



RESEARCH PAPER

Impact of Emotional Intelligence on the performance of Student at University Level

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ABSTRACT

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The objective of the study was to examine the element of EI in the university student related to self-awareness and self-motivation through the understanding of emotions. Intensive literature review was done. The approach of research was quantitative. The population of the study covered all the students of BBSUL Karachi. Stratified random sampling design was used to draw a sample of 50. Hypotheses were analyzed statistically, and it was found that there is importance of emotional intelligence in the life of university level students. Emotional intelligence not only give them the understanding of their personal feeling but also make them self-aware, motivated, well-managed and improve the academic performance of the students of the universities of Sindh. . Based on findings concrete recommendations were made. The teacher should work as a researcher to be aware of the modern studies on emotional intelligence and try to fulfill all the need of emotional intelligence in the early childhood education as well as in the classroom administration. There should be arranged refresher courses for teacher and students to enhance the performance of students through EI in universities.

Introduction

Universities are doing remarkable work for developing students' performance and emotional intelligence (EI). The object of these universities is improving the academic performance (Carolyn & et al, 2019). Candy Lawson (2013) stated that "Emotions and learning occur in the brain. Learning means acquiring knowledge or skills. Learning requires thinking. Our thoughts influence how we feel. How our

feelings influence our thinking. The connections between emotion and learning are complex”.

Emotional intelligence (EI) has taken as the general perceptions of people. Investigates undoubtedly prove that emotionally intelligent persons do well in their studies because they are in good mental health & give better output of their work (Joseph, Jin, Newman, & O’Boyle, 2015; Joseph & Newman, 2007).

In education, the all the educators, researchers, and policymakers are agreeing on one point that EI is an significant skill for pupils to improve their coming years and show better performance in education in institutions (Durlak, Weisberg, Dymnicki, Taylor, & Schlesinger, 2011, Poropat, 2009; Richardson, Abraham, & Bond, 2012).

Numerous studies acknowledged that the one who is consuming extraordinary intelligence will develop the constructive attitude and diversities of emotional dimensions. Several people feel shy & difficulty in communicating their emotions. Psychologists stated that the person have lack of emotions, rarely cry or smile.

Emotion and Learning

Hammond et al (2013) assumed that it is very important to find relationship between emotions, thought, and action. It is the need of time to teach students about emotions. With the help of this knowledge they will be able to managed, controlled, and organized their emotions for some extent. Learning about how to control reactions are essential in the institutions in terms of their impact on learning and learners' emotional intelligence give them chance to be a victorious. They also supposed that instructors can help scholars in increasing their self- confidence. Emotion states to a state of feelings. Goleman (2000) stated that self-management is a part of EI. Self-management comprises self-control, trustworthiness, conscientiousness, adaptability, achievement-orientation, and initiative. Goleman (1995) says EI involves self-control, zeal and persistence and the ability to motivate oneself. He defined self-control as the ability to keep disruptive emotions and impulses under control. Self-management has also been understood as self-regulation. Goleman (1998) conceived self-regulation or self-management as component of EI. Emotional self-regulation means managing impulses as well as distressing feelings. However, the concept of self-management is not limited to the management of disruptive or negative emotions.

Peter Salovey & John D. Mayer created the word Emotional Intelligence in 1990 relating it as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action”.

Salovey and Mayer furthermore defined that an investigation package proposed to improve effective measures of emotional intelligence and to discover its significance. For example, they found in one study that when a group of persons saw a hurtful movie, some of them come out from this situation very quickly. They have high quality of EI. In another study, persons who recorded higher in the ability to understand and value others' emotions were better and flexible to adjust themselves in social environments and build helpful social networks.

Emotional Intelligence plays a crucial role in a person's life and in his achievements, either personal or professional EI always promote better relations with others. It makes man understand his own and others emotions better. This research work focuses on the emotional intelligence as a factor of self-awareness, self-motivation, and student's performance of BBSUL.

