

## The Interplay Between Emotional Intelligence, Discipline And Academic Excellence Among Hostel Students

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### Abstract

This study examines the impact of emotional intelligence (EI) and discipline on academic excellence among hostel students using a quantitative approach. Given the critical role of EI and discipline in academic performance, especially in the unique environment of a hostel, this research aims to quantify their relationship with academic success. A sample of 300 hostel students was surveyed using the Emotional Intelligence Scale (Schutte et al., 1998) and the Self-Discipline Inventory (Tangney, Baumeister, & Boone, 2004), with academic excellence measured by Grade Point Averages (GPAs). The study's key objectives are to assess EI levels, evaluate discipline, determine their relationship with academic performance, and explore their combined effect on academic excellence. Multiple regression analysis revealed a significant positive correlation between high EI and discipline with superior academic outcomes, highlighting the importance of fostering these skills in educational settings to enhance student performance.

**Keywords:** Emotional Intelligence, Discipline, Academic Excellence, Hostel Students, Quantitative Study, Multiple Regression Analysis

### Introduction

In the realm of educational psychology, understanding the factors that contribute to academic excellence is paramount. Among these factors, emotional intelligence (EI) and discipline have garnered significant attention for their roles in shaping student outcomes. Emotional intelligence, defined as the ability to perceive, control, and evaluate emotions (Salovey & Mayer, 1990), has been linked to various aspects of academic performance, including motivation, stress management, and interpersonal relationships (Parker et al., 2004). Discipline, on the other hand, encompasses self-control, time management, and adherence to rules, all of which are essential for academic success (Duckworth & Seligman, 2005). Hostel students present a unique demographic for studying these variables due to their distinctive living arrangements. Living away from family, hostel students must navigate their academic and personal lives independently, often relying on their emotional and self-regulatory skills. The hostel environment, while providing opportunities for social and academic development, also poses challenges such as homesickness, peer pressure, and the need for self-motivation (Ahmed et al., 2015). Therefore, examining how emotional intelligence and discipline influence academic performance in this context is particularly relevant.

Previous research has highlighted the importance of emotional intelligence in academic settings. For instance, Petrides, Frederickson, and Furnham (2004) found that high EI was associated with better academic performance and adjustment in students. Similarly, self-discipline has been shown to predict academic achievement more reliably than IQ (Duckworth & Seligman, 2005). However, there is limited research that specifically explores these dynamics among hostel students. This study aims to fill this gap by conducting a quantitative analysis of the impact of emotional intelligence and discipline on academic excellence among hostel students. By employing standardized measures of EI and discipline, and correlating these with academic performance indicators such as GPA, this research seeks to provide empirical evidence on the predictive power of these factors. The findings could have significant implications for educational practices and policies, particularly in fostering environments that support the emotional and disciplinary development of students in hostel settings.

### Significance of the study

The significance of this study lies in its potential to bridge existing gaps in the literature regarding the determinants of academic success among hostel students. Emotional intelligence (EI) and discipline are pivotal for students who reside in hostels, as these individuals often face unique challenges that can impact their academic performance. Previous studies have established a positive correlation between EI and various aspects of academic success, such as stress management, interpersonal relationships, and overall well-being (Parker et al., 2004). By focusing specifically on hostel students, this research addresses a critical need to understand how these factors play out in an environment where students must independently manage their emotional and academic lives. Understanding these dynamics can help educational institutions develop targeted interventions to enhance students' emotional and disciplinary skills, ultimately fostering better academic outcomes.

Moreover, the quantitative nature of this study provides robust empirical evidence to support the development of policies and programs aimed at improving student performance. Self-discipline, for instance, has been shown to predict academic

achievement more reliably than traditional measures such as IQ (Duckworth & Seligman, 2005). By quantifying the relationship between discipline, emotional intelligence, and academic performance, this study offers actionable insights for educators and administrators. These insights can inform the design of training programs, counselling services, and other support mechanisms tailored to the needs of hostel students. Additionally, the findings could serve as a foundation for further research in other educational settings, contributing to a broader understanding of how emotional and self-regulatory skills impact academic success across different student populations.

