

COMPARISON BETWEEN PRE-COMPOSITE COLLEGE AND PRE-UNIVERSITY COLLEGE STUDENTS WITH RESPECT TO THEIR EMOTIONAL INTELLIGENCE AND LEADERSHIP CHARACTERISTICS AND ACADEMIC PERFORMANCE

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Abstract—The present study aimed at to find difference between Pre-Composite college students and PU College students with respect to their Emotional Intelligence and Leadership Characteristics and Academic Performance. 90 students studying in Pre-Composite College students and 90 students studying in PU Colleges acted as samples. Simple random method was applied to collect data. BarOn Emotional Quotient Inventory EQi (2006) was used to measure Emotional Intelligence and self-prepared tool Leadership Characteristics and Academic Performance tools were followed by Likert five-point scale and checked internal consistency and reliability test done with the help of PCA and Chronbacha Alpha method. To compute data SPSS software used. The study reveals that, A significant difference was observed between Pre-Composite Colleges and PU Colleges with respect to their Emotional Intelligence scores ($t=-4.3409$, $p<0.05$) at 5% level of significance. Hence, the hypothesis is rejected. It means that, the Emotional Intelligence scores are significantly higher in Pre-Composite College students as compared to PU College students. A significant difference was observed between Pre-Composite College students and PU College students with respect to their Emotional Intelligence scores ($t=-4.3499$, $p<0.05$) at 5% level of significance. Hence, the hypothesis is rejected. It means that, the Emotional Intelligence scores are significantly higher in Pre-Composite College students scores as compared to PU College students.

Keywords—Academic Performance, Chronbacha, Emotional Intelligence, Emotional Quotient, Leadership Characteristics.

INTRODUCTION

The present Global education system suffering from academic stress, lack of interest of students, emotional outburst, unable to accept failures, committing suicide, lacking in social responsibility etc. The educationists and experts tries to find solutions. But still students suffering from different problems. Emotional Intelligence one such factor which can make person emotionally intelligent. Every student should be able to solve his own problems without any fearness. Every individual is leader in his life so students means present youths need to be open to challenges and should take right decision. But students suffer in these areas. In current scenario students attracted towards media, mobile, computers and neglecting their Academic Performance. The present study highlights Relationship between Emotional Intelligence and Leadership Characteristics and Academic Performance of Pre-Composite College students.

REVIEW OF LITERATURE

In January 2000, Coover & Murphy conducted a study that examined the relationship between self-identity and academic persistence and achievement in a counter stereotypical domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement.

The emotional intelligence of students indirectly contributes to academic success in information technology studies, preliminary results from a study led by Virginia Tech researchers show - Emotional Intelligence (Self-Efficacy) & Academic Success in Information Technology. The research team, led by Pamplin College of Business faculty members, measured how well students in computer science and information systems coped with stressful situations and their levels of emotional intelligence, defined as "the ability to perceive, assess, and positively influence personal and others' emotions." The researchers then examined the effects of these intrapersonal factors on their grades. More than 600 undergraduates at more than 20 institutions in the United States participated in the study, based on a series of questionnaires designed to measure coping strategies and emotional intelligence. The researchers found that although students' emotional intelligence was not directly linked to academic success, students with higher levels of emotional intelligence had more self-efficacy (self-confidence and knowledge that one can handle any problems or challenges effectively) -- and that having more self-efficacy in turn enhanced their academic performance. (Science Daily, 2005).

The study conducted by Amanda C. Santiago October 2010 on ' Emotional intelligence and Academic achievement of intermediate pupils in CDLS' revealed that there is strong connection between Emotional Intelligence and Academic achievement of intermediate pupils.

The Study conducted by Munivenktappa Manjula, published in Journal of Indian Academy of applied Psychology, January 2016, Department of Clinical Psychology, National Institute of Mental Health and Neuro Sciences, Bangalore.

NEED AND IMPORTANCE OF THE STUDY

The present young generation suffers from conflicts, fluctuations with respect to different school situations. academic stress is big problem. There is urgent need to research on the emotional aspect of youths. Its society's and Government and authority's responsibilities to provide better education where they get good companionship, peer education, emotional relief environment.