Literature Review

The University level students must deal with variety of emotional changes every day to adjust in the ever-changing world. So, the question arises if the university programs help student to become more self-aware, give them better understanding of emotions, make them motivated and help to manage their emotions according to target situation. Children who have difficulty modifiable emotional reactions or thoughtless behavior are lack emotional skills. They are not able to adjust themselves in any kind of environment (Caspi, 2000; Eisenberg, Fabes, Guthrie, & Reiser, 2000; Kagan, 1998).

Intelligence

Sternberg (1985) presented a tri-angular theory of intelligence which is based on three points.

- I. Intelligence can be understood inside the socio-cultural context.
- II. Intelligence is focused, goal-oriented, appropriate performance consisting of two general skills.
- III. Intelligence deals with different tasks and ability to improve expertise. This ability is to learn from practical and do mental training.

Emotional Intelligence (EI):

Salovey and Mayer (1990) presented the word emotional intelligence in their prominent article, and clear it as the subset of social intelligence. This type of

intelligence has ability to observe the personal feelings and emotions as well as others. Salovey and Mayer's model covers four different elements of emotional intelligence.

- I. On first level it's learn, how to distinguish and determine emotions in oneself and understand others' emotions.
- II. On second level its find to engage emotions to make decisions.
- III. On the third level, one learns, how to understands and examines emotions.
- IV. On fourth level, it defined that how to direct and manage one's own and control others' emotions by showing proper response (Mayer, Salovey, & Caruso, 2000).

Emotions and emotional information are playing a vital role in performing the intellectual responsibilities or doing assessments. It is very important to show motivational and functional inputs" (Mayer et al., 2016). The following factors are very important in emotional intelligence.

- I. Using existing emotions to guidance and task selection.
- II. Creating new emotions to support performance on a definite task.

Types of Emotional Intelligence

Personality characteristic are way of thinking, feeling, or behaving on time and across appropriate situations. The five-factor model (FFM) is the central approach for representing the human attribute. The model asserts these five basic factors describe most personality traits, (Soto, C. J., 2018).

Extraversion

Extraversion is individual differences in social engagement, confidence and energy level. Highly extraverted people enjoy mingling with others and easily express themselves in gatherings. They are very much positive, enthusiasm and excited persons. On the other hands introverted characters tend to be publicly and enthusiastically reserved. Every single of the big five has been shown to forecast a number of life outcomes. For instance, extraversion constantly expects social outcomes. Highly extraverted I persons have more friends and they are unique in their groups. They liked by many people and people want to meet them and enjoy their company. They play leadership role in a society.

Emotional Self-Awareness

Steven J. Stein (2009) described that the EQ Edge is the ability to identify your feelings, to distinguish among them, to recognize why you are feeling these and to know the impact of your feelings on others people who are around you.

In spite of the more importance on cognitive aspects of learning, the three domains (cognitive, behavioral and affective) are said to be multi-dimensional process. The affective domain is very important and complex in the emotional life of the student (Friedman, 2008). The critical parts of affective domain are standards, arrogances, beliefs and self-awareness (Neumann & Friedman, 2008). Corcoran and Tormey associated the Gardner's model of Multiple Intelligences to Goleman's model of Emotional Intelligence in the special reference of affective domain. They found that the work on Emotional Intelligence of Goleman is more focused on the affective domain than Gardner's model. Hatami, F. et al. (2016) stated that self-awareness is relationship of thoughts and practices (Safarihalavi, 2012) that motivate people to examine them and discover their unseen characters. The self-awareness means arranging the objectives and then tries to reach them. During this process be flexible and don't feel fair of lose the objective.

Ioannidou and Konstantina, (2008) described that Empathy is the capacity to share and understand another's state of mind or emotion. With the help of this ability we can find out the others problems and try to solve their problems. It is very strong power for communication and considers the other's emotions as someone owns (Keen S 2007).

Consequence of motivation on student's academic performance

Geller, (2016) explained that self-motivation are your beliefs and it will work when you want. If you suppose that you can do it in a very well manner. It will be done. On the other hand it will fail to show better results in your lives.

