectivity of Arguers?” *Virtues of Argumentation. Proceedings of the 10th International Conference of the Ontario Society for the Study of Argumentation (OSSA), 22-26 May 2013 (May):1–10.*
5. Jan, Sajjad Ullah, Mumtaz Ali Anwar, and Nosheen Fatima Warraich. 2020. “The Relationship between Emotional Intelligence, Library Anxiety, and Academic Achievement among the University Students.” *Journal of Librarianship and Information Science* 52(1):237–48. doi: 10.1177/0961000618790629.
6. Joodat, Afsaneh Seyed, and Mohammadreza Zarbakhsh. n.d. “H c v i o e F.”
7. Joy, Molly, and Molly Joy. n.d. “Social Intelligence and Flexible Locus of Control among College Students.” doi: 10.9790/0661-2102027983.
8. Karaşar, Burcu. 2018. “Need for Social Approval and Happiness in College Students : The Mediation Role of Social Anxiety *.” 6(5):919–27. doi: 10.13189/ujer.2018.060513.
9. Kim, Junghyun, and Jong Eun Roselyn Lee. 2011. “The Facebook Paths to Happiness: Effects of the Number of Facebook Friends and Self-Presentation on Subjective Well-Being.” *Cyberpsychology, Behavior, and Social Networking* 14(6):359–64. doi: 10.1089/cyber.2010.0374.
10. Kriemeen, Hani, and Sulaiman Hajaia. 2017. “Social Intelligence of Principals and Its Relationship with Creative Behavior.” *World Journal of Education* 7(3):84. doi: 10.5430/wje.v7n3p84.
11. Leasa, Marleny, Aloysius D. Corebima, Ibrohim, and Hadi Suwono. 2017. “Emotional Intelligence among Auditory, Reading, and Kinesthetic Learning Styles of Elementary School Students in Ambon-Indonesia.” *International Electronic Journal of Elementary Education* 10(1):83–91. doi: 10.26822/iejee.2017131889.
12. Lepp, Andrew, Jacob E. Barkley, and Aryn C. Karpinski. 2014. “The Relationship between Cell Phone Use, Academic Performance, Anxiety, and Satisfaction with Life in College Students.” *Computers in Human Behavior* 31(1):343–50. doi: 10.1016/j.chb.2013.10.049.



13. Lin, Ying Ming, Shu Chuan Lin, Ming Yu Wang, and Farn Shing Chen. 2009. “What Causes the Academic Stress Suffered by Students at Universities and Colleges of Technology?” *World Transactions on Engineering and Technology Education* 7(1):77–81.
14. Lopes, Paulo N., Peter Salovey, Stéphane Côté, and Michael Beers. 2005. “Emotion Regulation Abilities and the Quality of Social Interaction.” *Emotion* 5(1):113–18. doi: 10.1037/1528-3542.5.1.113.
15. Lumontod, Robinson Z. .. III. 2018. “Happiness and Other Factors behind Examination Performance of College Students.” *International Journal of Research Studies in Psychology* 7(2). doi: 10.5861/ijrsp.2018.3019.
16. Madahi, Mohammad Ebrahim, Nasirudin javidi, and Mona Samadzadeh. 2013. “The Relationship between Emotional Intelligence and Marital Status in Sample of College Students.” *Procedia - Social and Behavioral Sciences* 84:1317–20. doi: 10.1016/j.sbspro.2013.06.749.