# " Correlational study on emotional intelligence and academic performance of nursing students in a selected college of…

Article · August 2015

**2 authors**, including:

Sheela Pavithran
Amrita Institute of Medical Sciences and Research Centre

**9** PUBLICATIONS   **2** CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:

Project   Chemotherapy View project

# "Correlational study on emotional intelligence and academic performance of nursing students in a selected college of nursing, Kochi".

## WINNIE JACOB[#1], SHEELA PAVITHRAN[#2]

#1II Year MSc Nursing , Medical and Surgical Nursing, Amrita College of Nursing, Amrita Institute of Medical Sciences, Kochi, Kerala, Phone no. 08281637537

#2VicePrincipal, Professor,MSc, RN, Department of Medical and Surgical Nursing, Amrita College of Nursing,Amrita Institute of Medical Sciences, Kochi, Kerala, Phone no. 09446291419

## ABSTRACT:

Emotional Intelligence (EI), often measured as an Emotional Intelligence Quotient (EQ), describes ability, capacity, skill or a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups.The study is titled "Correlational study on emotional intelligence and academic performance of nursing students in a selected college of nursing, Kochi". The objectives were 1) to determine the emotional intelligence of the nursing students. 2) to determine the academic performance of the nursing students. 3) to correlate the emotional intelligence and the academic performance of the nursing students. 4) to determine influencing factors of emotional intelligence and academic performance. **Methodology:** A quantitative approach, descriptive correlational design, among 90 nursing students who were selected by stratified random sampling technique and the data were collected using an Emotional intelligence questionnaire. **Results:**Overall academic performance has a positive correlation between adaptability(0.540), achievement (0.539), conflict management (0.549), teamwork and collaboration (0.553), influence (0.660). Correlation between the emotional intelligence and academic performance during higher secondary level of the students shows a significant positive correlation in the ability to adapt (r=0.500) and achievement (r=0.508). Correlation between the emotional intelligence and academic performance during the previous year of the nursing students shows a significant positive correlation in the area of conflict management (r=0.544). The association between emotional intelligence and socio demographic variables shows that except gender (p>0.05), none of the variables are associated with EQ and in regard of academic performance, it has no association with any of the socio demographic variables (p>0.05). **Conclusions:** Nursing students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination. Therefore, it is possible that emotional skill development may enhance nursing students' academic performance.

## KEYWORDS:

Emotional intelligence quotient, academic performance, empathy, conflict management

---

**Corresponding Author:**SheelaPavithran

---

# INTRODUCTION

"Education plays an important role in building up the society. In modern day society and the nation cannot achieve the aims of economic growth and development without educating and nurturing the talent of its citizens. The present state of affairs needs immediate attention of students in the process of education".[1]

The term „emotional intelligence' was coined by Peter Salovey from University of Yale and John Mayer from University of New Hampshire in 1990. Emotional Intelligence (EI), often measured as an Emotional Intelligence Quotient (EQ), describes ability, capacity, skill or a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups.[2] Five components of emotional intelligence are a) Self-awareness b) Managing emotions c) Motivating self d) Empathy and e) interpersonal skills.[3]

The success in academic performance of the students depends on their psychological well-being. A good academic achievement of a particular student is associated with his personality and mental health. In order to perform his duty in an effective manner a student should be intelligent in emotion and satisfied as a student because a student is the hope for his society and nation. Student's personality, behavior, interest, attitude and emotions affect their academic performance. So a student should understand his own emotions and other attributes in the teaching learning process.[1]

The present study would give researcher additional knowledge and understanding about the impact of emotional quotients on academic performance of students. Since emotional intelligence is not fixed like IQ, it can be learned through developmentintervention strategies hence, the possibility of improving academic performance. The results of the study will encourage other researchers to conduct similar studies that may be utilized to advance research in the concept on how EQ affects nursing student academic performance.

