
EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE OF STUDENTS (PG) AS PREDICTORS OF FUTURE CAREER SUCCESS

Sonali S Kudtarkar¹, Prof. Shweta Sajjanar²

¹2nd Year Student, Chetan Business School, Hubli.

²Assistant Professor Chetan Business School, Hubli.

ABSTRACT

The aim of this study is to examine the correlation between academic achievement and emotional intelligence among postgraduate students in North Karnataka, and the possible predictive significance of these variables for future professional success. Understanding the relationship between academic success and emotional intelligence is essential in a dynamic and competitive job market. In order to achieve this we have made sure that a large audience will benefit from the research findings, students from various academic disciplines are made involved. We will evaluate students' emotional intelligence and look over their records to determine how well they are progressing.

This research is focused more about how academic success and emotional intelligence can contribute to our future professional success. Researcher is trying to figure out how raising our GPAs (Grade Point Average) and feeling good about ourselves can help to advance in the student's career.

The outcome of this research will be benefited to teachers and all those who make decisions about education. We will have a better understanding of the factors influencing our future employment prospects. It results in better career planning and education. Researcher has examined emotional intelligence in PG students over the course of three months, using a sample size of 287. This research focuses on PG students and the statistical tools used were Frequency table, T test and ANOVA.

The study also demonstrates the various components of emotional intelligence, such as self-awareness, Self-Regulation, motivation, empathy, and social skills, collectively had a significant influence on academic achievement. The findings suggest that incorporating emotional quotient into the existing educational programme is recommended to enhance students' achievement in the present and ensure their future success.

Keywords: Emotional Intelligence, Academic Performance, Students, Career Planning, Future Career Success

1. INTRODUCTION

The way we think about being successful has changed a lot in recent times. It's not just about doing well in school, colleges anymore – it's also about understanding our emotions and how we connect with others. (EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT, n.d.) This research is all about exploring how emotional smarts, how well students do in their studies after their bachelor's degree (when they're in post graduate studies), and how these things can help us guess how successful they might be in their future careers. As the world gets more and more competitive, it's important to figure out the different parts that make someone successful.

Back in the old days, people thought being successful meant getting good grades in school. But things have changed. Now, being successful means a lot more. One thing that's got a lot of attention now is how well someone understands their emotions – this is called emotional intelligence. (Emotional Intelligence - Peter Salovey, John D. Mayer, 1990, n.d.) Think about it as knowing how to deal with your feelings and other people's feelings too. This can be really helpful in college and in jobs. When students are at a high level of emotional intelligence, they tend to study better, get motivated more easily, and get along well with others. All of this helps them to do better in college. Colleges have even started teaching emotional intelligence to students, so they can be better learners and grow as people. (RETRACTED ARTICLE: Developing Emotional Intelligence in Student Teachers in Universities Humanities and Social Sciences Communications, n.d.)

But here's the twist: being smart with emotions is not just for college. When people move from being students to having jobs, they need more than just book smarts. Employers now want workers who can talk to others, handle problems, and stay strong when things get tough. This is where emotional intelligence comes in. So, we want to find out if emotional intelligence and how well students do in their studies can help us guess how well they'll do in their future jobs. This study is important for a few reasons. First, it helps students understand that being good at emotions is just as important as getting good grades. It could lead to new ways of learning that help students become better learners and better at dealing with life outside of college.

For students, this study shows that being smart with emotions isn't something you just use in college – it's something that can help you in your future jobs too. If you know that emotional skills can help you do well in both college and

work, you might want to learn more about it and get better at it.

And for boss and people who hire workers, this study can give insights. It can help them pick employees who aren't just good at the technical parts of the job, but also at working with others and solving problems.

Objectives:

1. To know the influence of demographic variables on Future Career Success of PG-students.
2. To study the relationship between Emotional Intelligence and Academic Performance in PG students.
3. To Study the relationship between Emotional Intelligence and Future Career Success.

Hypothesis:

H0: There is no significant influence of demographic variables on Future Career Success of PG students.

