



ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

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ABSTRACT Academic achievement and emotional intelligence of 140 Higher secondary school students (Male=70, Female=70) was studied. Mangal Emotional Intelligence Inventory (2004) was used to study the Emotional Intelligence and marks scored in the previous class were used to assess the academic achievement. Demographic information was collected and Mean, S.D., t test and product moment correlation of Pearson were calculated. Significant difference was found among higher secondary school students having high and low emotional intelligence. Significant positive relationship was found between academic achievement and emotional intelligence among higher secondary school students.

KEYWORDS : Emotional Intelligence, Academic Achievement, Higher Secondary School Students

INTRODUCTION

The contemporary society demands the all round and harmonious development in affective and cognitive aspects of a child. Cognitive aspect deals with the knowledge attained by chance or after going through a proper training. When knowledge is acquired after proper training or skills have been given to a student, it is generally termed as academic achievement. Usually it is excellence in academic disciplines or school subjects (Ireogebu, 1992 as cited in Ogundokun & Adeyemo, 2010). It is measured in terms of marks, percentage or grades obtained by a particular student in one subject or a group of subjects (Lawrence & Deepa, 2013). This academic achievement displays the status of a given student in a particular classroom and is usually associated with high socio-economic status and employment opportunities of the student. When a student achieves high grades in academic subjects, he/she will found ample opportunities to go or to promote to the next level of education.

Affective domain is ascribed to non-cognitive aspects of a child. It consists of the feelings, emotions and attitudes of a child. When there is understanding, awareness of emotions and feelings of one's own-self and those of others, it is usually labeled as emotional intelligence. It indicates one's ties with the family, peers, and other human relationships. It is the ability to recognize, understand and manage our own emotions, so that we will be able to influence the emotions of others. Since 1990, Salovey and Mayer have been the leading researchers on emotional intelligence on emotional intelligence and in their famous article "emotional intelligence"(1990), they defined emotional intelligence as, the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions to discriminate among them and to use this information to guide ones thinking and actions. Emotional intelligence is relatively new concept in the field of psychology; it is a topic of growing interest in organizations and research. Here comes the importance of emotional intelligence .the famous psychologist E. L. Thorndike, through his concept of social intelligence laid down a solid foundation of the essence of emotional intelligence in 1920. He had grouped intelligence into abstract intelligence, concrete intelligence and social intelligence. similarly Goleman (1995) also stressed that emotional intelligence consists of five components: knowing one's emotions (self awareness), managing them, motivating self, recognizing emotions in others (empathy) and handling relationships.

Sharma (2000) studied "Emotional intelligence refers to the ability to set a goal in life, work towards achieving it, negotiate and feel it." A key set of characteristics makes up emotional intelligence, such as self motivation and persistence in any situations, the ability to manage emotions, to regulate moods and to empathies. Ahmad, Bangash & Khan (2009) found significant gender differences in emotional intelligence and also concluded that males have high emotional intelligence as compared to females. Olatoye, Atintunde & yakasai (2010) in their studies of emotional intelligence, creativity and academic achievement of business administration students found that academic achievement, creativity and emotional intelligence did not differ significantly between males and females. Naghavi and

Redzuan(2011) found that girls are higher in emotional intelligence than boys, but Shin (2011) opined that males have higher EQ level than females, Rehman, Ferdousy and Uddin (2012) found no significant differences in emotional intelligence between male and female students. Upadyay (2013) find out the relation between emotional intelligence and academic achievement among student teachers and concluded that emotional intelligence and academic achievement are positively related to each other. the result revealed that those students who are having high emotional intelligence performed better in academics compared to those having low emotional intelligence. Lawrence and Deepa (2013) also found no significant difference between male and female high school students in their emotional intelligence. Jenaabadil, shahidi, Elhamifar and khademi (2015) found that emotional intelligence is significantly related to academic achievement. Male and female students did not differ significantly. Kaur and Jain (2016) studied the relationship between academic achievement and emotional intelligence of senior secondary school students, the study revealed that boys and girls of senior secondary school students did not differ significantly on academic achievement and emotional intelligence.

Farooq (2003) examined the effect of emotional intelligence on academic performance of 246 students and found that students with high emotional intelligence show better academic performance than the students with low emotional intelligence. Parker et al. (2004) reported that academic success was strongly associated with several dimensions of emotional intelligence. Hassan, Sulaiman, and Ishak (2009) investigated emotional intelligence among students and found that emotional intelligence had a significant positive relationship with academic achievement of the students. Kattakar (2010) conducted a study to investigate the impact of emotional intelligence on the academic achievement in Kannada language of 500 standard IX students in the Karnataka state. Results revealed a significant positive relationship between emotional intelligence and academic achievement of students. Ogundokun and Adeyemo (2010) studied the emotional intelligence and academic achievement of high school students. Results indicated that emotional intelligence had a significant relationship with academic achievement. Chamundesari (2013) and Maraichelvi and Rajan (2013) found a significant positive relationship between emotional intelligence and academic achievement among the students. No significant relationship between emotional intelligence and academic achievement of high school students was reported by Azimifar (2013) and Lawrence and Deepa (2013). Prabha, (2015); Oommen (2015); Mir, (2019); Bhat & Mir (2017); Mir & Paray (2018); Mir (2018) found that there was significant positive relationship between emotional intelligence and academic achievement of students.