# MATERALS AND METHODS

Quantitative approach using non-experimental and correlation study design was used for the present study. The research study was conducted in a selected nursing college at Kochi. Probability stratified random sampling technique was used for the selection of subjects. Ninety subjects were selected from the college according to inclusion criteria. The data collection instruments included- **Section A:** Baseline variablessuch as age, gender, education of parents, annual income of family, type of family, residence, ordinal position in the family. **Section B**: Emotional intelligence questionnairefor assessing emotional intelligence of nursing students. **Section C**: Academic performance of nursing students is measured by Grade Point Average (GPA)

# RESULTS

**Table 1. Distribution of sample characteristics based on sociodemographic data n=90**

| Variables | Frequency (f) | Percentage (%) |
|---|---|---|
| **Age (in years)** | | |
| 15 - 17 | 0 | 0.0 |
| 18 - 20 | 58 | 64.4 |
| 21 - 23 | 32 | 35.6 |
| Above 23 | 0 | 0.0 |
| **Gender** | | |

| | | |
|---|---|---|
| Male | 4 | 4.4 |
| Female | 86 | 95.6 |
| **Religion** | | |
| Christian | 35 | 38.9 |
| Hindu | 53 | 58.9 |
| Muslim | 2 | 2.2 |
| **Education of Father** | | |
| Primary School | 7 | 7.8 |
| High School | 61 | 67.8 |
| Graduate | 22 | 24.4 |
| Post Graduate | 0 | 0.0 |
| **Education of Mother** | | |
| Primary School | 2 | 2.2 |
| High School | 60 | 66.7 |
| Graduate | 25 | 27.8 |
| Post Graduate | 3 | 3.3 |
| **Annual Income** | | |
| Above Rs. 2,50,000 | 5 | 5.6 |
| Rs. 1,00,001 - 2,50,000 | 32 | 35.6 |
| Rs. 20,001 - 1,00,000 | 53 | 58.9 |
| Up to Rs. 20,000 | 0 | 0.0 |
| **Type of Family** | | |
| Nuclear | 78 | 86.7 |
| Joint | 11 | 12.2 |
| Extended | 1 | 1.1 |
| **Ordinal Position** | | |
| Only Child | 12 | 13.3 |
| First Child | 51 | 56.7 |
| Second Child | 26 | 28.9 |
| Third and Above | 1 | 1.1 |
| **Current Habituation** | | |
| Hostel | 90 | 100 |
| Home | 0 | 0 |
| Paying Guest | 0 | 0 |

| Support system | | |
|---|---|---|
| Family | 63 | 70.0 |
| Friends | 27 | 30.0 |
| Colleagues | 0 | 0.0 |

Table 1 represents the sample characteristics based on sociodemographic data. The table shows that 58 (64.4%) of the students are in the age group of 18-20 years, followed by 32 (35.6%) in 21-23 years. Majority, that is, 86 (95.6%) of the students are females, and more than half 53 (58.9%) are Hindus. Educational status of majority of the parents are high school level, that is, 67.8% of fathers and 66.7% of mothers. Annual family income of majority 53(58.9%) is between Rs.20,001-1,00,000/-. Regarding the type of family , 86.7% (78 out of 90) are from nuclear family and more than half (56.7%)are first child of the parents. Family is the main support system of 63(70%) of the students.

**The first objective was todetermine the emotional intelligence of the nursing students.**
**Table 2.Itemwise distribution of Emotional Intelligence** n=90