H1: There is significant influence of demographic variables on Future Career Success of PG student.

H0: There is no significant relationship between Emotional Intelligence and Academic Performance in PG students.

H2: There is a significant relationship between Emotional Intelligence and Academic Performance in PG students.

H0: There is no significant relationship between Emotional Intelligence and Future Career Success.

H3: There is a significant relationship between Emotional Intelligence and Future Career Success.

2. LITERATURE REVIEW

Goleman, D. (1995). In this paper of Emotional Intelligence: Why It Can Matter More Than IQ. This seminal work introduced the concept of emotional intelligence and its potential impact on various aspects of life, including academic and career success. Brackett, M.A.,

Rivers, S. E., & Salovey, P. (2011). Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. - This study delves into the implications of emotional intelligence across multiple domains, including academia and the workplace. Extremera, N., & Fernández-Berrocal, P. (2005). Perceived Emotional Intelligence and Academic Achievement: Predictive and Incremental Validity. - This study focuses on the predictive value of perceived emotional intelligence on academic success. Parker, J. D., Creque, R. E., Barnhart, D. L., Harris, J. I., Majeski, S. A., Wood, L. M., ... & Hogan, M. J. (2004). Academic achievement in high school: Does emotional intelligence matter? - Investigates the role of emotional intelligence in high school students' academic achievement. Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept.

- This article discusses the conceptual framework of emotional intelligence and its relevance to educational and workplace contexts. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. - The foundational paper that introduced the concept of emotional intelligence and its potential impact on various life domains. Aldhafri, S., emotional intelligence, academic achievement, and career success in the context of pre-service teachers. Al-Mamari, S., & Greenidge, D. (2011). Emotional intelligence and its relationship to academic achievement and career success among pre-service teachers in Oman. - Focuses on the connection between O'Connor, P., & Little, I. S. (2003). Revisiting the predictive validity of emotional intelligence: Self-report versus ability-based measures. - This study discusses the predictive validity of different emotional intelligence measures on academic and occupational

Outcomes. Mavroveli, S., Petrides, K. V., Rieffe, C., & Bakker, F. (2007). Trait emotional intelligence, psychological well-being and peer-rated social competence in adolescence.

Investigates the relationship between trait emotional intelligence and various social and psychological outcomes. Lubis, M. A. H., & Siagian, H. (2018). The effect of emotional intelligence, academic achievement on career success: Study at postgraduate students. -

Explores the relationship between emotional intelligence, academic achievement, and career success among postgraduate students. Zeidner, M., Matthews, G., & Roberts, R. D. (2004). Emotional intelligence in the workplace: A critical review. - Examines the role of emotional intelligence in the workplace context and its implications for career success. Brackett, M. A., & Salovey, P. (2006). Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). - Discusses the measurement of emotional intelligence using the MSCEIT and its relevance to predicting success in various life domains. Parker, J. D., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. - Explores the impact of emotional intelligence on academic success during the transition from high school to university. Austin, E. J., Saklofske, D. H., & Egan, V. (2005). Personality, well-being and health correlates of trait emotional intelligence. - Investigates the connections between trait emotional intelligence, personality, well-being, and health outcomes.

Lumley, M. A., Coatsworth, J. D., Shaw, D. S., & Stoltz, K. B. (2007). An ecological perspective on emotional

