# 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 demonstrate 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*

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 show 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 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, is the lps 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 out-side 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.

# Literature Review:

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# 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 constructcausal 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 Differen ce | Std. Error Differen  ce | 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  Differen ce | Std. Error Differen  ce | 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 of | t-test for Equality of Means | | | | | | |
| F | Sig. | t | df | Sig. (2-  tailed) | Mean Differenc e | Std. Error Differenc  e | 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 Between Groups | 9.294 | 4 | 2.323 | 4.659 | .001 |
| Within Groups | 140.644 | 282 | .499 |  |  |
| Total | 149.937 | 286 |  |  |  |
| I pursue my objectives despite Between Groups | 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 Between Groups | 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 Between Groups | 64.556 | 4 | 16.139 | 26.764 | .000 |
| consistently to move towards my Within Groups | 170.051 | 282 | .603 |  |  |
| goals? |  |  |  |  |  |
| Total | 234.606 | 286 |  |  |  |
| Ability to actively listen to others Between Groups | 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 Between Groups | 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 Between Groups | 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 Between Groups | 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 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.

# 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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