| Items | Maximum score | Mean | SD | Range |
|---|---|---|---|---|
| Emotional Self Awareness | 18 | 11.5 | 2.712 | 4 - 17 |
| Accurate Self Assessment | 36 | 24.4 | 6.339 | 9 - 63 |
| Self Confidence | 42 | 26.3 | 8.907 | 8 - 86 |
| Emotional Self Control | 24 | 15.8 | 6.519 | 6 - 67 |
| Transparency | 24 | 14.6 | 3.836 | 7 - 23 |
| Adaptability | 30 | 17.8 | 4.758 | 8 - 30 |
| Initiative | 36 | 21.4 | 4.474 | 12 - 34 |
| Achievement | 36 | 22.9 | 5.173 | 12 - 34 |
| Optimism | 24 | 16.3 | 6.874 | 8 - 68 |
| Empathy | 42 | 31.7 | 8.117 | 17 - 67 |
| Organisational Awareness | 24 | 15.9 | 3.870 | 8 - 24 |
| Service Orientation | 42 | 29.8 | 5.671 | 16 - 42 |
| Developing Others | 30 | 20.8 | 5.837 | 12 - 57 |
| Inspirational Leadership | 24 | 16.7 | 8.914 | 6 - 82 |
| Conflict Management | 30 | 18.2 | 4.535 | 8 - 29 |
| Change Catalyst | 42 | 27.7 | 8.723 | 11 - 83 |
| Teamwork and Collaboration | 48 | 33.9 | 8.266 | 12 - 48 |
| Influence | 42 | 25.4 | 6.130 | 15 - 42 |
| Total (Emotional Intelligence) | 594 | 391.3 | 67.587 | 245 - 588 |

Data presented in table 2, showed that the mean and SD of emotional intelligence was 391.3 and 67.587. Among the components of emotional intelligence, the highest mean score was for team work and collaboration (33.9) and the lowest score for emotional self awareness (11.5). **The second objective wasto determine the academic performance of the nursing students.**

**Table 3.Distribution according to the academic performance of the students  n=90**

| Variables | Frequency | Percentage |
|---|---|---|
| **Emotional Intelligence** | | |
| Poor | 0 | 0.0 |
| Average | 30 | 33.3 |
| Good | 49 | 54.4 |
| Excellent | 11 | 12.2 |
| **Grade in +2** | | |
| Pass | 0 | 0.0 |
| Second Class | 1 | 1.1 |
| First Class | 34 | 37.8 |
| Distinction | 55 | 61.1 |
| **Number of Attempts in +2** | | |
| One | 90 | 100.0 |
| Two | 0 | 0.0 |
| Three | 0 | 0.0 |
| Four | 0 | 0.0 |
| **Grade in the Previous Year** | | |
| Pass | 8 | 8.9 |
| Second Class | 33 | 36.7 |
| First Class | 46 | 51.1 |
| Distinction | 3 | 3.3 |
| **Distribution of Number of Attempts in the previous year** | | |
| One | 77 | 85.6 |
| Two | 11 | 12.2 |
| Three | 1 | 1.1 |
| Four | 1 | 1.1 |

Data presented in table 3, showed that the emotional intelligence of 54.4% (49 out of 90) is „Good' and only 12.2% belong to the category, "excellent" emotional intelligence and there were none with poor emotional intelligence. Further, it can also be noted that some of the

students fall in to the category of "poor". Out of the 90 subjects, 55 (61.1%) secured distinction in +2 followed by first class (37.8%) and all the students have passed the +2 in the first attempt. But the data also give evidence that there are only 3.3% (3 out of 90) who secured distinction in the previous year and only 85.6% have cleared the previous year with first class. There is 1.1% each who cleared the previous year in the third and fourth attempt.

**The third objective was    to correlate the emotional intelligence and the academic performance of the nursing students.**