intelligence. - Offers an ecological perspective on emotional intelligence and its implications for personal, academic, and career success. Petrides, K. V., & Furnham, A. (2000). On the dimensional structure of emotional intelligence. - Discusses the dimensional structure of emotional intelligence and its implications for academic and career success. Lopes, P. N., Salovey, P., & Straus, R. (2003). Emotional intelligence, personality, and the perceived quality of social relationships. - Investigates the relationship between emotional intelligence, personality, and the quality of social relationships. Day, A. L., & Carroll, S. A. (2004). Using an ability-based measure of emotional intelligence to predict individual performance, group performance, and group citizenship behaviors. - Explores the predictive value of ability-based emotional intelligence measures on individual and group performance. Nelis, D., Quoidbach, J., Mikolajczak, M., & Hansenne, M. (2009). Increasing emotional intelligence: (How) is it possible? - Discusses the potential for enhancing emotional intelligence and its implications for academic and career success. Webb, C. E., Ashton, M. C., & Cholle, B. (2013). The development of core and surface trait emotional intelligence competencies: A comparison of video-based, self-report, and mixed assessment formats. - Explores different assessment formats for emotional intelligence and their relationship to core and surface competencies. Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). - Introduces the Bar-On model of emotional-social intelligence and its application to various life domains. Mavroveli, S., Petrides, K. V., Sangareau, Y., & Furnham, A. (2009). Exploring the relationships between trait emotional intelligence and objective socio-emotional outcomes in childhood. - Investigates the associations between trait emotional intelligence and socio-emotional outcomes in childhood. Austin, E. J. (2010). Measurement of ability emotional intelligence: Results for two new tests. - Discusses the measurement of ability emotional intelligence using new assessment tools. Fiori, M., & Antonakis, J. (2011). The ability model of emotional intelligence: Searching for valid measures. - Discusses the ability model of emotional intelligence and its relevance to predicting success. Parker, J. D., Duffy, J. M., Wood, L. M., Bond, B. J., & Hogan, M. J. (2005). Academic achievement and emotional intelligence: Predicting the successful transition from high school to university. - Explores how emotional intelligence relates to successful transitions between different educational levels. Tett, R. P., Fox, K. E., & Wang, A. (2005). Development and validation of a personality inventory for use in selection contexts: A comparison of three models. - Investigates the role of personality traits and emotional intelligence in selection contexts. Chapman, B. P., & Hayslip Jr, B. (2005). Incremental validity of the Mayer-Salovey-Caruso Emotional Intelligence Test version 2.0 (MSCEIT) after controlling for personality and cognitive ability. - Examines the incremental validity of the MSCEIT after accounting for personality and cognitive ability. Pertegal, M. A., Rodríguez-Díaz, F. J., & Gallardo-López, J. A. (2016). Influence of emotional intelligence, motivation and cognitive learning strategies on academic performance and the adoption of a programming language. - Explores the interplay between emotional intelligence, motivation, cognitive strategies, and academic performance. Saklofske, D. H., Austin, E. J., Yan, G., & Smith, M. M. (2019). Factor structure and correlates of trait emotional intelligence among Canadian and Chinese university students. - Investigates the factor structure and correlates of trait emotional intelligence in different cultural contexts.

3. RESEARCH METHODOLOGY

The purpose of this Research is to track a cohort of PG students Emotional Intelligence, Academic Performance, for over a lengthy period of time. It is designed to be a casual research study and thoroughly taken care that sample in not only collected. You can construct causal connections over time using this design.

Population: The target audience for this study will be North Karnataka (PG) University students.

Sample: 400 PG students will make up the sample size.

Sampling: By using Snow-ball sampling method.

Data Collection: A questionnaire was used to gather primary data.

Statistical Tools: Descriptive Statistics, T-test and ANOVA Test (for analyzing data)

Descriptive Statistics

Table 1: Table showing the frequency of respondents based on gender.

What is your gender?

	Frequency	Percent	Valid Percent	CumulativePercent
Valid Male	172	59.9	59.9	59.9
Female	115	40.1	40.1	100.0
Total	287	100.0	100.0	

The majority of the respondents in this survey are the Male 59.9% with 172 respondents and where as Female are 40% with 115 respondents.

Table 2: The table showing the frequency of respondents based on the age of the respondents.

What is your age?

	Frequency	Percent	Valid Percent	CumulativePercent
Valid 21-23 years	214	74.6	74.6	74.6
24-27 years	72	25.1	25.1	99.7
28-32 years	1	.3	.3	100.0
Total	287	100.0	100.0	

The majority of the respondents are between the age 21 – 23 years with the percentage of 74.6%, these respondents are usually the people who are graduate or perceiving post-graduation and who will be looking for a job or about to join job.

