Study of the effect of emotional intelligence, self-confidence and motivation on the academic achievement of students

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Abstract

The COVID-19 pandemic has had a significant impact on education worldwide. The disease first hit China and numerous country in India then started to conduct online courses. Therefore, this study aims to explore the effect of the Gorakhpur students' emotional intelligence, learning motivation, and self-confidence on their academic achievement when they participated in online classes during the latter phase of the pandemic in India. Furthermore, the research also examines whether the students' emotional intelligence can influence their academic achievement through the mediation effect of their learning motivation and self-confidence. Social Cognitive Theory (SCT) and the social cognitive Expectancy-Value Model were employed to build the research framework, and the survey method method is used for data collection. Ten college of DDU Gorakhpur universities in Gorakhpur were selected for sampling. In total, 100 students were surveyed of which 100 questionnaires were valid. The results show that the students' emotional intelligence did not directly affect their academic achievement. Nevertheless, the students' emotional intelligence had a positive effect on their learning motivation and self-confidence. In addition, mediation analysis showed that the relation between emotional intelligence and academic achievement was sequentially mediated by learning motivation and self-confidence.

Keywords: emotional intelligence, learning motivation, self-confidence, academic achievement, pandemic (COVID-19)

Introduction

The COVID-19 pandemic has had a significant impact on education. There have been several schools closed in 180 countries or regions since the end of April 2020 and 85% of students could not go to school (World Bank, 2020a,b). The COVID-19 pandemic has been a typically adaptive and revolutionary challenge for educators, who needed to take countermeasures rapidly. Thus, numerous schools worldwide have managed to continue to teach online with their resources during the pandemic (Reimers et al., 2020).

There are several factors influencing students' online academic achievement. A body of recent studies have shown that emotional intelligence (EI) (Berenson et al., 2008), learning motivation (Nonis and Fenner, 2012), and self-confidence (Cussó-Calabuig et al., 2018; Yokoyama, 2019) have an effect on academic achievement.

Mortiboys (2012) points out that there have been various scholars interested in the effect of EI on education and there has been a dramatic increase in the number of studies on that (Perera, 2016). Mayer et al. (2008) suggested that EI refers to how people manage, comprehend, and use their relevant emotional traits and cognitive ability when they get along with others. EI also means that individuals' social intelligence enables them to recognize and differentiate their own and others' emotions in order to make appropriate decisions and take responsive actions (Alhebaishi, 2019). Dubey (2012) found that students' EI was positively correlated with their learning motivation

According to Schunk and Meece (2005), motivation is a deep mental phenomenon, normally defined as the strength of dominating individuals' behavior, and drives them to be engaged in goal-directed behavior (Jenkins and Demaray, 2015). Furthermore, Bain et al. (2010) pointed out that students' motivation was connected to the effectiveness of their learning. Students' learning could also be

maintained through the stimulation of motivation. Tella (2007) reported that it was difficult to reach satisfactory learning outcomes if there was a lack of learning motivation.

Self-confidence plays a vital role in learning processes and learning outcomes (Zhang and Ardasheva, 2019). It allows learners to be more involved in their learning processes regarding their motivation, cognition and behavior (Anam and Stracke, 2016). Bandura (1997) connected the function of efficacy and the concept of EI in his research and considered that the control of self-awareness and emotions might be linked with higher levels of self-efficacy.

MEANING OF ACADEMIC ACHIEVEMENT: Academic achievement or (academic) performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment. Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement -motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Academic achievement is a multidimensional activity and not a unidimensional one. It generally refers to levels of success of the proficiency in academic work. It indicates what a pupil has learnt or acquired in particular subjects.

STATEMENT OF THE PROBLEM: — Study of the effect of emotional intelligence, self-confidence and motivation on the academic achievement of students

OBJECTIVES OF THE STUDY The following objectives are formulated for the present study:
➢ To study and measure the Emotional Intelligence of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur.
➢ To study the relationship between emotional intelligence and academic achievement of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur.
➢ To study the relationship between the self-confidence and academic achievement of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur.
➢ To study the relationship between the motivation and academic achievement of achievement achievement of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur.
➢ To study the relationship between the emotional intelligence, self-confidence and motivation to academic achievement of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur.
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HYPOTHESIS: On the bases of objectives following hypothesis is formulated for the present study:
➢ There is a positive and significant relationship between emotional intelligence and academic achievement of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur.
➢ There is a positive and significant relationship between the self-confidence and academic achievement of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur.
➢ There is a positive and significant relationship between the motivation and academic achievement of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur.
➢ There is a positive and significant relationship between the emotional intelligence, self-confidence and motivation to academic achievement of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur.