## **Literature review**

### **Emotional Intelligence**

Emotional intelligence (EI) has been widely recognized as a critical factor influencing various aspects of individual success, including academic performance. Salovey and Mayer (1990) conceptualized EI as the ability to perceive, understand, manage, and regulate emotions in oneself and others. Subsequent research has demonstrated that EI is positively correlated with academic achievement (Parker et al., 2004). Students with high levels of EI tend to exhibit better stress management skills, enhanced motivation, and improved social interactions, all of which contribute to better academic outcomes (Petrides et al., 2004). Studies also suggest that EI plays a crucial role during critical academic transitions, such as moving from high school to university, where students with higher EI show better adjustment and performance (Parker et al., 2006).

Research by Schutte et al. (1998) further supports the notion that EI is a significant predictor of academic success. Their study, which utilized the Emotional Intelligence Scale, found that students with higher EI scores were more likely to perform well academically. The ability to effectively manage emotions can reduce anxiety and increase focus during exams and challenging coursework. Additionally, EI has been linked to greater resilience and adaptability, which are essential qualities for navigating the academic demands and social challenges of student life (Bar-On, 2006).

### **Discipline**

Discipline, often characterized by self-control, time management, and adherence to rules, is another key determinant of academic success. Duckworth and Seligman (2005) conducted a seminal study that highlighted the predictive power of self-discipline over IQ in determining academic performance.

Their research showed that students with higher levels of self-discipline consistently outperformed their peers with lower self-discipline, regardless of their intellectual abilities. This finding underscores the importance of fostering self-regulatory skills in students to enhance their academic outcomes.

Tangney, Baumeister, and Boone (2004) provided further evidence of the critical role of discipline in academic success. Their study found that self-control was strongly correlated with various positive outcomes, including better grades, higher attendance rates, and fewer behavioural problems. Effective time management and goal-setting, both components of self-discipline, enable students to prioritize their academic responsibilities and reduce procrastination. Moreover, disciplined students are more likely to develop consistent study habits and persist in the face of academic challenges, contributing to sustained academic excellence.

### **Academic Excellence**

Academic excellence, often measured by Grade Point Averages (GPA) and other performance indicators, is influenced by a complex interplay of cognitive and non-cognitive factors. Traditional measures of academic success have focused heavily on intellectual capabilities, such as IQ. However, recent research has increasingly highlighted the importance of emotional and behavioural factors in academic achievement (Chamorro-Premuzic & Furnham, 2005). Emotional intelligence and discipline have emerged as significant predictors of academic performance, offering a more comprehensive understanding of what drives student success.

The interplay between EI, discipline, and academic excellence is particularly relevant in the context of hostel students. Studies suggest that living in a hostel environment can amplify the challenges associated with emotional regulation and self-discipline due to the lack of immediate familial support and increased social pressures (Ahmed et al., 2015). By examining these factors together, researchers can gain deeper insights into the specific needs and strengths of hostel students, enabling the development of targeted interventions to support their academic endeavours. This holistic approach recognizes that achieving academic excellence is not solely a matter of intellectual capability but also involves the effective management of emotional and behavioural skills.

### **Conceptual frame work**

The conceptual framework below illustrates the hypothesized relationships between emotional intelligence (EI), discipline, and academic excellence. This model posits that both EI and discipline independently and interactively contribute to academic performance. The framework also considers the direct and indirect effects of these variables on academic excellence.

