



International Journal of Multidisciplinary Research and Growth Evaluation.

Emotional Intelligence and Academic Performance of CA Aspirants

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Article Info

ISSN (Online): 2582-7138

Impact Factor (RSIF): 8.04

Volume: 07

Issue: 01

Received: 17-12-2025

Accepted: 15-01-2026

Published: 14-02-2026

Page No: 901-903

Abstract

Emotional Intelligence (EI) plays an important role in deciding one's ability to recognise and manage emotions, maintain motivation, and achieve academic success, especially in demanding professional courses such as Chartered Accountancy. This study identifies the relationship between Emotional Intelligence and academic performance among CA aspirants. The main objectives of the study is to examine the relationship between Emotional Intelligence (EI) and the academic performance of Chartered Accountancy (CA) aspirants.

The research adopts a quantitative approach using primary data collected through a structured questionnaire distributed among CA students. Emotional Intelligence was measured using dimensions such as self-awareness, self-regulation, motivation, empathy, and social skills. Academic performance was assessed based on examination scores and attempt history. The collected data were analyzed using percentage analysis.

The findings indicate a positive relationship between Emotional Intelligence and academic performance, suggesting that students with higher emotional stability and self-motivation tend to perform better in professional examinations. The study highlights the significance of maintaining emotional strength alongside technical knowledge for achieving success in competitive professional courses. The research concludes that developing emotional intelligence and maintaining stress management strategies may help students perform better in their examinations.

Keywords: Emotional Intelligence, Academic Performance, CA Aspirants, Professional Examinations

1. Introduction

Today, professional courses demand not only technical knowledge but also strong emotional resilience. Chartered Accountancy is considered one of the most challenging exams, requiring high levels of concentration, consistent effort, and the ability to stay determined despite repeated academic failures. While intellectual knowledge and analytical skills are essential for success, emotional stability and self-management play a vital role in determining academic outcomes.

Emotional Intelligence (EI), defined as the ability to recognize and manage emotions, sustain motivation, and achieve academic success, has gained considerable attention in the field of education and psychology. According to Daniel Goleman (1995), Emotional Intelligence refers to the ability to recognize, understand, and manage one's own emotions and those of others. This study highlights key dimensions such as self-awareness, self-regulation, motivation, empathy, and social skills. These competencies influence how individuals respond to stress, failure, and high-pressure situations, low confidence particularly while facing examinations.

CA aspirants often face challenges such as vast syllabus coverage, tricky questions, multiple examination attempts, time management, high expectations, peer pressure and performance anxiety. These factors can lead to emotional stress, self-doubt, and burnout, which may result in academic failure. In this context, Emotional Intelligence becomes an important factor in helping students maintain focus, regulate anxiety, sustain motivation, and persevere despite difficulties.

Although several studies have examined the impact of Emotional Intelligence on general academic achievement, limited research specifically focuses on professional course students, particularly CA aspirants. Therefore, the present study aims to examine the relationship between Emotional Intelligence and academic performance among CA students. By analyzing how emotional competencies influence examination outcomes, this study seeks to highlight the importance of emotional development alongside technical preparation in achieving success in competitive professional examinations.

Literature review

Kolachina (2014) ^[1] examined the relationship between emotional intelligence and its impact on academic achievement among expatriate college students in Dubai. The tool used for data collection was a well-structured questionnaire, which covered the demographic profile of students, their academic achievement and their perception of Emotional Intelligence (EI). The study observed that expatriate students with positive emotional intelligence traits achieved better academic achievement with the qualities such as self-motivation, happiness, empathy, stress management, emotion management and assertiveness. Whereas the expatriate students with negative emotional intelligence traits failed to achieve academic success with the qualities such as feelings of apathy, feelings of guilt, blunted affect, passive/apathetic social withdrawal, difficulty in abstract thinking, stereotypical thinking and high self-empathy.

Iram Afridi and Arshad Ali (2019) ^[2] examined the relationship between Emotional Intelligence with the academic achievement of students. For this purpose, the researcher used quantitative research and collected quantitative data for analysis. This study revealed that students with high academic scores possessed higher Emotional Intelligence, whereas students with low academic scores demonstrated lower levels of EI. The findings indicated that higher the Emotional Intelligence was associated with better academic performance and lower emotional intelligence contributed to poorer academic outcomes. The researcher concluded that the students need to be emotionally stable and emotionally intelligent in order to cope effectively with academic pressure.

Minum Saksena (2018) ^[3] examined the relationship between emotional intelligence and academic achievement among undergraduate students. The instrument used to collect primary data was a structured questionnaire, which was duly filled by the undergraduate students. The study observed that the emotional intelligence alone did not create optimal outcomes for youth. It further highlighted that the support extended by parents, teachers helped students build better emotional development and improve their academic achievement.

Research Gap

Most studies have examined Emotional Intelligence among expatriate college students and general undergraduate students. However, there is limited research focusing specifically on professional course aspirants such as CA students, who face higher academic pressure and repeated examination attempts. Therefore, there exists a need to study the relationship between Emotional Intelligence and academic performance among CA aspirants.