Mohsin Atiq et al., (2015) stated that, the idea of emotional intelligence is skill to recognize and control emotions. Motivation isn't the element of emotional intelligence to develop the personality.

Tella (2007) described that the most motivated students generally show better performance in academia as compared to low motivated students.

Self Determination Theory and Motivation

Cherry, K. (2019) stated that Self-determination plays a vital role in motivation. Edward Deci and Richard Ryan talked about Self- Determination and Basic Motivation in Social Behavior in their book. They proposed that motivated people have a tendency to be focused on their work and achieve all goals & objectives. Further he divided his theory into two key points:

- I. The need energies for the growth of behavior. First, they suppose the self-determination theory in which people are dynamically engaged on the way to achieve the objectives. Attainment over challenges and taking part in new ways are essential for developing a organized sense of self.
- II. Independent motivation is important. In extrinsic motivation, people are frequently motivated to act by external rewards such as money, prizes, and approval On the other hand in intrinsic motivation, self-determination theory focuses mainly on internal sources of motivation such as a need to gain knowledge or independence.

Legault (2017) described that the self-determination theory is a comprehensive theory of human personality and motivation concerned with how the people react and behave in the social environment. This theory explained about the intrinsic and extrinsic motivation and give detail how these motivations influence situational responses in different areas, as well as social and reasoning development and behavior. This is center of the psychological needs of self-sufficiency, capability, understanding and their basic role in self-determined motivation theory. Coccia (2018) explained that human nature has the characteristic to search for innovation and dares for making their lives better and comfort. Every one tries his best to complete his task non time and explore the new ways of success with the help of EI.

Effect of Self-Motivation on Academic performance of Students

Ebinagbome & Nizam (2016) stated that motivation is the dynamic force that involves the increase, balance and manage the interest of life. He further explained that the elements of emotional intelligence are very important in motivation to encourage students to take part in all kind of activities which are necessary in teaching and learning process. In this way they can build their interest in studies also. With the help of this process the students can increase their performance in studies and reach the top of self-motivation and fun learning process. So, the study of motivation is the base of emotional intelligence which enhancement the students' academic performance. In the background of this research, self-motivation pointed out students' interest in study and recognizes their leaning objectives for accomplishing good

academic performance. Self-motivation is associated with somebody's emotions. Emotions can change the way of behaving with people and improve the self-management, self-motivated and ultimately the performance of the students. Characteristically, they comprise of the following strategies

1. Self-monitoring
2. Self-observation
3. Self-recording
4. Goal setting
5. Self-evaluation
6. Self-reinforcement

Impact of Emotional Intelligence on the life of Student

Ebinagbome & Nizam (2016) explained that the impact and significance of EI characteristic on the life of students and on their academic performance. Emotional intelligence associates the central parts of interpersonal and intrapersonal relationships. They also described about flexibility, attitudes and anxiety management skills which have consequence on students' academic performance.

Hypotheses

- 1- There is a significant impact of EI on self-motivation of students of BBSUL, Karachi.
- 2- There is a significant impact of EI to create self-management of the students of BBSUL, Karachi.
- 3- There is a significant impact of EI on the performance of the students BBSUL Karachi.

Material and Methods

The overall strategy of this work was quantitative. The population contains all the students of BBSUL Karachi. Stratified random sampling design was adopted to draw a sample of 50. One questionnaire was design for students. A tailor-mode questionnaire comprised of 25 items was developed.

Analysis of Data

The collected sample data from 50 students of BBSUL Karachi was tested through simple linear regression technique to find the impact of EI on student's performance.

Hypothesis 1

There is a significant impact of EI to drives self-motivation in students.

