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A STUDY ON MEASURING EMOTIONAL QUOTIENT ON OVERALL PERFORMANCE OF THE STUDENTS'

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Keywords

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Abstract

It is becoming more widely acknowledged that emotional intelligence, frequently assessed using the Emotional Quotient (EQ), is critical in determining students' academic performance and general well-being. The emotional quotient describes a person's capacity for self-awareness, self-regulation, empathy, social skills, and ability to recognize, interpret, and successfully express emotions. The importance of emotional quotient (EQ) has become more well-known in the constantly changing educational landscape due to its possible impact on student performance. This study seeks to measure the impact of emotional quotient on overall student performance. The technique used in this study is the Structural Equation Model using SMART PLS. This study's findings indicated a significant impact of emotional quotient on students' overall performance. Further studies can be conducted using moderators in the current structural model.

1. Introduction

The ability to understand and identify one's own emotions as well as those of others, control behavior and actions with cognitive awareness, and modify feelings in response to difficult situations is known as emotional intelligence. Furthermore, emotional intelligence demonstrates the capacity of intellect, observation, and sensibility to improve reasoning and comprehension of complicated interpersonal relationships. People with high emotional intelligence (EI) scores are thought to have higher self-esteem, better job security, and better managerial skills. A high emotional intelligence (EI) indicates a greater ability to understand, regulate, and handle emotional stress. Because they have greater emotional regulation skills than others, students with high emotional intelligence (EI) may be personally and academically more productive. Emotionally intelligent people exhibit compassion and comprehension of the feelings of others around them and are aware of their feelings. Emotional intelligence (EI) has been proven to be a teachable skill that can be cultivated in a person. Previously, EI was believed to be an innate, measurable gift that could not be altered. (Shah, Jahan., et al. 2022).

"emotional quotient" is used more often across all medical specialties. Evaluating an individual's emotional quotient has a significant role in predicting both the degree of adaption and academic success in pupils. At this stage of life, neglect has the potential to cause or worsen psychiatric illnesses, which can ultimately result in

educational and social failure. It is, therefore, commonly accepted as a gauge of overall success in various professions. (Anoopa et al. 2017). Research has shown that students' performance in a range of academic subjects is significantly impacted by their emotional quotient (EQ). The connection between EQ and academic achievement has been the subject of several research. According to Chughati et al.2022, medical students' academic success was directly correlated with their emotional intelligence. Diocos 2022 also discovered that among first-year students, there was a favorable correlation between emotional intelligence and mathematical achievement. Research by Kulkarni et al. (2020) on medical students revealed that academic performance was not mediated by emotional intelligence (EQ); instead, academic results were influenced by gender and the usage of psychoactive substances. Both EQ and IQ were shown to be strongly correlated with academic achievement, with EQ having a stronger effect, according to Shakoor et al.'s 2012 study on the link between EQ, IQ, and academic performance among postgraduate students. This research indicates that EQ is a significant factor in student achievement.

Emotional intelligence, often known as the Emotional Quotient (EQ), is the capacity to recognize, regulate, and successfully navigate one's emotions. It is now widely acknowledged to play a major role in determining success in many facets of life, including schooling. The study has the potential to provide insightful information for educators, students, and parents alike by examining the connection between EI and students' overall performance. To improve educational results, it is important to understand how emotional intelligence affects academic accomplishment. This understanding may guide the creation of programs to increase students' emotional intelligence, teaching strategies, and student assistance.

2. Review of Literature

Arslan, Saleem, et al. (2022). This study examined the connection between academic achievement and emotional intelligence in third-year MBBS students. The focus of this paper was to ascertain if the academic performance of the students who took part was influenced by emotional intelligence. According to the survey, just 20% of the students had a clear strength in emotional intelligence, while 36% and 44% needed significant improvement. Notably, a statistically significant difference between students who passed and those who failed was seen in their emotional awareness and drive. These results highlight the possible impact of emotional intelligence on students' academic achievement by indicating a correlation between higher emotional intelligence and improved academic performance.

Christine, B., Diocos. (2022). This study examined the association between first-year students' arithmetic performance and their emotional intelligence quotient during the second semester of the 2021–2022 school year at Iloilo State College of Fisheries. The results showed that first-year students exhibited average emotional intelligence, with average scores in empathy and self-awareness and strengths in managing relationships, self-regulation, and self-motivation. Based on their performance in mathematics, the kids' total grade was ordinary. Notably, a strong correlation was found between students' emotional intelligence and their maths performance, indicating that emotional intelligence is a key factor in improving their maths ability.

Fahad, Soma., et al. (2021). The current meta-analysis aimed to examine the possible moderating effects of age and gender on the link between academic performance and emotional intelligence, including its three theoretical models. Due to their recognition of emotional intelligence's theoretical and practical importance, educational institutions have committed significant time and resources to help students improve their emotional intelligence. The meta-analysis's findings showed that academic achievement and emotional intelligence had a generally strong and favorable association. The study also investigated the moderating impact of emotional intelligence on gender, considering age as a possible moderator. According to the findings, age did not significantly influence the association between academic success and emotional

intelligence. Gender may impact the relationship between academic achievement and emotional intelligence since the association was shown to be somewhat mediated by gender.

