

“The Relationship between Emotional Intelligence, Personality and Academic Performance of Net Generation Students”

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Abstract:

Purpose: Research in the field of Emotional Intelligence have become a dynamic study area over the past few decades and is likely to become even more so as the importance of human resource management is rapidly gaining momentum. Therefore understanding Emotional Intelligence will be viewed as increasingly important. India has been regarded as the youngest country in the world by the UN as it has the world's largest youth population where more than 365 billion people are between the age group 10 and 24 years. This clearly indicates that the fate of the country lies in the hands of its Net Generation. Net Generation refers to people who undergo maximum emotional fluctuations which impacts their academic performance.

Emotional Intelligence is one of the most neglected component in the Indian education system due to the complexity in its computation. Emotional Intelligence shapes an individual's personality, measured by big 5 personality traits of an individual (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) and controls the behavior of the person which has a strong relationship with the academic performance. This article aims at examining the relationship between Emotional Intelligence, Personality and Academic performance of net generation students.

Keywords: Emotional Intelligence, Personality, Academic performance and Net generation students

I. Introduction

“A man would have been labeled as an animal, if he was not Emotionally Intelligent”. Daniel Goleman revolutionized the world of Human Resources when he brought Emotional intelligence to limelight in the early 90's through his book “Emotional Intelligence: Why it can matter more the IQ”. He argued that Emotional intelligence (EI) is much more important than Intelligence quotient (IQ) as EI influences the behavior of a person much more than IQ (Goleman 2004). The behavior of a person is a result of his personality; therefore personality can directly be related to Emotional Intelligence (Alexander B. Siegling, Adrian Furnham, and K. V. Petrides, 2014). Joyce G Walsh-Portillo (2011) argues that Emotional intelligence has a direct relationship with the academic performance of college students. These arguments indicate a possible relationship between the Emotional Intelligence, Personality and Academic performance of college students.

II. Literature review

The literature review considered for this exploratory research covers EI, Personality and academic performance.

Emotional Intelligence

Daniel Goleman's Definition: “Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships.”(Goleman 2004)Salovey and Mayer's Definition: "Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."(Salovey and Mayer 2007)Salovey, Brackett and Mayer (2007) state that “emotional intelligence (EI) refers to the processes involved in the recognition, use, understanding and management of one's own and other emotional states to solve emotion-laden problems and to regulate behavior (Salovey, Brackett and Mayer 2007)

Emotional Intelligence (EQ or EI) is a term created by two researchers – Peter Salavoy and John Mayer – and popularized by Dan Goleman in his 1996 book of the same name. Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others.

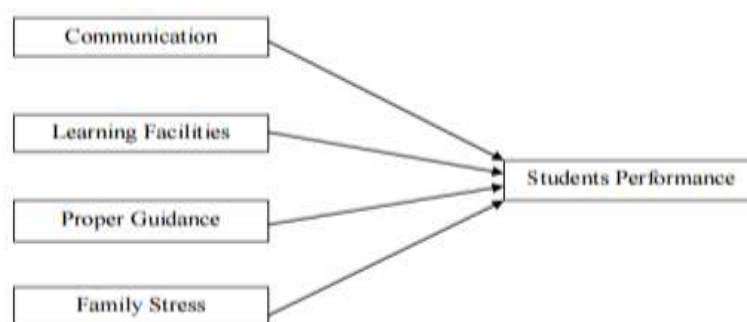
There are 5 components of Emotional Intelligence (Goleman 2004), which has been discussed below.

- Self-awareness: It is all about understanding one's own self. This involves a lot of Self analysis and understanding themselves and knowing how one's own reaction at different situations.
- Self-Regulation: This involves controlling the behavior of one's own self. It also focuses on how a person should keep a tab on his or her emotions in public.
- Motivation: Motivation is the driving force that makes a person behave in a certain manner.

- Empathy: The ability to understand the emotions and feeling of others.
- Social Skills: The ability to socialize and interact with others in the society.

Academic Performance

According to the dictionary: “Academic Performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals.” Student Performance Galiher (2006) and Darling (2005), used GPA to measure student performance because their main focus was on the student performance for the particular semester. Some other researchers used test results or results of the previous year since they were studying performance for the specific subject or year (Hijazi and Naqvi, 2006 and Hake, 1998).Irfan Mushtaq & Shabana Nawaz Khan conducted a research on private colleges in Rawalpindi and Islamabad to check the effect of independent variables on dependent variables. By using the appropriate statistical package SPSS, it is found that communication, learning facilities, proper guidance and family stress are the factors that affect the student performance. (Irfan Mushtaq and Shabana Nawaz Khan, 2012)