Elizebath Ligia Fernandez, M Kavitha, T Prabakaran 2025 ^[4]. Emotional Intelligence-Enhanced ConvLstm-Based Water Wave Optimization for Healthcare Data Analysis. International Conference on Automation and computation. Artificial intelligence (AI) and sophisticated optimisation techniques have shown to be revolutionary in the field of healthcare applications, particularly in the domains of data analysis, prediction, and decision-making. Regarding dynamic and sophisticated healthcare data, traditional optimisation methods often provide difficulties. This work investigates in the framework of healthcare the application of Emotional Intelligence (EI) and Convolutional Long Short-Term Memory (ConvLSTM) networks inside a Water Wave Optimisation (WVO) algorithm. This work aims to solve the limitations associated with traditional optimisation methods. Medical records and patient monitoring among other things make analysis and prediction of the consequences of data in the healthcare sector difficult due of their often huge, unstructured, dynamic character.

Objectives of the Study

1. To examine the level of Emotional Intelligence among CA aspirants.
2. To analyze the academic performance of CA students.
3. To analyze the peer pressure faced by CA students.

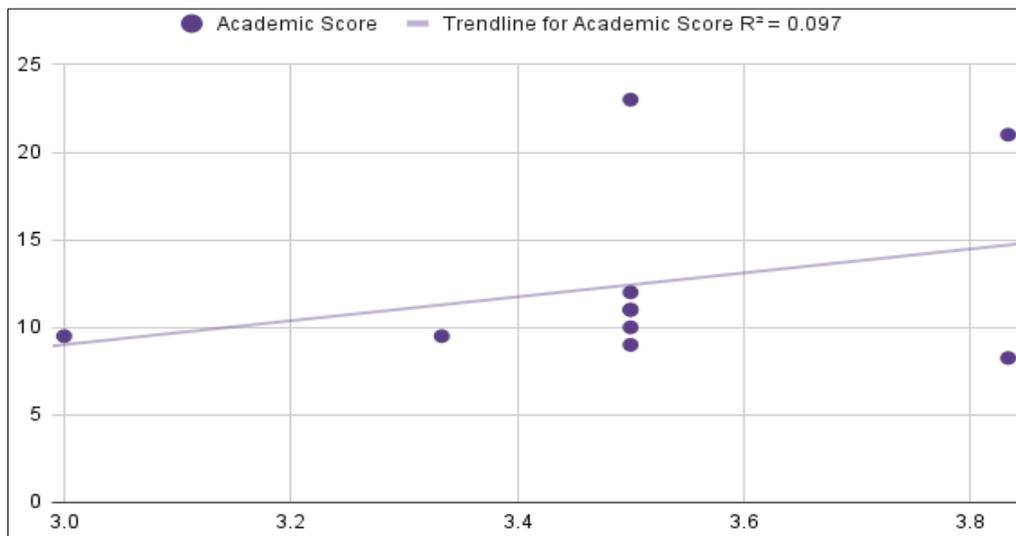
Hypothesis of the Study:

H₀ (Null Hypothesis): There is no significant relationship between Emotional Intelligence and academic performance among CA aspirants.

H₁ (Alternative Hypothesis): There is a significant relationship between Emotional Intelligence and academic performance among CA aspirants.

Research Methodology

The study adopts a quantitative research design. Primary data was collected through a structured questionnaire distributed to CA aspirants. The sample size consisted of 60 respondents selected through convenience sampling. Peer pressure was measured using specific questionnaire items related to academic competition and social comparison. The data was analyzed using percentage analysis to interpret the responses and draw meaningful conclusions.



Data Analysis & Interpretation

The data collected from 11 respondents were analysed using statistical tools. Descriptive statistics and Pearson's Correlation method were used to examine the relationship between Emotional Intelligence and Academic Performance among CA aspirants. The Pearson correlation coefficient between Emotional Intelligence and Academic Performance was found to be $r = 0.31$. Since the value of r is positive, it indicates a positive relationship between the two variables. However, the strength of the relationship is weak. This means that higher emotional intelligence is slightly associated with better academic performance, but the relationship is not strong. Therefore, Emotional Intelligence alone does not significantly determine the academic performance of CA students.

Findings of the Study

The study was conducted among 11 CA students. The correlation coefficient between Emotional Intelligence and Academic Performance was found to be $r = 0.31$. There exists a weak positive relationship between Emotional Intelligence and Academic Performance. Emotional Intelligence has limited influence on academic success.

Conclusion

The study aimed to examine the relationship between Emotional Intelligence (EI) and Academic Performance (AP) among CA aspirants. Data collected from 11 respondents were analysed using Pearson's Correlation method. The results revealed a correlation coefficient of $r = 0.31$, indicating a weak positive relationship between Emotional Intelligence and Academic Performance. This suggests that while students with higher Emotional Intelligence tend to perform slightly better academically, the effect is not strong. Academic success is influenced by multiple factors including study habits, preparation strategies, and consistency. Therefore, Emotional Intelligence alone cannot be considered a strong determinant of academic performance among CA aspirants.

Limitations of the Study

The study was conducted on a small sample size of 11 respondents, which limits the generalizability of the results. Self-reported academic performance may not be fully accurate, leading to potential bias. The research focused only on CA aspirants, so findings may not apply to students in other courses or fields. Only Emotional Intelligence and Academic Performance were considered; other factors like stress, study hours, and motivation were not included. The study was cross-sectional, capturing data at a single point in time, so long-term effects could not be measured.

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How to Cite This Article

Priyadarshini SL. Emotional intelligence and academic performance of CA aspirants. *Int J Multidiscip Res Growth Eval.* 2026;7(1):901-903.

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