Objectives of the Study

1. To compare the academic achievement of higher secondary school students in relation to their low and high emotional intelligence.
2. To find out the relationship between academic achievement and emotional intelligence of higher secondary school students.

Hypotheses

1. There is no significant difference in academic achievement of higher secondary school students in relation to their low and high emotional intelligence.
2. There is no significant relationship between academic achievement and emotional intelligence of higher secondary school students.

Method

Participants

The study was conducted on 140 higher secondary school students from different institutions of Pulwama district of J&K India. The participants included 70 boys and 70 girls from various institutions. Appropriate sample technique was used to select the sample.

Tools used in the Study

Mangal Emotional Intelligence Inventory constructed and standardized by S.K Mangal and Shubhra Mangal (2004). The test measures 4 dimensions having 100 items. The test according to the authors is highly reliable and valid. Validity coefficient of the inventory was -0.66 and split half reliability co-efficient was found to be 0.89, K-R formula reliability coefficient was 0.90 and test-retest reliability coefficient was 0.92. Academic achievement was determined on the bases of percentage obtained by the students in the previous class annual examination conducted by J&K BOSE.

Procedure

Data was collected individually by regular visits to the schools. Special permission was taken from principal office of the school for carrying out the research. Consent was also taken from each participant. Participants were informed that their results will be kept confidential.

RESULTS AND DISCUSSION

't' value for the academic achievement scores of Higher secondary school students having low and high emotional intelligence

Group	N	Mean	S.D.	't' value
Low emotional intelligence	56	56.12	16.62	10.29
High emotional intelligence	84	64.87	10.27	

Table 1 show that value between higher secondary school students having low and high emotional intelligence ($t=10.29$) is significant at 0.01 level. Hence the null hypothesis framed earlier, "There is no significant difference in academic achievement of higher secondary school students in relation to their low and high emotional intelligence." is rejected. It reveals that students having high emotional intelligence have better academic achievement than students having low emotional intelligence. Mean scores of higher secondary school students having high emotional intelligence i.e. 64.87 is higher than the mean scores of higher secondary school students having low emotional intelligence i.e. 56.12. The difference in the mean scores can be due to the different emotional intelligence abilities among students. Those students having high emotional intelligence are able to understand and manage their emotions as well as others in a suitable manner. They are able to discriminate where to show their feelings and where not to show. By managing their emotions they are able to adjust themselves and perform well in every sphere of life compared to those who are having low emotional intelligence.

Coefficient of Correlation between Academic Achievement and Emotional Intelligence of Higher Secondary School Students

Variables	df	Coefficient of correlation
Academic Achievement	138	0.64
Emotional Intelligence		

Table 2 depicts that co-efficient of correlation between academic achievement and emotional intelligence of higher secondary school students is 0.64 which is highly significant at 0.01 level of significance. So the null hypothesis, i.e., "There is no significant relationship between academic achievement and emotional intelligence of higher secondary school students" is rejected. Hence, there exists a significant positive correlation between these parameters. It indicates that academic achievement and emotional intelligence of higher secondary school students are positively correlated with each other. So it could be concluded that higher secondary school students have better academic achievement if they have more emotional intelligence. It can be interpreted that higher the emotional intelligence, higher the academic achievement of Higher secondary school students and vice-versa. This reveals that who are having better academic achievement are able to

understand their own as well as others emotions and feelings and manage them appropriately.

CONCLUSION

In the light of above results it can be concluded that academic achievement of higher secondary school students in relation to their low and high emotional intelligence differ significantly. It is also concluded that there is significant positive correlation between academic achievement and emotional intelligence of higher secondary school students.

If we want to enhance the academic achievement score of the higher secondary school students we should make efforts to increase emotional intelligence of the pupils, curriculum developers should integrate emotional intelligence into the curriculum of the school.

The present findings should be interpreted with the following limitations in the mind. The first limitation was to use convenience sampling that might limit the generalisability of the results. Present study was restricted to higher secondary students, other classes can also be included in the sample. In the present study the statistical techniques which were used are mean, S.D., t test and correlation, more statistical techniques may be used in the same study. The sample size of the present study was relatively small. Therefore, larger and more representative sample is needed to further investigate the relationship of emotional intelligence with academic achievement and other related factors.

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