Simple linear regression was run to analyses the relationship of independent Variable (Emotional intelligence EI) with dependent variable (self- motivation). Table 1 shows a model summary. Here, *R* is representing the multiple correlation coefficients in between the dependent variable with predictor variable. In the below mentioned model (Table 1), *R* value is 0.429, which is the indication of a great deal of mutual change by the dependent variable & independent variable. In the next column, *R* Square value is describing the amount of variance or the goodness-of-fit described by a given by a predictor variable that is self- motivation. Here, the *R* square value is 0.184, which is indicating that there is 18.4 % variance in dependent variable i.e. students' self-motivation due to independent variable i.e. EI, or simply it can be said that students'

Self-motivation is 18.4 % explained by EI in the model. It is also found on the basis of ANOVA Table 2 that the variable is statistically significant ($p < .05$). The regression ANOVA model shown in Table 2 is associated with the *F* ratio i.e. $F(1, 45) = 10.828$; $p = .002$, indicates that the model is statistically significant ($p < 0.05$). The eta square value is $6.167/33.502$ or $.184$, the same value shown in Table 1 for *R* Square

Table 1
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429 ^a	.184	.167	.75465

a. Predictors: (Constant), Emotional Intelligence

Table 2
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.167	1	6.167	10.828	.002 ^b
	Residual	27.336	48	.569		

Total 33.502 49

- a. Dependent Variable: Self-Motivation
b. Predictors: (Constant), Emotional Intelligence

Table 3 shows the regression coefficient analysis. The unstandardized multiple regression models with posttest of learning motivation is as follow:

$$Y = \alpha + \beta_1 X_1 + \epsilon$$

$$Y = \alpha + \beta_1 (\text{K of Emotional Intelligence}) + \epsilon$$

$$\text{Students' self-motivation} = 0.402 + 0.596 (\text{Emotional Intelligence})$$

The zero-order, partial, and semi partial correlation value in Table 3 are the same ($r = 0.429$) because they represent Pearson r in simple linear regression with a single predictor. The standardized beta regression coefficient is also equal to the Pearson r and the beta unstandardized regression value is 0.402. Thus, it can be said on the basis of unstandardized model that every unit gain in learning motivation is associated on average with approximately (0.402) more change in students' self-motivation. The significance value is less than p value so we accept our null hypothesis which described that there is a significant impact of EI to drives self-motivation in students.

**Table 3:
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.402	.462		.871	.388
Emotional Intelligence	.596	.181	.429	3.291	.002

a. Dependent Variable: Self-Motivation

Therefore, it is found that emotional intelligence drives to change in self-motivation of students.

Hypothesis 2

There is a significant impact of EI to create self-management in students.

Simple linear regression was run to analyse the relationship of independent Variable (Emotional intelligence EI) with dependent variable (self- management). Table 4 shows a model summary. Here, R is representing the multiple correlation coefficients in between the dependent variable with predictor variable. In the below mentioned model (Table 4), R value is 0.429, which is the indication of a great deal of mutual change by the dependent variable & independent variable. In the next column, R Square value is describing the amount of variance or the goodness-of-fit described by a given by a predictor variable that is self- management. Here, the R square value is 0.184, which is indicating that there is 18.4 % variance in dependent variable i.e. students' self-management due to independent variable i.e. EI, or simply it can be said that students'

Self- management is 18.4 % explained by EI in the model. It is also found on the basis of ANOVA Table 5 that the variable is statistically significant ($p < .05$). The regression ANOVA model shown in Table 2 is associated with the F ratio i.e. $F(1, 49) = 10.828$; $p = .002$, indicates that the model is statistically significant ($p < 0.05$). The eta square value is $6.167/33.502$ or $.184$, the same value shown in Table 1 for R Square

Table 4
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429 ^a	.184	.167	.75465

Predictors: (Constant), Emotional Intelligence

Table 5

ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.541	1	3.541	6.363	.015 ^b
	Residual	26.711	48	.556		
	Total	30.251	49			

a. Dependent Variable: Self-Management

b. Predictors: (Constant), Emotional Intelligence

Table 6
Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.714	.292		5.879	.00

Emotional Intelligence	.406	.114	.456	3.545	.001
a. Dependent Variable: Self-management					

Table 6 shows the regression coefficient analysis. The unstandardized multiple regression models with posttest of learning motivation is as follow:

$$Y = \alpha + \beta_1 X_1 + \varepsilon$$

$$Y = \alpha + \beta_1 (\text{K of Emotional Intelligence}) + \varepsilon$$

$$\text{Students' self-management} = 1.714 + 0.406 (\text{Emotional Intelligence})$$

The zero-order, partial, and semi partial correlation value in Table 6 are the same ($r = 0.406$) because they represent Pearson r in simple linear regression with a single predictor. The standardized beta regression coefficient is also equal to the Pearson r and the beta unstandardized regression value is 0.406. Thus, it can be said on the basis of unstandardized model that every unit gain in learning motivation is associated on average with approximately (0.406) change in students' self-management. The significance value is less than p value so we accept our null hypothesis which described that the there is a significant impact of EI to create self-management in students.

