

TO STUDY THE EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS OF REWARI DISTRICT

Dr. Rahul Kant

Principal

A.M. College of Education

Majra Sheoraj, Rewari

Abstract

The objective of the study is to find the significant relationship between emotional intelligence and academic achievement of high school students with reference to the background variables. Survey method was employed. Two tools are used in this study namely Emotional Intelligence Scale made by Anukool Hyde and Upinder Das, 1995 and the Achievement Test Questions. The significant difference between the means of each pair of group is computed using Standard Deviation, „t“ test, ANOVA and Pearson’s Co-efficient Correlation. The findings are established and tabulated from the analysed data. The finding shows that there is no significant difference between emotional intelligence and academic achievement of high school students. Finally, Interpretations, Recommendations are given by the investigator based on the findings.

Keywords: Emotional Intelligence, Academic Achievement, School Students

INTELLIGENCE

Intelligence is power or faculty which helps us in understanding thinking and reasoning about the things. Intelligence is the only word which makes the human being difference from animal. Gods given us with certain cognitive ability to man, by which man become a rational being. David Wechsler said, “Intelligence is the aggregates or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment.” Our learning and thinking are possible through intelligence only. It is an organization comprising the abilities of readiness, correctness and of understanding complicated and abstract things and with its help a person shows necessary mental control and action in solving problems. Intelligence is a term describing one or more capacities of the mind. In different context the term intelligence can be defined in different ways, including the capacities for abstract thought, understanding, communication, reasoning, learning, planning, emotional intelligence and problems solving. Intelligence is most widely studied in human, but it is also observed in animals and plants. Intelligence is the necessary condition for achievement. It is impossible to achieve without corresponding intelligence which is comprised of mental abilities. Ability is about the quality of being able to do something which serves as the foundation of achievement.

EMOTIONAL INTELLIGENCE



Emotional intelligence is based on the concept of “social intelligence” which was first defined by Thorndike in 1920. Later Guilford (1967) proposed his view of intelligence as a multifaceted construct which consists of one hundred and fifty factors. According to Guilford the structure of human intelligence is viewed in terms of three parameters – mental operations, contents and products. The term emotional intelligence was not contained in the model but the model supports for a type of intelligence, the ability to process affective information. The early theoretical perspectives on emotional intelligence were developed during the 1970s and 1980s. The term emotional intelligence was made popular in the mid 1990s by Daniel Goleman who established that emotional intelligence can be divided into aspects of both personal and social competencies. **Goleman (1996)** claimed that emotional intelligence comprises of such abilities as self awareness, managing emotions, motivating oneself, empathy and handling relationships.

ACADEMIC ACHIEVEMENT

Academic achievement is the major concern of educational policy makers of every country. It has been accepted that environment both inside and outside the school in which the child grows has a great influence on the academic achievement of the students. Among them, socio economic status, social phobia, anxiety, learning disabilities, parent styles, learning styles, classroom climate etc. are some such variables. So care should be taken to increase the rate of achievement and find out the hindrances that decrease the achievement rate. Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instruction in a given area of learning or in other words, achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores. The level of achieving is how far a student succeeds in a particular exam or standardized test.

SIGNIFICANCE OF THE PROBLEM:-

The present study has been designed to study the intelligence and academic achievement of secondary school students of Rewari. Educated men are considered as the real asset for development of any state or nation. But there is individual difference and every individual in the society has his own mental ability, creativity and personality patterns and perform his duty accordingly. Intelligence is an important factor in academic achievement. Intelligence may be explained as the capacity for knowledge and understanding especially as applied to the handling of novel situation; the power of meeting novel situation successfully by adjusting behaviour to the total situation. It is an organization comprising of the abilities to readily, correctly, understand complicated and abstract things. It is an inborn natural power that makes a man capable of overcoming difficulties and problems of life. Intelligence is a variable contributes towards



creativity. The present study seeks to investigate if there exist any relationship between intelligence in one hand and academic achievement of secondary school students on the other the hand. This study will try to give a picture of the performance of secondary students in C.B.S.E examination by taking into account the marks obtained by them in all subjects. The performance will be analysed quantitatively and comparison of performance of males and females as well as urban and rural schools will be done. In order to improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. In addition to that from the student's side there must be some important steps, which form the basis for their academic achievement. Students' needs, requirements, abilities, capabilities, their pattern of studying etc. have been neglected for a long time and they were forced to learn the same thing, by the same method, by the same person in the same environment. Not only is it important that teachers recognize these diversities in their students, but also it is desirable that they value their study habits. Otherwise, even if appropriate strategies are developed and made available to teachers, there may be little proof of gain in the students. Our educational institutions should take into account basic human differences in their studying, thinking etc., to seek better means of individualized instruction for more effective studying. Here the investigator thought that student's academic achievement and their excellence in studies depends mainly on their study, which is very much influential in their learning process. Hence, the investigator has tried to explore the academic achievement with emotional intelligence of the higher secondary students.

STATEMENT OF THE PROBLEM:-

“To Study the Emotional Intelligence and Academic Achievement of Senior Secondary School Students of Rewari District”

OBJECTIVE OF THE STUDY:-

1. To study of Emotional intelligence level among Govt. and Private Senior Secondary School students.
2. To study of Emotional Intelligence level among boys students of Govt. and Private Senior Secondary School students.
3. To study of Emotional Intelligence level among girls students of Govt. and Private Senior Secondary School students.
4. To find relationship between Emotional Intelligence and academic achievement of among Senior Secondary School students.