Table 3: The table showing the frequency of respondents based on the Post-graduation year they are studying in.

Post-graduation year you are studying?

	Frequency	Percent	Valid Percent	CumulativePercent
Valid 1st year	142	49.5	49.5	49.5
2nd year	145	50.5	50.5	100.0
Total	287	100.0	100.0	

The majority of the respondents are the one who are in the 2nd year of their post-graduation about 50.5% with 145 respondents and majority of them will be looking for a job after their post-graduation.

Table 4: The table showing relationship between the variables “Confidence in achieving career goals” with “Gender”

Independent Samples Test

	Levene's Equality Variances	Test for of Sig.	t-test for Equality of Means						
			t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
How confident Equal variances are you in assumed	56.004	.000	-2.491	285	.013	-.346	.139	-.618	-.073
achieving your Equal variances career goals? not assumed			-2.718	283.9 65	.007	-.346	.127	-.596	-.095

The significance level between gender and Confidence in achieving career goal is less than 0.05 therefore the null hypothesis is rejected and alternative hypothesis is accepted, therefore there is a significant relationship between the Gender and the Confidence in achieving career goal.

Table 5: The table showing relationship between the variables “Confidence in achieving career goals” with “Age”

Independent Samples Test

	Levene's Equality Variances	Test for of	t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	

								Lower	Upper
How confident are you in achieving your career goals? Equal variances assumed	6.101	.014	-.852	284	.395	-.135	.159	-.447	.177
How confident are you in achieving your career goals? Equal variances not assumed			-.908	137.573	.365	-.135	.149	-.429	.159

The significance level between Age and Confidence in achieving career goal is more than 0.05 therefore the null hypothesis is accepted and alternative hypothesis is rejected, therefore there is no significant relationship between the Age and the Confidence in achieving career goal.

Table 6: The table showing relationship between the variables “Confidence in achieving career goals” with “Post-Graduation Year”.

Independent Samples Test

	Levene's Equality of Variances	Test of Hypothesis for Equality of Means								
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
How confident are you in achieving your career goals? Equal variances assumed	73.404	.000			-2.417	285	.016	-.329	.136	Lower: -.597 Upper: -.061
How confident are you in achieving your career goals? Equal variances not assumed					-2.408	244.441	.017	-.329	.137	Lower: -.598 Upper: -.060

The significance level between Graduation year and Confidence in achieving career goal is less than 0.05 therefore the null hypothesis is rejected and alternative hypothesis is accepted, therefore there is a significant relationship between the Graduation year and the Confidence in achieving career goal.

Table 7: The Table showing the ANOVA for the objective to Study the relationship between Emotional Intelligence and Future Career Success

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
I understand relationship with friends and family Between Groups	60.897	4	15.224	28.172	.000
Within Groups	152.392	282	.540		
Total	213.289	286			
I am able to self-observe that is I can internally observe my own behavior motives and patterns Between Groups	24.712	4	6.178	11.565	.000
Within Groups	150.647	282	.534		
Total	175.359	286			

I can handle and adopt to change Groups	Between	9.294	4	2.323	4.659	.001
Within Groups		140.644	282	.499		
Total		149.937	286			
I pursue my objectives despite Groups	Between	91.701	4	22.925	36.202	.000
the difficulties	Within Groups	178.578	282	.633		
Total		270.279	286			
How likely is that you stay calm Groups	Between	31.909	4	7.977	14.674	.000
even in difficult circumstances?	Within	153.303	282	.544		
Total		185.213	286			
How likely is that you act Groups	Between	64.556	4	16.139	26.764	.000
consistently to move towards my	Within	170.051	282	.603		
goals?						
Total		234.606	286			
Ability to actively listen to others Groups	Between	90.050	4	22.512	60.324	.000
without judgement	Within Groups	105.240	282	.373		
Total		195.289	286			
Willingness to offer support and Groups	Between	1.691	4	.423	.761	.552
help to friends in times of need	Within	156.720	282	.556		
Total		158.411	286			
Consider the impact of your Groups	Between	59.679	4	14.920	42.795	.000
words and actions on others	Within	98.314	282	.349		
feeling						
Total		157.993	286			
Ability to express genuine Groups	Between	49.387	4	12.347	18.283	.000
compassion and understanding to	Within	190.439	282	.675		
someone who is going through a						
Total difficult time		239.826	286			