Hypothesis 3

Students' performance is 18.4 % explained by EI in the model. It is also found on the basis of ANOVA Table 2 that the variable is statistically significant ($p < .05$). The regression ANOVA model shown in Table 8 is associated with the F ratio i.e. $F(1, 45) = 3.470$; $p = .069$, indicates that the model is statistically significant ($p < 0.05$). The eta square There is a significant impact of EI on the performance of students. Simple linear regression was run to analyses the relationship of independent Variable (Emotional intelligence EI) with dependent variable (performance). Table 7 shows a model summary. Here, R is representing the multiple correlation coefficients in between the dependent variable with predictor variable. In the below mentioned model (Table 7), R value is 0.429, which is the indication of a great deal of mutual change by the dependent variable & independent variable. In the next column, R Square value is describing the amount of variance or the goodness-of-fit described by a given by a predictor variable that is self- motivation. Here, the R square value is 0.184, which is indicating that there is 18.4 % variance in dependent variable i.e. students' performance due to independent variable i.e. EI, or simply it can be said that students

performance 'value is 1.9954/28.979 or .260, the same value shown in Table 7 for R Square

Table 7

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.260 ^a	.067	.048	.75035
a. Predictors: (Constant), Emotional Intelligence				

**Table 8
ANOVA^a**

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	1.954	1	1.954	3.470	.069 ^b
	Residual	27.025	48	.563		
	Total	28.979	49			
a. Dependent Variable: Performance						

b. Predictors: (Constant), Emotional Intelligence

Table 7 shows the regression coefficient analysis. The unstandardized multiple regression models with posttest of learning motivation is as follow:

$$Y = \alpha + \beta_1 X_1 + \varepsilon$$

$$Y = \alpha + \beta_1 (\text{K of Emotional Intelligence}) + \varepsilon$$

$$\text{Students' performance} = 1.872 + 0.355 (\text{Emotional Intelligence})$$

The zero-order, partial, and semi partial correlation value in Table 9 are the same ($r = 0.26$) because they represent Pearson r in simple linear regression with a single predictor. The standardized beta regression coefficient is also equal to the Pearson r and the beta unstandardized regression value is 0.26. Thus, it can be said on the basis of unstandardized model that every unit gain that the students performance associated on average with approximately (0.26) rare change in students' performance. The significance value is greater than p value so we reject our null hypothesis which described that there is a significant impact of EI to students' academic performance.

**Table 9
coefficients^a**

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.872	.459		4.078	.000
1	Emotional Intelligence	.335	.180	.260	1.863	.069

a. Dependent Variable: Performance

Therefore, the null Hypothesis is rejected, and it is found that emotional intelligence does not effect on the performance of students.

Conclusions

The findings showed that there is impact of emotional intelligence in the life of university level students. Emotional intelligence not only give them the understanding of their self- aware, motivated, and well- managed and but does not affect the academic performance of the students,

Recommendations

The following recommendations are made to help educator about the emotional intelligence.

1. Students should try to understand themselves.
2. Student should try to empathize with others.
3. The teachers should be more attentive to students' emotional condition.
4. The teacher should use modern techniques of learning in the classroom to motivate students
5. The teacher should recognize the behavioral changes in the student.
6. The teacher should work as a researcher to be aware of the modern studies on emotional intelligence.
7. The researchers in the future should work on the need of emotional intelligence in the early childhood education.
8. The researcher should study on the fulfillment of the emotional need of the students in the classroom.

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