Now a day's students lack in decision making, lacking to accept change, neglects social responsibilities, poor in self-reliance and represent and lead for good things. They lack in self-confidence. So, these creates negative personalities in future society. Hence it is essential to study student's emotional aspects which are helpful to lead life as well as educational academic activities. The environment, classmates, and types of management also pays an important role in these aspects. So, the present study tries to highlights that difference between Pre-Composite College students and PU College students with respect to their Emotional Intelligence and Leadership Characteristics and Academic Performance.

HYPOTHESES

- There is no significant difference between Pre-Composite Colleges and PU Colleges students with respect to their Emotional Intelligence
- There is no significant difference between Pre-Composite College and PU College s students with respect to their leadership characteristics.
- There is no significant difference between Pre-Composite College and PU College students of respect to their Academic Performance.

METHODOLOGY

The present study aimed at to find difference between Pre-Composite College students and PU College students with respect to Emotional Intelligence and Leadership Characteristics Academic Performance. Here Pre-Composite College means now in Karnataka referred as Composite PU Colleges, i.e. College management includes primary and secondary and higher secondary under one roof. It is Pre-Preparation of students for degree college. The researcher tries to find difference between Pre-Composite College students and Pre-University College students with respect to their Emotional Intelligence and Leadership Characteristics and Academic Performance. BarOn Emotional Quotient Inventory EQi (2006) is used to measure Emotional Intelligence, and self-prepared Leadership Characteristics Scale and Academic Performance Scale are validated with 5 levels of experts and checked internal consistency, reliability checked with PCA, Chronbacha alpha method. 90 students studying in Pre-Composite Colleges and 90 students studying in Pre-University Colleges acted as samples. Simple random method was used to collect data. Researcher collected data by visiting colleges as well as to student's residence. To compute data SPSS software used. Statistical techniques Mean, SD, T-test, are applied.

DATA ANALYSIS

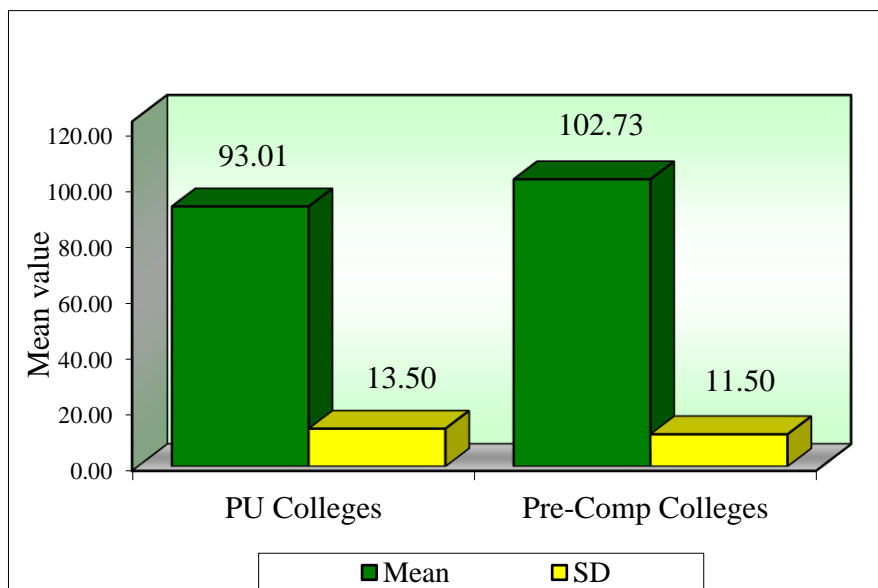
1.Hypothesis: There is no significant difference between Pre-Composite Colleges and PU Colleges students with respect to their Emotional Intelligence.

TABLE 1: COMPARISON OF PRE-COMPOSITE COLLEGE AND PU COLLEGE STUDENTS WITH RESPECT TO THEIR EMOTIONAL INTELLIGENCE SCORES BY T-TEST

Group	n	Mean	SD	t-value	p-value	Sig..
PU Colleges	90	93.04	13.50	-4.3409	0.00001	S
Pre-Composite Colleges	90	102.73	11.5		<0.05	

A significant difference was observed between Pre-Composite Colleges and PU Colleges with respect to their Emotional Intelligence scores ($t=-4.3409$, $p<0.05$) at 5% level of significance. Hence, the hypothesis is rejected. It means that, the Emotional Intelligence scores are significantly higher in Pre-Composite College students as compared to PU College students.