RATIONALE OF THE STUDY: For developing, productive and healthy student, a balance has to be struck between the cognitive and emotional domains of learning. Once the Emotional Intelligence skills are developed, strengthened, and enhanced, the student in all likelihood may acquire increased level of personal academic, and carrier achievement. But our students are educated with one main objective in mind: Success in examination or academic achievement. Countless researchers have dwelt on the various factors. Which

underline high academic achievement? In the past there have been several attempts to find a substantial relationship between academic achievement and the factors, which contribute toward it, like personality traits, social and environmental factors. The above mentioned markedly showed that emotional and social factor are linked with academic achievement. These factors encompass the individuals intra-personal and inter- personal behavior, her adaptability with the changing environmental demands, stress management abilities etc. Subsequently, the researcher and Psychologist grouped these factors together and with this emerge a new term, which is called Emotional Intelligence. Major work has been done in this area; still limited studies exist in the Indian setting. The present study attempts to examine the relationship between the effect of emotional intelligence, self-confidence and motivation on the academic achievement of students. Higher education institutions many therefore consider emotional intelligence skill as non-traditional variables of intelligence to assist in the admission process and retention interventions. The purpose of the study was to examine the relationship between the effect of emotional intelligence, self-confidence and motivation on the academic achievement of students. Findings of the study may assist educators in developing a better understanding of the effects of emotional intelligence on the academic achievement.

DELIMITATION: Problem is also delimited, which is briefly described as under:

➢ This study was delimited to college Students Affiliated to DDU Gorakhpur universities in Gorakhpur only.

➢ The present study was restricted to 100 Students Affiliated to DDU Gorakhpur universities in Gorakhpur only.

➢ The present study was confined to college Students Affiliated to DDU Gorakhpur universities in Gorakhpur only, Gorakhpur (U.P.).

METHODOLOGY USED IN THE STUDY The overall plan of the study has been suitably articulated in this chapter under the following heads:

1. Selection of problems

2. Formulation of the hypothesis

3. Objectives of the study

4. Delimitation of the study

5. Research methods

6. Sampling:

 a). Population b). Sample.

 7. Selection of the tools

 8. Scoring procedure

 9. Statistical techniques used.

 10. Data analysis

 11. Formulation of Result

VARIABLES USED IN THE STUDY:

Emotional intelligence, self-confidence and motivation: Independent variable

 Academic Achievement: Dependent variable.

1. POPULATION A population refers to any collection of specified group of human beings or of non-human being. In the present study the population is college Students Affiliated to DDU Gorakhpur universities.

2. SAMPLE 100 graduates /Post graduates Student batch of 2020-2021 pursuing graduates /Post graduates from University consisted of the sample. The participants consisted of male and female students in which strength of female was more than male. Average age of all participants was 24 years. Randomization method was used for selection for the participants.

TOOL: ACADEMIC ACHIEVEMENT- Academic Achievement was measured by the marks secured in last year of University examination. The total Marks obtained by the students in the annual examination was noted down from the official records of college .

DATA COLLECTION: Emotional intelligence inventory designed by DR. S.K. Mangal (Guest faculty, Department of Education, M.D. University, Rohtak) and Ms. Shubhra Mangal (Principal C.R.S. College of Education, Noida) was used for the measurement of emotional intelligence of student' which consists four areas of Emotional Intelligence i.e Intra-personal Awareness, Inter-personal Awareness, Intra-personal Management, Inter- personal Management respectively. Rekha Gupta. Self Confidence Inventory is used for measurement Self Confidence (It contains 56 items and has been designed to assess the level of self confidence among adolescents and adults. and S. D. Kapoor and R. N. Singh. Motivation Analysis Test is used for measurement Motivation. The investigator herself collected the data for the present study by visiting to college Students Affiliated to DDU Gorakhpur universities, Gorakhpur. Investigator also collected the results of end year of the same sample for the measurement of Academic Achievement.

SCORING PROCEDURE:

The respondents are requested to indicate or tick mark against any response on one of their choices. Mode of response to each of the item of the inventory is in the form of a forced choice i.e. either Yes or No, indicating complete agreement with the proposed statement respectively. In the present Emotional intelligence inventory thus there are item where the response _Yes' is indicative of the presence of Emotional Intelligence and _No' for the lack of Emotional Intelligence. Similarly, there are

Items where _No' response provides clue for the presence of emotional intelligence and _Yes' for its absence.

STATISTICAL TECHINIQUES USED:
1.MEAN

2.STANDARD DEVIATION

3.KARL PEARSON's COEFFICIENT CORRELATION METHOD

ANALYSIS OF DATA The data in the present study was collected with help of **Emotional intelligence inventory** designed by **DR. S.K. MANGAL** and the Academic achievement of student. The data was analyzed with the help of mean, standard deviation, karlpearson product moment correlation as to find out the answer of the hypothesis that there is a significant relationship between Emotional Intelligence and Academic Achievement. The analysis and interpretation of the data obtained with the help of tool in the lighting of objectives given below:

HYPOTHESIS 1: **There is a positive and significant relationship between emotional intelligence and academic achievement of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur.**

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TABLE:4.01 Showing analysis of correlation between Emotional Intelligence and Academic Achievement of student .