Muhammad Riaz Ahmad; Muhammad Khalid Pervaiz; Muhammad Aleem (2010) stated that the students' academic performance may be influenced by various external factors other than their personal characteristics. In this study, a questionnaire was used for data collection and its reliability was assessed by Cronbach Alpha. (Ahmad, Muhammad Riaz; Pervaiz, Muhammad Khalid; Aleem, Muhammad 2010) Kyoshaba Martha (2005) investigated the factors affecting academic performance of undergraduate students of Uganda Christian University. Data was collected from 340 respondents and the findings revealed that there was a significant relationship between parents' social economic status and academic performance and a significant relationship between former school background and academic performance. Parents' social economic status is important because parents provide high levels of psychological support for their children through environments that encourage the development of skills necessary for success at school. That location, ownership and academic and financial status of schools do count on making a school what it is and in turn influencing the academic performance of its students because they set the parameters of a students' learning experience.(Kyoshaba Martha 2005)This study highlights the different factors that influence academic performance which are also influenced by Emotional Intelligence. Therefore it can be determined that Emotional intelligence is related to the academic performance of individuals.

Personality

Greenberg and Baron's Definition-Personality - the unique and relatively stable pattern of behavior shown by individuals, just how stable are various aspects of personality or individual differences.” (Greenberg and Baron 2008).There are various ways of assessing personality. OCEAN is one of the most commonly used tool for personality assessment.

OCEAN is based on big 5 theory of personality. (McCrae, R. R., & Costa, P. T., Jr. 1999). The big five theory is used to assess the personality of an individual. It aims to correlate and analyze factors that reveal basic traits of personality. The big five are extraversion, neuroticism, conscientiousness, openness to experience and agreeableness. Psychologists find the big 5 theory extremely useful in personality research and use its applications in occupational, educational and chemical areas. The psychologists here argue that this model represents a significant contribution to the understanding of work behavior. (Fincham & Rhodes 2006) “According to an English language dictionary in a study conducted 60 years ago, there are 17,953 personality traits, even after combining the words with similar meanings, it still contained 171 distinct personality traits”(Allport G.W & Odbert H.S 1936 cited in Greenberg and Baron 2008).There may be 171 traits, but the most important 5 are in the Big 5 theory. McCrae, R. R., & Costa, P. T., Jr. 1999).

Trait	Description of someone scoring high
Openness	Imaginative, moved by art, emotionally sensitive, novelty seeker, tolerant
Conscientiousness	Competent, orderly, dutiful, motivated to achieve, self disciplined, thinks before acting.
Extraversion	Warm, gregarious, assertive, active, excitement seeker, positive emotions
Agreeableness	Trust, straightforward, altruistic, cooperative, modest, tender minded
Neuroticism	Anxious, angry, hostile depressed, self-conscious, impulsive, vulnerable

Trait Emotional Intelligence and Personality: Gender-Invariant Linkages Across Different Measures of the Big Five by Alexander B. Siegling, Adrian Furnham, and K. V. Petrides investigated if the linkages between trait emotional intelligence (trait EI) and the Five-Factor Model of personality were invariant between men and women. Five English-speaking samples (N = 307) of mostly undergraduate students each completed a different measure of the Big Five personality traits. Across samples, models predicting global TEIQue scores from the Big Five were invariant between genders, with Neuroticism and Extraversion being the strongest trait EI correlates, followed by Conscientiousness, Agreeableness, and Openness. However, there was some evidence indicating that the gender-specific contributions of the Big Five to trait EI vary depending on the personality measure used, being more consistent for women. Discussion focuses on the validity of the TEIQue as a measure of trait EI and its psychometric properties, more generally.”(Alexander B. Siegling, Adrian Furnham, and K. V. Petrides, 2014) Trait emotional intelligence (trait EI) refers to a constellation of emotional self-perceptions located at the lower levels of personality hierarchies and integrates the affective aspects of personality (Petrides, Pita, & Kokkinaki, 2007). This research focused on the linkages between trait emotional intelligence (trait EI) and the Five-Factor Model of personality were invariant between men and women and proved that there is a direct relationship between Emotional Intelligence and Big 5 Personality model.

Personality, Emotional Intelligence and Exercise: The associations of personality and self-report emotional intelligence (EI) with attitudes to exercise and self-reported exercise behaviour were investigated in a sample of 497 Canadian undergraduates. A positive attitude to exercise was negatively associated with Neuroticism and uncorrelated with other personality traits and EI. Exercise behaviour was positively associated with Extraversion and EI and negatively associated with Neuroticism. Structural equation modelling indicated that EI mediated the relationship between personality and exercise behaviour.(Donald H. Saklofske, Elizabeth J. Austin, Betty A. Rohr, Jac J.W. Andrews 2007).