FIGURE 1: COMPARISON OF PRE-COMPOSITE COLLEGE AND PU COLLEGE STUDENTS WITH RESPECT TO THEIR EMOTIONAL INTELLIGENCE SCORES BY T-TEST



From above figure, we can see that Pre-Composite College students scored high as compare to PU College students. It means that Pre-Composite students better in Emotional Intelligence areas such as social responsibility, and adaptability, stress management and general mood as compare to PU College students.

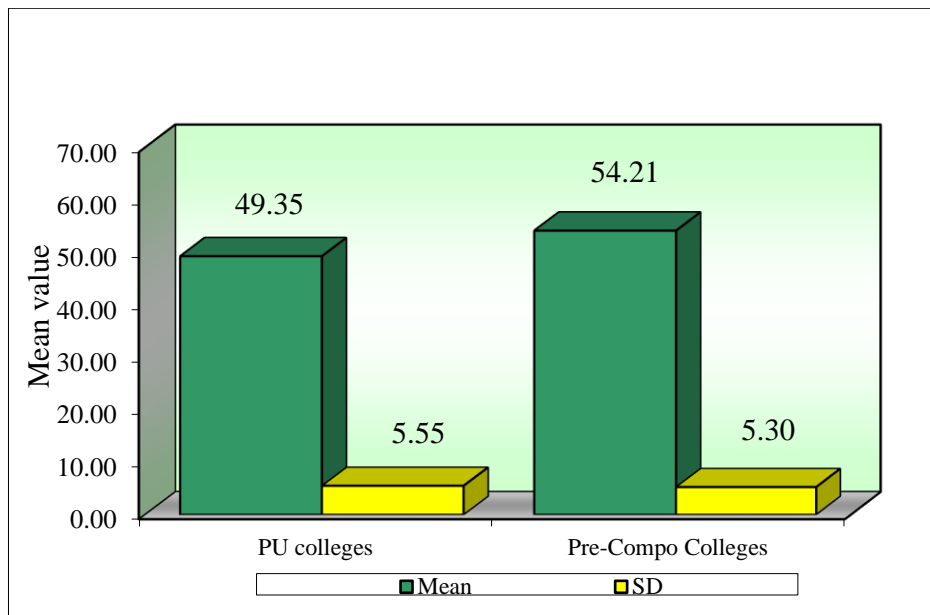
2.Hypothesis: There is no significant difference between Pre-Composite College and PU College s students with respect to their leadership characteristics

TABLE 2: COMPARISON OF PRE-COMPOSITE COLLEGE STUDENTS AND PU COLLEGE STUDENTS WITH RESPECT TO LEADERSHIP CHARACTERISTICS SCORES BY T-TEST

Group	n	Mean	SD	t-value	p-value	Sig.
PU Colleges	90	49.35	5.55	-5.4923	0.00001	S
Pre-Composite Colleges	90	54.21	5.30		<0.05	

A significant difference was observed between Pre-Composite College and PU College students with respect to their Leadership Characteristics scores ($t=-5.4923$, $p<0.05$) at 5% level of significance. Hence, the hypothesis is rejected. It means that, the Leadership Characteristics scores are significantly higher in Pre-Composite College students as compared to PU College students.

FIGURE 2: COMPARISON OF PRE-COMPOSITE COLLEGE AND PU COLLEGE STUDENTS WITH RESPECT TO LEADERSHIP CHARACTERISTICS SCORES BY T-TEST



From above figure, we can say that Pre-Composite College student scored high as compared to PU College students with respect to Leadership Characteristics. It means that Pre-Composite College students scored high in the areas of Leadership Characteristics such as Social responsibility, Positive attitude, Self-regulating and Self-reliance.

3.Hypothesis: There is no significant difference between Pre-Composite College and PU College s students with respect to their Academic Performance