Harish, Kulkarni, et al. (2020). The authors conducted a cross-sectional study to evaluate the Emotional Quotient in Medical Students and its Influence on Academic Performance. The study's outcome indicated that students scored highly on the EQ evaluation for total EQ, sensitivity, and competency but poorly on the emotional maturity scale. Unsurprisingly, there was no discernible correlation between EQ and academic achievement. Furthermore, compared to their female peers, male pupils performed worse academically. Notably, compared to non-users, those who used psychoactive drugs fared worse academically. According to the study, academic success is not mediated by emotional intelligence, especially for intelligent students beyond average. Rather, the usage of psychoactive drugs and gender were found to be significant determinants influencing academic results. These observations offer insightful viewpoints on the relationship between psychological traits and academic achievement in medical students.

Nikhilesh, Singh. et al. (2020). The study aimed to look into how undergraduate medical, dentistry, and nursing students between the ages of 18 and 30 performed academically in emotional intelligence (EI). The goal was to ascertain the relationship between these student groups' objective measures of academic success and EI. According to the comprehensive research results, clinical-year medical and dentistry students' academic performance was significantly influenced by their emotional intelligence (EI). Additionally, the analysis indicated that improving the emotional intelligence (EI) of healthcare personnel may broadly affect the quality and advancement of healthcare. In conclusion, the study highlighted the value of emotional intelligence in clinical and communication skills education and training in the healthcare industry and its potential to improve student performance and healthcare outcomes.

Neethu, George., et al. (2018). This study attempted to evaluate and compare the Emotional Quotient (EQ) of academically, athletically, and dance-talented kids. Emotional intelligence (EI) is the ability to manage emotions and reason, ultimately leading to long-term satisfaction. It is frequently assessed with the Emotional Intelligence Quotient (EQ). According to this research, incorporating extracurricular activities like athletics, dance, and academic endeavors may boost self-esteem and increase emotional self-awareness. Students may then have a higher EQ as a result of this. The results support a more balanced emphasis on IQ and EQ for the benefit of society, highlighting the significance of emotional intelligence as a crucial component of human growth and well-being.

Shruti, Marwaha. (2015). This research examined the IQ and Emotional Quotient (EQ) of 'High Achievers' and 'Low performers' in academic schooling in the Chandigarh and Mohali areas. The study aimed to determine how academic achievement is related to EQ and IQ. According to the research, students with both high EQ and high IQ performed better academically. Academic performance suffered for individuals with poor EQ and low IQ, and much more so for those with high IQ and low EQ. Furthermore, the least successful pupils in the classroom were those with poor EQ and low IQ. In light of this, it was determined that developing emotional intelligence is essential to raising one's IQ and utilizing it for academic achievement.

2.1 Objective of the Study

To measure the effect of emotional quotient on student overall performance.

2.2 Hypothesis

H₀: There is no significant impact of emotional quotient on students' overall performance

H₁: There is a significant impact of emotional quotient on students' overall performance

3. Research Methodology

A systematic questionnaire was used to gather data from 180 students. (At 0.3 effect size, 0.9 statistical power, 2 latent variables, 10 observable variables, and 0.05 probability level, the minimum necessary sample size is 119). Non-probability purposive sampling was used in this study. Primary and secondary data collection techniques were used in this research, The method used for the study is Structural equation modeling using SMART PLS.

The screenshot shows the SMART PLS software interface with the following input fields and results:

- Anticipated effect size: 0.3
- Desired statistical power level: 0.9
- Number of latent variables: 2
- Number of observed variables: 10
- Probability level: 0.05
- Calculate! button
- Minimum sample size to detect effect: 119
- Minimum sample size for model structure: 100
- Recommended minimum sample size: 119

Figure1: Input variables and sample for SMART PLS

Table 1: Projection of variables and attributes

Variables	Category	Frequency	Percentage
Gender	Male	90	50.0
	Female	90	50.0
Grade	Grade 8	30	16.7
	Grade 9	40	22.2
	Grade 10	30	16.7
	Grade 11	40	22.2
	Grade 12	40	22.2
Who do you feel comfortable discussing emotional challenges with?	Family	27	15.0
	Teachers	54	30.0
	Friends	43	23.9
	Counselors	56	31.1

Data was collected from 180 students, out of which 90 were male, and 90 were female, with each comprising 50.0 percent of the respondents. Of the overall sample, thirty pupils (16.7%) were in Grades 8 and 10, while

40 students (22.2%) were in Grades 9, 11, and 12. The findings revealed a range of preferences regarding getting help for emotional difficulties. Only 15% of students considered it acceptable to talk to their families about these kinds of topics. However, 30% of people reported comfort in confiding in their teachers, suggesting that there is more faith in this network of educational assistance. Roughly 24% of respondents said they would rather share with friends, and 31% said they would rather see a counselor—a significant indication of the students' heavy dependence on outside assistance in the classroom.

