

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

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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 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.

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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 is 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	Cumulative Percent
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	Cumulative Percent
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	Cumulative Percent
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	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 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 Equal variances are you in assumed	6.101	.014	-.852	284	.395	-.135	.159	-.447	.177
achieving your Equal variances career goals? not assumed			-.908	137.5 73	.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 Variances	Test for 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 Equal variances are you in assumed	73.404	.000	-2.417	285	.016	-.329	.136	-.597	-.061	
achieving your Equal variances career goals? not assumed			-2.408	244.4 41	.017	-.329	.137	-.598	-.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 Between Groups	60.897	4	15.224	28.172	.000
friends and family Within Groups	152.392	282	.540		
Total	213.289	286			
I am able to self-observe that is I Between Groups	24.712	4	6.178	11.565	.000
can internally observe my own Within Groups	150.647	282	.534		
behavior motives and patterns					
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 Groups	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 Groups	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 Groups	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 Groups	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 Groups	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 patient and empathetic when you're dealing with difficult or unhappy people	Between Groups Within Groups	5.012 206.193	4 282	1.253 .731	1.714	.147
	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.

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