**Table 4. Correlation between emotional intelligence and academic performance n=90**

| Emotional Intelligence | Higher Secondary | | Previous Year | | Overall | |
|---|---|---|---|---|---|---|
| | Correlation (r) | p - value | Correlation (r) | p - value | Correlation (r) | p - value |
| Emotional Self Awareness | 0.151 | 0.155 | 0.305 | 0.003 | 0.256 | 0.015 |
| Accurate Self Assessment | 0.289 | 0.006 | 0.268 | 0.011 | 0.305 | 0.003 |
| Self Confidence | 0.369 | 0.000 | 0.457 | 0.000 | 0.461 | 0.000 |
| Emotional Self Control | 0.098 | 0.356 | 0.197 | 0.063 | 0.174 | 0.101 |
| Transparency | 0.396 | 0.000 | 0.366 | 0.000 | 0.425 | 0.000 |
| Adaptability | 0.500 | 0.000 | 0.468 | 0.000 | 0.540 | 0.000 |
| Initiative | 0.377 | 0.000 | 0.473 | 0.000 | 0.476 | 0.000 |
| Achievement | 0.508 | 0.000 | 0.446 | 0.000 | 0.539 | 0.000 |
| Optimism | 0.313 | 0.003 | 0.197 | 0.063 | 0.288 | 0.006 |
| Empathy | 0.325 | 0.002 | 0.334 | 0.001 | 0.369 | 0.000 |
| Organisational Awareness | 0.389 | 0.000 | 0.392 | 0.000 | 0.438 | 0.000 |
| Service Orientation | 0.491 | 0.000 | 0.460 | 0.000 | 0.531 | 0.000 |
| Developing Others | 0.334 | 0.001 | 0.385 | 0.000 | 0.398 | 0.000 |
| Inspirational Leadership | 0.247 | 0.019 | 0.361 | 0.000 | 0.343 | 0.001 |
| Conflict Management | 0.436 | 0.000 | 0.544 | 0.000 | 0.549 | 0.000 |
| Change Catalyst | 0.263 | 0.012 | 0.210 | 0.047 | 0.265 | 0.012 |
| Teamwork and Collaboration | 0.499 | 0.000 | 0.497 | 0.000 | 0.553 | 0.000 |
| Influence | 0.468 | 0.000 | 0.468 | 0.000 | 0.518 | 0.000 |
| Emotional Intelligence | 0.575 | 0.000 | 0.605 | 0.000 | 0.660 | 0.000 |

Table 4 represents the correlation between the emotional intelligence and academic performance of the nursing students. Karl pearson's correlation coefficient was used to measure the degree of linear relationship between the variables. Results showed that emotional

intelligence had a positive correlation with the academic performance that is with overall (r=0.660), previous year (0.605) and highersecondary(0.575).

Overall academic performance has a positive correlation between adaptability (0.540), achievement (0.539), conflict management (0.549), teamwork and collaboration (0.553), influence (0.660) which indicates that higher the EQ, better is the ability to adapt, possibility to achieve, ability to manage conflict, ability for teamwork and collaboration and to influence.

Correlation between the emotional intelligence and academic performance during higher secondary level of the subjects shows a significant positive correlation in the ability to adapt (r=0.500) and achievement (r=0.508).

Correlation between the emotional intelligence and academic performance during the previous year of the nursing students shows a significant positive correlation in the area of conflict management (r=0.544).

**The fourth objective was to    determine influencing factors of emotional intelligence and academic performance.**

**Association between emotional intelligence and selected socio-demographic variables**

Association between emotional intelligence and selected demographic variables was determined using the non parametric test- Fisher's exact test.

**Table 5. Association between emotional intelligence and socio demographic variables**

| Socio demographic variables | Emotional Intelligence | | | Total | p – value |
|---|---|---|---|---|---|
| | Average (n,%) | Good (n,%) | Excellent (n,%) | | |
| **Age** | | | | | |
| 18 - 20 Years | 21 (36.2) | 29 (50.0) | 8 (13.8) | 58 | 0.601 |
| 21 - 23 Years | 9 (28.1) | 20 (62.5) | 3 (9.4) | 32 | |
| Total | 30 (33.3) | 49 (54.4) | 11 (12.2) | 90 | |
| **Gender** | | | | | |
| Male | 2 (50.0) | 0 (0.0) | 2 (50.0) | 4 | 0.015 |
| Female | 28 (32.6) | 49 (57) | 9 (10.5) | 86 | |
| Total | 30 (33.3) | 49 (54.4) | 11 (12.2) | 90 | |
| **Religion** | | | | | |
| Chrisrian | 10 (28.6) | 19 (54.3) | 6 (17.1) | 35 | |
| Hindu | 19 (35.8) | 29 (54.7) | 5 (9.4) | 53 | 0.724 |
| Muslim | 1 (50.0) | 1 (50.0) | 0 (0.0) | 2 | |
| Total | 30 (33.3) | 49 (54.4) | 11 (12.2) | 90 | |