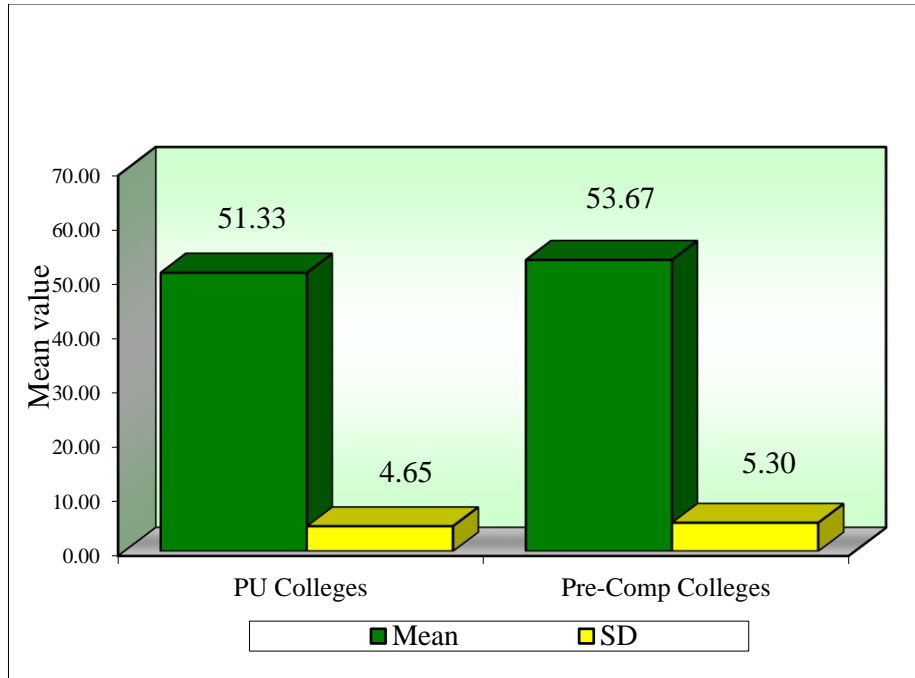
TABLE 3: COMPARISON OF PRE-COMPOSITE COLLEGE AND PU COLLEGE STUDENTS WITH RESPECT TO ACADEMIC PERFORMANCE SCORES BY T-TEST

Group	n	Mean	SD	t-value	p-value	Sig.
PU Colleges	90	51.33	4.65	-2.8650	0.0048*	
Pre-Composite Colleges	90	53.67	5.30		<0.05	S

A significant difference was observed between Pre-Composite college and PU College students with respect to their Academic Performance scores ($t=-2.8650$, $p<0.05$) at 5% level of significance. Hence, the hypothesis is rejected. It means that, the Academic Performance scores are significantly higher in Pre-Composite College students as compared to PU College students.

From the following figure no.3 it is concluded that Pre-Composite College student are scored better as compared to PU College students. Hence Pre-Composite college students scored in the area of Academic Performance such as ability to inspire, ability of group discussion, quality of seminar presentation, quality of academic work as compare to PU College students.

FIGURE 3: COMPARISON OF PRE-COMPOSITE COLLEGE AND PU COLLEGE STUDENTS WITH RESPECT TO THEIR ACADEMIC PERFORMANCE SCORES BY T-TEST



FINDINGS OF THE STUDY

A significant difference was observed between Pre-Composite Colleges and PU Colleges with respect to their Emotional Intelligence scores ($t=-4.3409$, $p<0.05$) at 5% level of significance. It means that Pre-Composite students better in Emotional Intelligence areas such as social responsibility, and adaptability, stress management and general mood as compare to PU College students. The Students studying in Pre-Composite College students always getting together with their friends and junior so they have good collaboration, they reveal their stress by sharing their emotions opinion with their peers. They manage their general mood with happiness.

A significant difference was observed between Pre-Composite College and PU College students with respect to their Leadership Characteristics scores ($t=-5.4923$, $p<0.05$) at 5% level of significance. Pre-Composite College student scored high as compared to PU College students with respect to Leadership Characteristics. It means that Pre-Composite College students scored high in the areas of Leadership Characteristics such as Social responsibility, Positive attitude, Self-regulating and Self-reliance. The students develop social responsibility such as taking care of all peers and the strive to develop ability of self-regulating ability to do good for other by observing peer’s behaviour. They develop self-awareness self-reliance in this contingency environment.

3. A significant difference was observed between Pre-Composite college and PU College students with respect to their Academic Performance scores ($t=-2.8650$, $p<0.05$) at 5% level of significance. Hence Pre-Composite college students scored in the sub scales of Academic Performance such as ability to inspire, ability of group discussion, quality of seminar presentation, quality of academic work as compare to PU College students.

CONCLUSION

The present study reveals that Pre-Composite colleges are better as compare to PU College students with respect to Emotional Intelligence and Leadership Characteristics and Academic Performance. In present scenario in Karnataka many Pre-Composite Colleges are bifurcating as independent PU Colleges or PU Colleges separately. But Government and Educationists should think how they are beneficial to our future citizens as compared to Pre-Composite Colleges.

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