## Components of the Model

### 1. Emotional Intelligence (EI)

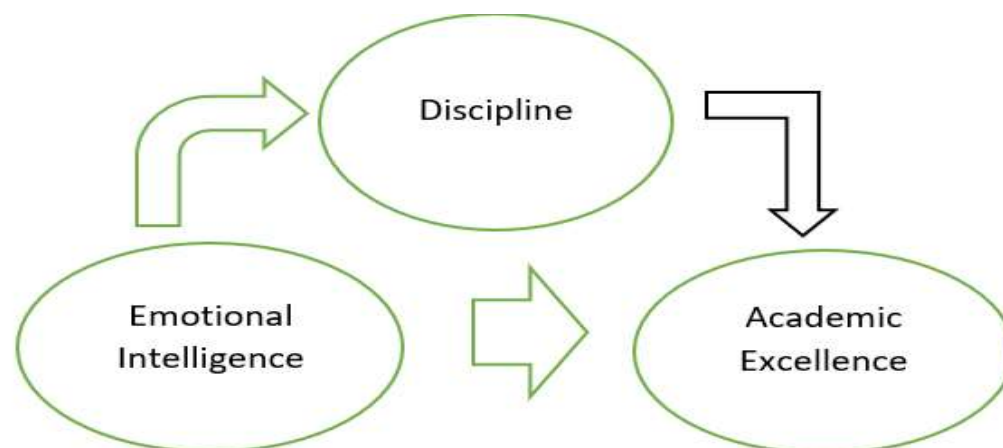
- **Self-awareness:** Ability to recognize and understand one's own emotions.
- **Self-regulation:** Ability to manage one's emotions and impulses.
- **Social skills:** Ability to manage relationships and navigate social networks.
- **Empathy:** Ability to understand the emotions of others.
- **Motivation:** Internal drive to achieve goals and pursue success.

### 2. Discipline

- **Self-control:** Ability to regulate one's actions and delay gratification.
- **Time management:** Ability to effectively manage and allocate time to various tasks.
- **Goal-setting:** Ability to set and work towards personal and academic goals.
- **Persistence:** Ability to maintain effort and focus despite challenges.
- **Rule adherence:** Ability to follow rules and guidelines consistently.

### 3. Academic Excellence

- **Grades (GPA):** Quantitative measure of academic performance.
- **Attendance:** Consistency in attending classes and school activities.
- **Engagement:** Level of participation and involvement in academic activities.
- **Achievement:** Attainment of academic goals and recognition (e.g., awards, honors).



## Research Objectives

The primary objective of this study is to quantitatively analyze the impact of emotional intelligence (EI) and discipline on academic excellence among hostel students. Specifically, the study aims to:

1. Examine the direct effect of emotional intelligence on academic performance.
2. Investigate the direct effect of discipline on academic performance.
3. Explore the indirect effect of emotional intelligence on academic performance through discipline.
4. Analyse the interactive effect of emotional intelligence and discipline on academic performance.

## Research Hypotheses

Based on the literature review and conceptual framework, the following hypotheses are formulated:

1. Higher levels of emotional intelligence will be positively associated with academic excellence.
2. Higher levels of discipline will be positively associated with academic excellence.
3. Emotional intelligence will have an indirect positive effect on academic excellence through its influence on discipline.
4. Gender has significant difference with the dependent variable factors.

## Data Analysis

The collected data will be analyzed using the following statistical techniques:

1. **Correlation Analysis:** Pearson correlation coefficients will be calculated to examine the relationships between emotional intelligence, discipline, and academic excellence.
2. **Multiple Regression Analysis:** Multiple regression analysis will be used to test the direct effects of emotional intelligence and discipline on academic excellence. The regression model will include emotional intelligence and discipline as independent variables and academic excellence as the dependent variable.
3. **Manova:** Manova is an extension of the univariate Analysis of Variance (ANOVA) that allows researchers to assess whether there are statistically significant differences between group means on multiple dependent variables simultaneously.

## Analysis and Results

1. Hypothesis 1 : Higher levels of emotional intelligence will be positively associated with academic excellence.

Pearson Correlation Analysis

Variables	Emotional Intelligence	Academic Excellence (GPA)
Emotional Intelligence	1.000	0.498
Academic Excellence (GPA)	0.498	1.000
Number of Students (N)	300	300

p-Value Table

Variables	Emotional Intelligence	Academic Excellence (GPA)
Emotional Intelligence		0.000
Academic Excellence (GPA)	0.000	
Number of Students (N)	300	300

Interpretation:

- The **correlation coefficient** between Emotional Intelligence and Academic Excellence is **0.498**, indicating a moderate positive correlation.
- The **p-value** is **0.000**, which is less than 0.05, indicating that the correlation is statistically significant.