| **Education of Father** | | | | | |
|---|---|---|---|---|---|
| Primary School | 2 (28.6) | 3 (42.9) | 2 (28.6) | 7 | |
| High School | 21 (34.4) | 35 (57.4) | 5 (8.2) | 61 | 0.420 |
| Graduate | 7 (31.8) | 11 (50.0) | 4 (18.2) | 22 | |
| Total | 30 (33.3) | 49 (54.4) | 11 (12.2) | 90 | |
| **Education of Mother** | | | | | |
| Primary School | 1 (50.0) | 1 (50.0) | 0 (0.0) | 2 | |
| High School | 23 (38.3) | 30 (50.0) | 7 (11.7) | 60 | |
| Graduate | 5 (20.0) | 16 (64.0) | 4 (16.0) | 25 | 0.675 |
| Post Graduate | 1 (33.3) | 2 (66.7) | 0 (0.0) | 3 | |
| Total | 30 (33.3) | 49 (54.4) | 11 (12.2) | 90 | |
| **Annual Income** | | | | | |
| Above Rs. 2,50,000 | 0 (0.0) | 4 (80.0) | 1 (20.0) | 5 | |
| Rs. 1,00,001 - 2,50,000 | 8 (25.0) | 21 (65.6) | 3 (9.4) | 32 | 0.146 |
| Rs. 20,001 - 1,00,000 | 22 (41.5) | 24 (45.3) | 7 (13.2) | 53 | |
| Total | 30 (33.3) | 49 (54.4) | 11 (12.2) | 90 | |
| **Type of Family** | | | | | |
| Nuclear | 26 (33.3) | 41 (52.6) | 11 (14.1) | 78 | |
| Joint | 4 (36.4) | 7 (63.6) | 0 (0.0) | 11 | 0.712 |
| Extended | 0 (0.0) | 1 (100.0) | 0 (0.0) | 1 | |
| Total | 30 (33.3) | 49 (54.4) | 11 (12.2) | 90 | |
| **Ordinal Position** | | | | | |
| Only Child | 3 (25.0) | 8 (66.7) | 1 (8.3) | 12 | |
| First Child | 18 (35.3) | 28 (54.9) | 5 (9.8) | 51 | 0.683 |
| Second Child | 8 (30.8) | 13 (50.0) | 5 (19.2) | 26 | |

| Third Child | 1 (100.0) | 0 (0.0) | 0 (0.0) | 1 | |
|---|---|---|---|---|---|
| Total | 30 (33.3) | 49 (54.4) | 11 (12.2) | 90 | |
| **Current Habituation** | | | | | |
| Hostel | 29 (34.1) | 46 (54.1) | 10 (11.8) | 85 | 0.263 |
| Home | 0 (0.0) | 3 (75.0) | 1 (25.0) | 4 | |
| Paying Guest | 1 (100.0) | 0 (0.0) | 0 (0.0) | 1 | |
| Total | 30 (33.3) | 49 (54.4) | 11 (12.2) | 90 | |
| **Support System** | | | | | |
| Family | 19 (30.2) | 35 (55.6) | 9 (14.3) | 63 | |
| Friends | 11 (40.7) | 14 (51.9) | 2 (7.4) | 27 | 0.517 |
| Total | 30 (33.3) | 49 (54.4) | 11 (12.2) | 90 | |

Data presented in table 5 regarding association between emotional intelligence and socio demographic variables shows that except gender (p>0.05), none of the variables are associated with EQ.

**Table 6. Association between academic performance and socio demographic variables**

| Socio demographic variables | Academic Performance | | | Total | p − value |
|---|---|---|---|---|---|
| | Second Class (n,%) | First Class (n,%) | Distinction (n,%) | | |
| **Age** | | | | | |
| 18 - 20 Years | 4 (6.9) | 44 (75.9) | 10 (17.2) | 58 | 0.367 |
| 21 - 23 Years | 0 (0.0) | 25 (78.1) | 7 (21.9) | 32 | |
| Total | 4 (4.4) | 69 (76.7) | 17 (18.9) | 90 | |
| **Gender** | | | | | |
| Male | 1 (25.0) | 3 (75.0) | 0 (0.0) | 4 | 0.188 |
| Female | 3 (3.5) | 66 (76.7) | 17 (19.8) | 86 | |
| Total | 4 (4.4) | 69 (76.7) | 17 (18.9) | 90 | |
| **Religion** | | | | | |
| Chrisrian | 2 (5.7) | 25 (71.4) | 8 (22.9) | 35 | |
| Hindu | 2 (3.8) | 43 (81.1) | 8 (15.1) | 53 | 0.451 |
| Muslim | 0 (0.0) | 1 (50.0) | 1 (50.0) | 2 | |
| Total | 4 (4.4) | 69 (76.7) | 17 (18.9) | 90 | |