S.NO	VARIABLE	MEAN	S.D	LEVEL OF SIGNIFICANCE	
				r value	Table value
1	EMOTIONAL INTELLIGENCE	72.46	9.68	0.715	.195(0.5 level) .254(.01 level)
2	ACADEMIC ACHIEVEMENT	507.04	53.02		

INTERPRETATION-Observation of table 4.01 shows that the obtained r value 0.715 between Emotional Intelligence and academic Achievement of students is founded higher than the table value (.195and .254) that is significant at .05 and .01 of confidence respectively. This allows us to **accept the hypothesis**. This reveals that Emotional Intelligence is positively and highly correlated to Academic Achievement of students

HYPOTHESIS 2: There is a positive and significant relationship between the self-confidence and academic achievement of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur.

TABLE 4.02 Showing analysis of correlation between **the self-confidence and academic achievement.**

VARIABLE	MEAN	S.D	LEVEL OF SIGNIFICANCE	
			r value	Tablevalue
self-confidence	18.11	3.72	.460	.195(0.5 level) .254(.01 level)

INTERPRETATION: Observation of table 4.02 shows that the obtained r value .460 between self-confidence and Academic Achievement of students is found higher than the table value (.195 and .254)that is significant at .05 and .01 of confidence respectively. This allows us to accept the hypothesis. This reveals that self-confidence is positively and highly correlated to Academic Achievement of Teacher Trainees.

HYPOTHESIS 3: There is a positive and significant relationship between the motivation and academic achievement of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur. **TABLE 4.03** Showing analysis of correlation between the motivation and Academic Achievement.

VARIABLE	MEAN	S.D	LEVEL OF SIGNIFICANCE	
			r value	Tablevalue
Motivation	17.66	3.48	.480	.195(0.5 level) .254(.01 level)

INTERPRETATION: Observation of table 4.03 shows that the obtained r value .480 between the motivation and Academic Achievement of Teacher Trainees is found higher than the table value (.195 and .254) that is significant at .05 and .01 of confidence respectively. This allows us to accept the hypothesis. This reveals that the motivation is positively and highly correlated to Academic Achievement of students.

HYPOTHESIS 4: There is a positive and significant relationship between the emotional intelligence, self-confidence and motivation to academic achievement of college Students Affiliated to DDU Gorakhpur universities in Gorakhpur**.**

TABLE 4.04 Showing analysis of correlation between the emotional intelligence, self-confidence and motivation to Academic Achievement.

VARIABLE	MEAN	S.D	LEVEL OF SIGNIFICANCE	
			r value	Tablevalue
Emotional Intelligence, Self-Confidence and Motivation	18.62	3.81	.393	.195(0.5 level) .254(.01 level)

INTERPRETATION: Observation of table 4.04shows that the obtained r value .393 between the emotional intelligence, self-confidence and motivation and Academic Achievement of Teacher Trainees is found higher than the table value (.195 and .254) that is significant at .05 and .01 of confidence respectively. This allows us to accept the hypothesis. This reveals that emotional intelligence, self-confidence and motivation is positively and highly correlated to Academic Achievement of students.

SUGGESTIONS FOR FUTURE STUDY

1. Similar study could be done at large scale

2. There could be comparative study between Emotional Intelligence and Academic Achievement.

3. Future research revel that Emotional Intelligence could be the predictor of Academic Achievement

4. Future research should strive to find a specific Emotional Intelligence construct that successfully predict job performance.

5. Similar study could find out the effect of Emotional Intelligence of girls and boys at secondary level.

6. This study use self-reported GPA as the major of Academic Achievement which was highly correlated with the actual GPA. But longitudinal data could be used for analysis of academic performance.

IMPLICATIONS OF THE STUDY FOR THE STUDENTS:

1. Students should be able to recognize their abilities and capacities instead of feeling low, develop ability to work and study in adverse emotional condition of life.

2. It can help future student to well equipped with handling new aims, objectives of education, method techniques and ready to take the responsibility which is a tactful task.

FOR THE TEACHERS:

The teacher should be competent to identify the changing emotional classroom environment and have the ability to empathize, encourage and connect with student on emotional level.

FOR THE INSTITUTIONS:

1. Education institution should consider on adding practical courses that help student function at a higher level of emotional level which would improve their performance at work place.

2. A specific emotional intelligence course could include interaction and actual practice in some of the areas related to emotional intelligence.

3. There should be an arrangement in school to help students who are suffering from some emotional problem.

4. In curriculum impetus should be given for the training of emotional intelligence to increase academic achievement of students.

CONCLUSION: To sum up, it can be stated that the outcome of all four hypothesis is accepted .It is true that there is positive and significant correlation between that emotional intelligence, self-confidence and motivation to Academic Achievement. There is a great need to explore the awareness about the Emotional Intelligence.Emotional Intelligent people are more likely to succeed in everything they undertake. Quality emotions and feeling help student give their best potential in the classroom. The students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others. The emotions, feelings, and values are vital for a person well being and achievement in life.

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