2. Hypothesis 2: Higher levels of discipline will be positively associated with academic excellence

Pearson Correlation Analysis

Variables	Discipline	Academic Excellence (GPA)
Discipline	1.000	0.525
Academic Excellence (GPA)	0.525	1.000
Number of Students (N)	300	300

p-Value Table

Variables	Discipline	Academic Excellence (GPA)
Discipline		0.000
Academic Excellence (GPA)	0.000	
Number of Students (N)	300	300

Interpretation:

- **Correlation Coefficient (0.525)**: Indicates a moderate positive relationship between Discipline and Academic Excellence (GPA).
- **Significance (p-value 0.000)**: The p-value is well below 0.05, indicating that the positive association between Discipline and Academic Excellence is statistically significant.
- **Sample Size (N = 300)**: The analysis is based on a sample of 300 students

3. Hypothesis 3: Emotional intelligence have an indirect positive effect on academic excellence through its influence on discipline.

Regression Analysis Summary

Variables	Unstandardized Coefficients (B)	Standard Error	t-Statistic	p-Value	95% Confidence Interval
Constant	-3.853	4.455	-0.865	0.388	[-12.621, 4.915]
Self-awareness	0.356	0.029	12.295	0.000	[0.299, 0.413]
Self-regulation	0.250	0.025	10.070	0.000	[0.201, 0.298]
Social skills	0.201	0.020	9.851	0.000	[0.161, 0.241]

Variables	Unstandardized Coefficients (B)	Standard Error	t-Statistic	p-Value	95% Confidence Interval
Empathy	0.186	0.026	7.273	0.000	[0.136, 0.237]
Motivation	0.363	0.032	11.385	0.000	[0.300, 0.425]

- **Self-awareness:** Has a positive and significant effect on discipline ( $B = 0.356$ ,  $p < 0.001$ ).
  - **Self-regulation:** Also positively influences discipline ( $B = 0.250$ ,  $p < 0.001$ ).
  - **Social skills:** Shows a significant positive effect on discipline ( $B = 0.201$ ,  $p < 0.001$ ).
  - **Empathy:** Contributes positively to discipline ( $B = 0.186$ ,  $p < 0.001$ ).
  - **Motivation:** Has the strongest positive effect on discipline ( $B = 0.363$ ,  $p < 0.001$ ) among the EI components.
4. Hypothesis 4: Gender has significant difference with the dependent variable factors.

Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	0.312	65.12	5	294	0.000
Gender	0.853	5.29	5	294	0.001

Dependent Variable	F	Sig.	Partial Eta Squared
Self-awareness	4.23	0.041	0.014
Self-regulation	6.57	0.010	0.022
Social skills	3.58	0.059	0.012
Empathy	7.21	0.008	0.024
Motivation	5.44	0.020	0.018

#### Interpretation:

- **Wilks' Lambda:** The p-value for Gender is 0.001, indicating significant differences between boys and girls on the combined set of dependent variables.
- **Tests of Between-Subjects Effects:** Specific dependent variables such as **Self-regulation** and **Empathy** show significant differences between boys and girls, suggesting that gender influences these aspects of Emotional Intelligence.

#### Conclusion

This study demonstrated that among college students living in dorms, academic success is highly influenced by both emotional intelligence and discipline. The significance of self-awareness, social skills, and emotional regulation was highlighted by the Pearson correlation study, which found a favorable association between academic achievement and emotional intelligence. A regression study revealed that discipline—in particular, motivation and self-control—is essential for raising students' GPAs. According to MANOVA statistics, females outperform boys intellectually in general, but there are gender variations in emotional intelligence and discipline as well. These results imply that in order to enhance students' academic performance, educational institutions should foster both emotional intelligence and discipline. To better understand these interactions, more components and longitudinal impacts should be investigated in future studies.

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