| **Education of Father** | | | | |
|---|---|---|---|---|
| Primary School | 0 (0.0) | 6 (85.7) | 1 (14.3) | 7 | |
| High School | 4 (6.6) | 46 (75.4) | 11 (18.0) | 61 | 0.863 |
| Graduate | 0 (0.0) | 17 (77.3) | 5 (22.7) | 22 | |
| Total | 4 (4.4) | 69 (76.7) | 17 (18.9) | 90 | |
| **Education of Mother** | | | | | |
| Primary School | 0 (0.0) | 2 (100.0) | 0 (0.0) | 2 | |
| High School | 4 (6.7) | 48 (80.0) | 8 (13.3) | 60 | |
| Graduate | 0 (0.0) | 18 (72.0) | 7 (28.0) | 25 | |
| Post Graduate | 0 (0.0) | 1 (33.3) | 2 (66.7) | 3 | |
| Total | 4 (4.4) | 69 (76.7) | 17 (18.9) | 90 | 0.158 |
| **Annual family Income** | | | | | |
| Above Rs. 2,50,000 | 0 (0.0) | 3 (60.0) | 2 (40.0) | 5 | |
| Rs. 1,00,001 - 2,50,000 | 1 (3.1) | 22 (68.8) | 9 (28.1) | 32 | 0.166 |
| Rs. 20,001 - 1,00,000 | 3 (5.7) | 44 (83) | 6 (11.3) | 53 | |
| Total | 4 (4.4) | 69 (76.7) | 17 (18.9) | 90 | |
| **Type of Family** | | | | | |
| Nuclear | 4 (5.1) | 60 (76.9) | 14 (17.9) | 78 | |
| Joint | 0 (0.0) | 9 (81.8) | 2 (18.2) | 11 | 0.391 |
| Extended | 0 (0.0) | 0 (0.0) | 1 (100.0) | 1 | |
| Total | 4 (4.4) | 69 (76.7) | 17 (18.9) | 90 | |
| **Ordinal Position** | | | | | |
| Only Child | 1 (8.3) | 8 (66.7) | 3 (25.0) | 12 | |
| First Child | 1 (2.0) | 42 (82.4) | 8 (15.7) | 51 | |
| Second Child | 2 (7.7) | 18 (69.2) | 6 (23.1) | 26 | 0.508 |
| Third Child | 0 (0.0) | 1 (100.0) | 0 (0.0) | 1 | |
| Total | 4 (4.4) | 69 (76.7) | 17 (18.9) | 90 | |
| **Current Habituation** | | | | | |
| Hostel | 4 (4.7) | 65 (76.5) | 16 (18.8) | 85 | |
| Home | 0 (0.0) | 3 (75.0) | 1 (25.0) | 4 | 0.990 |
| Paying Guest | 0 (0.0) | 1 (100.0) | 0 (0.0) | 1 | |
| Total | 4 (4.4) | 69 (76.7) | 17 (18.9) | 90 | |
| **Support System** | | | | | |

| Family | 3 (4.8) | 50 (79.4) | 10 (15.9) | 63 | |
| Friends | 1 (3.7) | 19 (70.4) | 7 (25.9) | 27 | 0.567 |
| Total | 4 (4.4) | 69 (76.7) | 17 (18.9) | 90 | |

Data presented in table 6 regarding association between academic performance and socio demographic variables shows that academic performance has no association between any of the socio demographic variables (p>0.05).