This research proved that EI is related to the personality of an individual both directly and indirectly and it plays a very important role in shaping the personality of an individual. Luke et al (2014) examined the role of fluid intelligence, personality traits, and emotional intelligence (EI) in predicting female Year 9 students’ grade point average (GPA) and sought to determine the relationship between whether scholastic performance, EI and Personality. “Two-hundred and forty-three female secondary students who were enrolled in Year 9 (age: $M = 14.63$ years, $SD = 0.49$) completed the Adolescent Swinburne University EI Test, Raven’s Standard Progressive Matrices, and the Mini International Personality Item Pool (Mini-IPIP) and a GPA was calculated from the core subjects. The results revealed that higher GPAs were related to higher levels of Emotional Management. It was concluded that the consistent predictive efficacy of EI skills is in relation to scholastic outcomes.(Luke A. Downey, Justine Lomas, Clare Billings, Karen Hansen, Con Stough 2014)

The research throws light on three very important factors-Emotional intelligence, personality and Fluid intelligence. Fluid intelligence is directly connected to academic performance and academic performance is related to the Emotional Intelligence of a student. The research also shows the relationship between Academic performance and personality and personality. Therefore there is a strong correlation between all these three factors. Shipley et al (2010) examined the relationship between emotional intelligence and academic performance for undergraduate business students (N=193) using the Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF). Emotional intelligence was found to be positive associated with work experience. The Hypothesis of the research is “Emotional intelligence is positively associated with academic performance, as measured by student GPA.” Trait Emotional Intelligence Questionnaire (TEIQue) was used and a survey was created and administered to 193 College of Business students at a southeastern university. Anova was the statistical tool used. The study suggests that certain subfactors of emotional intelligence are related to academic

performance as measured by GPA. (Natalie L. Shipley, Mary Jo Jackson and Sharon Larisa Segrest 2010)This research clearly proved there is a direct relationship between Emotional Intelligence and Academic performance of students.

Observation

On completing an extensive secondary research and literature review, the following conclusions can be made.

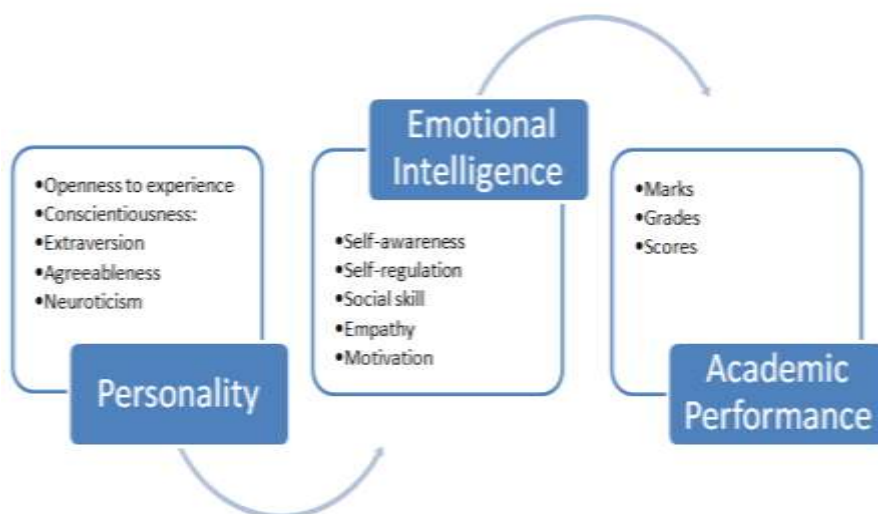
1. There is a direct relationship between Emotional intelligence and Personality.
2. There is a direct relationship between Emotional Intelligence and Academic performance.

This clearly indicates that there is a direct relationship between Emotional Intelligence, Personality and Academic Performance of Net Generation Students and this has been illustrated In the conceptual model

III. Research Gap

Research has been conducted extensively on the relationship between Emotional Intelligence and Personality and also on the relationship between Emotional Intelligence and Academic performance. However, little research has been conducted on the relationship between Emotional Intelligence, Personality and Academic Performance using the same sample. This research aims at filling this gap by understanding how Emotional Intelligence and Personality impacts Academic Performance.

IV. Conceptual Model



The Conceptual Model explains that Academic performance is affected by Emotional Intelligence consisting of Self-awareness, Self-regulation, Social skill, Empathy and Motivation (Independent Variables) which in fact is affected by personality consisting of the Big 5 traits: Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism (dependent variables).

V. Conclusion:

On doing an extensive Secondary Research and Literature Review about the relationship between Emotional Intelligence, Personality and Academic Performance, it has been concluded that primary research on 300 net generation students will be conducted as a next step in order to test the correlation between Emotional Intelligence, Personality and Academic Performance.

Academicians in the teaching line often cater to the Intelligence Quotient in order to drive the students' Academic Performance. However, if the teacher caters to the Emotional needs of the students, it will have far-reaching consequences on their academic performance. This research aims at shifting the focus of academicians from intelligence quotient to emotional intelligence of net generation students.

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