Tendency to offer emotional support to colleagues when they face challenges frequently	Between Groups Within Groups Total	52.410 103.290 155.700	4 282 286	13.103 .366	35.772	.000
The ability to be patience and	Between Groups	5.012	4	1.253	1.714	.147
empathetic when you're dealing	Within Groups	206.193	282	.731		
with difficult or unhappy people						
	Total	211.206	286			

ANOVA test is been done for all the variables of emotional intelligence and Future career success the significance level being less than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted, therefore proving that there is a significant relationship between Emotional Intelligence and Future Career Success.

4. CONCLUSION

This study focused on the relationship between Emotional Intelligence and Academic Performance as predictors of Future Career Success among postgraduate students, several critical findings have emerged. First and foremost, the research has emphasized the significance of emotional intelligence, demonstrating that it plays a pivotal role in forecasting future career success. Furthermore, the study highlights that while academic performance is important, it should not be viewed in isolation as the sole predictor of one's future career achievements. Instead, it works in tandem with emotional intelligence to shape an individual's professional success. Intervention studies might explore the effectiveness of programs designed to enhance emotional intelligence among students and their subsequent impact on academic and career outcomes. Lastly, industry-specific analyses could shed light on how the connection between emotional intelligence and career success varies across different professional field.

5. REFERENCES:

- [1] Alam., A., & Ahmad, M. (2018). The role of teachers' emotional intelligence in enhancing student achievement. *Journal of Asia Business Studies*, 12(1), 31–43. <https://doi.org/10.1108/JABS-08-2015-0134>
- [2] Austin, E. (2009). Measurement of ability emotional intelligence: Results for two new tests. *British Journal of Psychology* (London, England: 1953), 101, 563–578. <https://doi.org/10.1348/000712609X474370>
- [3] Bakar, K. A., Tarmizi, R. A., Mahyuddin, R., Elias, H., Luan, W. S., & Ayub, A. F. M. (2010). Relationships between university students' achievement motivation, attitude and academic performance in Malaysia. *Procedia - Social and Behavioral Sciences*, 2(2), 4906–4910. <https://doi.org/10.1016/j.sbspro.2010.03.793>
- [4] Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success: Emotional Intelligence. *Social and Personality Psychology Compass*, 5(1), 88–103. <https://doi.org/10.1111/j.1751-9004.2010.00334.x>
- [5] Brackett, M. A., & Salovey, P. (2006). Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). *Psicothema*, 18 Suppl, 34–41.
- [6] Cazan, A.-M., & Năstasă, L. E. (2015). Emotional Intelligence, Satisfaction with Life and Burnout among University Students. *Procedia - Social and Behavioral Sciences*, 180, 1574–1578. <https://doi.org/10.1016/j.sbspro.2015.02.309>
- [7] Cherniss, C. (2010). Emotional Intelligence: Toward Clarification of a Concept. *Industrial and Organizational Psychology*, 3, 110–126. <https://doi.org/10.1111/j.1754-9434.2010.01231.x>
- [8] Chew, B. H., Zain, A. M., & Hassan, F. (2013). Emotional intelligence and academic performance in first and final year medical students: A cross-sectional study. *BMC Medical Education*, 13(1), 44. <https://doi.org/10.1186/1472-6920-13-44>
- [9] Chew, B.-H., Md. Zain, A., & Hassan, F. (2015). The relationship between the social management of emotional intelligence and academic performance among medical students. *Psychology, Health & Medicine*, 20(2), 198–204. <https://doi.org/10.1080/13548506.2014.913797>
- [10] Corcoran, R. P., & Tormey, R. (2013). Does emotional intelligence predict student teachers' performance? *Teaching and Teacher Education*, 35, 34–42. <https://doi.org/10.1016/j.tate.2013.04.008>