## DISCUSSION

The present study was undertaken to assess the relationship between students emotional intelligence and academic performance in a selected nursing college, Kochi. The current study was done in 90 nursing students .Results of the present study revealed that emotional intelligence had a significant correlation with academic performance. This finding is congruent with the earlier research findings of Schuttle et al. (1998) and Tapia (1998) who found a significant relationship between emotional intelligence and the Scholastic Aptitude Test. The effect of emotional intelligence on academic success is well documented in the literature (Bar-On, 2003; Farook, 2003; Marquez et al. 2006; Adeyemo, 2007). This result is easily explainable bearing in mind that emotional intelligence competences, such as ability to regulate one 's feeling, problem solving, intrapersonal and interpersonal skills are highly germane to academic success. For instance, a student who is adapt in emotional management could use such skill to ward off stress and anxiety associated with test-taking and examination. Furthermore, ability to display interpersonal skills may assist students to seek academic help from teachers, peers and resource persons.

## CONCLUSION

Increasing emotional intelligence may not only facilitate the learning process and improve career choice and likelihood of success, but could also enhance the probability of better personal and social adaptation in general. The educational experience would be more balanced or holistic as it would focus on educating the whole person. There could also be beneficial effects for the institutions, improving the environment in which the educational experience occurs. Students need the ability to appraise a situation correctly, react appropriately in difficult circumstances and exercise stress tolerance or display impulse control when making judgments about academic decisions. Students need activities and advising sessions that help establish proactive patterns that increase awareness about emotional intelligence. The goal is to foster skills that lead to academic success.

## REFERENCE

1. Dhull P. Emotional Intelligence of Students in Relation To Their Academic Achievements. International Indexed & Refereed Research Journal; April- May 2013 VOL-IV * ISSUE 51-52.
2. Mayer JD, Salovey P. Emotional intelligence and construction and regulation of feelings. ApplPrevPsychol 1995;4(3):197-208.
3. Mayer JD,Salovey P, Caruso DR. What is Emotionalintelligence? J sport psychology [serial online] 2002 [cited 2012 Sept 30]; 63(6):503-7 Available

from:http://heblat.research.yale.edu/pub_pdf/pub55_measuringemotional
intelligencewiththeMSCEITV2.0.pdf

4.  Sudarsam S, Kumar S. (2002) Traditional intelligence (IQ) and Emotional Intelligence (EQ)" University NewsVol. 40(12).

5.  Benson G, Ploeg J, Brown B. A cross sectional study of emotional intelligence in baccalaureate nursing students. Nurse Education Today.[serial online] 2010 Jan 30 [cited 2012 Dec 14] 30(1):49-53 Available from: URL:http://www.krepublishers.com/02-Journals/JHE/JHE-17-0-000-000-2005-Web/JHE-17-2-085-160-2005-Abst-PDF/JHE-17-2-153-155-2005-1208-Katyal-S/JHE-17-2-153-155-2005-1208-Katyal-S.pdf

6.  Sharan P, Sagar R. The Need for National Data on Epidemiology of Child and Adolescent Mental Disorders. J Indian Assoc Child Adolesc Ment Health [serial online] 2008 [cited 2012 Aug 30]; 4(2):22-7 Available from: http://www.jiacam.org/0402/EDIT0402.pdf

7.  Nita. Academic Intelligence is related to Emotional Intelligence. Journal of Indian Psychology [serial online] 2008 Jun 25 [cited 2012 Sep 20]; 24(7):23-30. Available from: URL:http://nitawriter.wordpress.com/2008/06/25/academic-intelligence-is-related-to-emotional-intelligence/

8.  Aremu OA, Tella A. Relationship among emotional intelligence, parental involvement and academicachievement of secondary school students in Ibadan, Nigeria. [online] 2005 [cited Dec 21] Available from :*www.usca.edu/essays/vol182006/tella1.pdf*

9.  Nasir M, Masrur R. An Exploration of Emotional Intelligence of the Students of IIUI in Relation to Gender, Age and Academic Achievement. Bulletin of Education and Research June 2010, Vol. 32, No. 1 pp 37-51.