4. Data Analysis and Interpretation:

Table 2: Measurement Instruments

Constructs	Measurement Items
Emotional Quotient	<ol style="list-style-type: none"> 1. I am usually aware of my emotions and understand how they influence my thoughts and actions. 2. I find it easy to understand and share the feelings of others in various situations. 3. I am effective in building positive relationships with my peers and handling conflicts or disagreements 4. I can manage my emotions well, even in challenging situations, and this helps me make better decisions. 5. I am driven by personal or academic goals, and my emotional intelligence plays a role in my motivation and perseverance.
Student Overall Performance	<ol style="list-style-type: none"> 1. I consistently perform well academically and achieve high course grades. 2. I can analyze and evaluate information effectively, demonstrating strong critical thinking skills in my assignments and assessments. 3. I effectively manage my time to meet deadlines, balance academic and personal commitments, and maintain a productive schedule. 4. I work well with others in group projects, demonstrating strong collaboration and communication skills. 5. I can adapt to changes in coursework or unexpected challenges, demonstrating flexibility resilience in my academic pursuits.

Table 3: Reliability and validity

Path	Cronbach's alpha	rho_A	Composite reliability	AVE
Emotional quotient	0.864	0.924	0.836	0.538
Student overall performance	0.924	0.959	0.918	0.701

All of the Cronbach's alpha values are >0.7, confirming the reliability of the replies. Additionally, the composite reliability and AVE values are >0.5 and >0.7, respectively, suggesting convergent validity.

Table 4: Discriminant validity

Path	Emotional quotient	student overall performance
Emotional quotient	0.733	
student overall performance	0.176	0.873

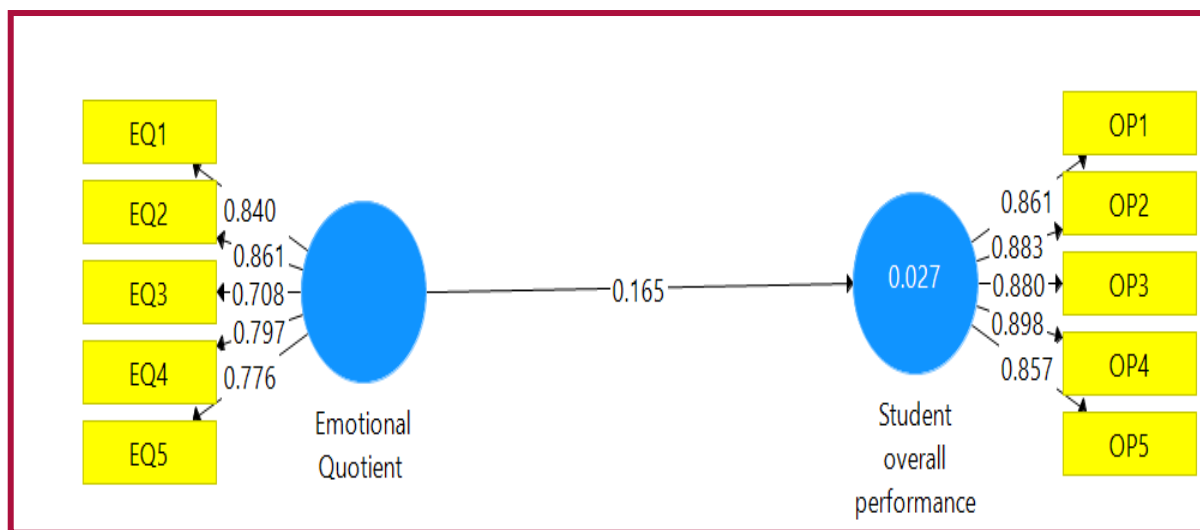


Figure 2: SEM Model

Table 5: Hypothesis testing

Path	Beta coefficient	T value	P value
Emotional quotient → student overall performance	0.165	3.679	0.000

P (value) < level of significance 5%; thus, Ho is rejected, and H1 is accepted in all the cases, indicating a significant impact of emotional quotient on student overall performance.

5. Conclusion:

The study concludes that the emotional quotient (EQ) significantly impacts students' overall performance. The correlation between students' academic achievement and their capacity to understand, regulate, and navigate their emotions is apparent. Positive learning experiences and outcomes are greatly enhanced by emotional intelligence, which includes self-awareness, self-regulation, empathy, and social skills. Implementing emotional intelligence programs and workshops to improve students' EQ; providing support systems, such as counseling services and peer mentoring; and incorporating social and emotional learning (SEL) into the curriculum, which enables students to acquire and apply emotional intelligence are all necessary steps for

educational institutions to fully utilize this valuable aspect of education. By identifying and fostering emotional intelligence, educational institutions may enable their students to succeed in the classroom and their personal and professional endeavors, giving them the tools necessary to prosper in a world that is becoming more complicated.

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