-
- [11] Day, A., & Carroll, S. (2004). Using an ability-based measure of emotional intelligence to predict individual performance, group performance, and group citizenship behaviors.
- [12] Personality and Individual Differences, 36, 1443–1458. [https://doi.org/10.1016/S0191-8869\(03\)00240-X](https://doi.org/10.1016/S0191-8869(03)00240-X)
- [13] EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT. (n.d.).
- [14] Retrieved August 11, 2023, from <https://nadabs11.tripod.com/Montgomery/Nada1/Research/research-intell2.htm>
- [15] Emotional Intelligence—Peter Salovey, John D. Mayer, 1990. (n.d.). Retrieved August 23, 2023, from <https://journals.sagepub.com/doi/10.2190/DUGG-P24E-52WK-6CDG>
- [16] Fiori, M., & Antonakis, J. (2011). The ability model of emotional intelligence: Searching for valid measures. Personality and Individual Differences, 50, 329–334. <https://doi.org/10.1016/j.paid.2010.10.010>
- [17] Goh, E., & Kim, H. J. (2021). Emotional Intelligence as a Predictor of Academic Performance in Hospitality Higher Education. Journal of Hospitality & Tourism Education, 33(2), 140–146. <https://doi.org/10.1080/10963758.2020.1791140>
- [18] Kashani, F. L., Azimi, A. L., & Vaziri, Sh. (2012). Relationship between Emotional Intelligence and Educational Achievement. Procedia - Social and Behavioral Sciences, 69, 1270–1275. <https://doi.org/10.1016/j.sbspro.2012.12.061>
- [19] Lopes, P., Salovey, P., & Straus, R. (2003). Emotional Intelligence, Personality, and the Perceived Quality of Social Relationships. Personality and Individual Differences - PERS INDIV DIFFER, 35, 641–658. [https://doi.org/10.1016/S0191-8869\(02\)00242-8](https://doi.org/10.1016/S0191-8869(02)00242-8)
- [20] Matthews, G., Zeidner, M., & Roberts, R. D. (2002). Emotional intelligence: Science and myth. MIT Press.
- [21] Mavroveli, S., Petrides, K., Sangareau, Y., & Furnham, A. (2008). Relating trait emotional intelligence to objective socioemotional outcomes in childhood. The British Journal of Educational Psychology, 79, 259–272. <https://doi.org/10.1348/000709908X368848>
- [22] Mohanty, I. (n.d.). EMOTIONAL INTELLIGENCE AND STUDENT PERFORMANCE: AN EMPIRICAL APPROACH.
- [23] Mohzan, M. A. M., Hassan, N., & Halil, N. A. (2013). The Influence of Emotional Intelligence on Academic Achievement. Procedia - Social and Behavioral Sciences, 90, 303–312. <https://doi.org/10.1016/j.sbspro.2013.07.095>
- [24] Mohzan, M., Hassan, N., & Halil, N. (2013). The Influence of Emotional Intelligence on Academic Achievement. Procedia - Social and Behavioral Sciences, 90, 303–312. <https://doi.org/10.1016/j.sbspro.2013.07.095>
- [25] Nelis, D., Quoidbach, J., Mikolajczak, M., & Hansenne, M. (2009). Increasing emotional intelligence: (How) is it possible? Personality and Individual Differences, 47, 36–41. <https://doi.org/10.1016/j.paid.2009.01.0>
- [26] Obiefuna, A. (2019). Predictors of Overall Personal Achievements of Nigerian American Graduates Living in Four Texas Cities. Theses & Dissertations. https://athenaeum.uiw.edu/uiw_etds/369