HYPOTHESIS OF THE STUDY:-

- There will be no Significant Difference between Emotional intelligence level among Govt. and Private Senior Secondary School students.
- There will be no Significant Difference between Emotional intelligence level among boys students of Govt. and Private Senior Secondary School.
- There will be no Significant Difference between Emotional intelligence level among girls student Govt. and Private Senior Secondary School.
- There is no significant relation between Emotional intelligence and academic achievement of among Senior Secondary School students.

METHODOLOGY:-

Descriptive method of research will be employed for the present study. As this method is concerned with surveying, describing and investigating the existing phenomenon or issues, conditions and relationships

that exist. This method will be enabling the investigator to investigate the secondary school student's Emotional intelligence and academic achievement.

Emotional intelligence level among Govt. and Private Senior Secondary School students.

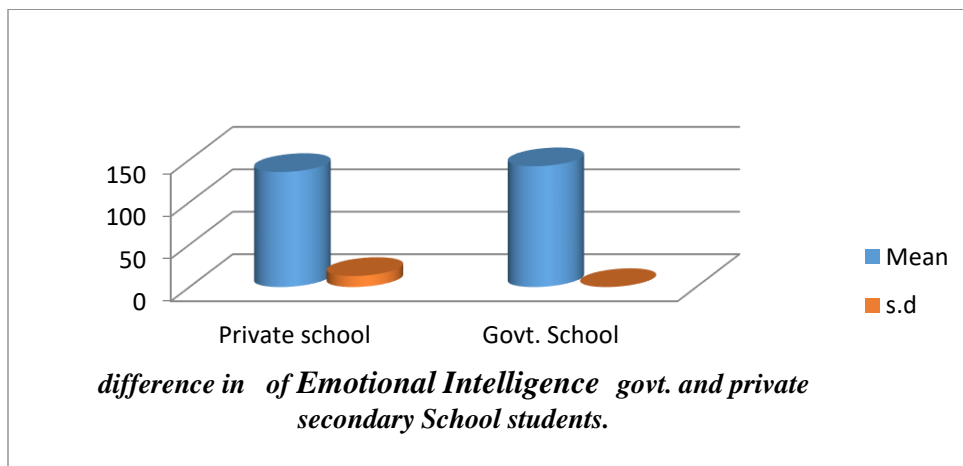
TABLE -4.1

Group	N	Mean	S.D.	t-value	Remarks
Private school students	50	135.63	13.03	5.09	Significant
Govt. school students	50	142.4	13.97		

❖ *significant of both levels 0.05 and 0.01*

The above table reveals the significance of difference between private and govt. school students on Emotional Intelligence. The mean score and S.D.s of private students were 135.63 and 9.09 while that of govt. school students were found 142.40 and 13.97 respectively. Thus the calculated 't' value was found 5.09 which is significant at 0.05 level which indicated that both the groups of private and govt. school students are differed on their Emotional Intelligence. govt. school students show less Emotional Intelligence on the other hand private school students shows the more Emotional Intelligence. so the null hypothesis, "*There will be no Significant Difference between Emotional intelligence level among Govt. and Private Senior Secondary School students.*" Is *rejected*. The above result is also shown with the help of diagram given below:-

GRAPH-1



Emotional Intelligence level among boys students of Govt. and Private Senior Secondary School students.

TABLE 4.2

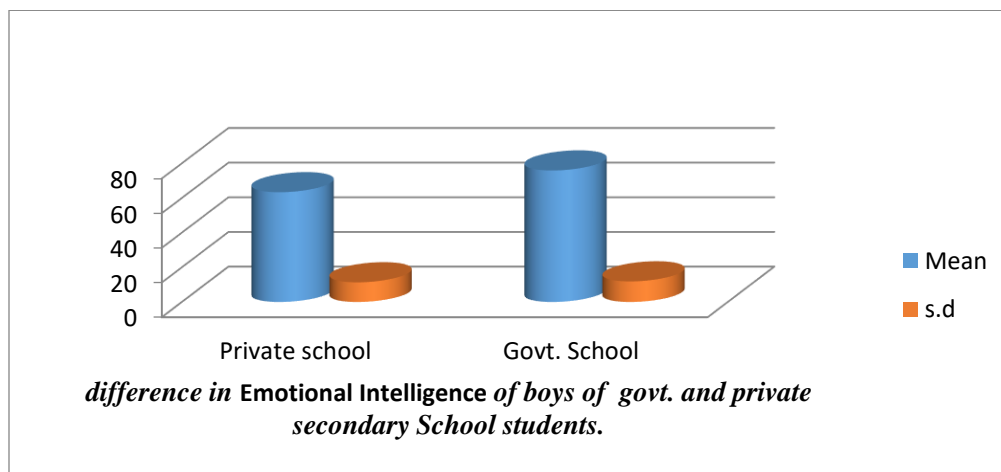
Group	No of students	Mean	S.D	't' value	Level significance of
Boys of Govt. school Students	25	63.32	11.34	2.09	Significant at 0.005
Boys of Private school Students	25	75.88	11.88		



❖ *significant of both levels 0.05 and 0.01*

The above table reveals the significance of difference between boys students of private and govt. school on Emotional Intelligence. The mean score and S.D.s of private students were 63.32 and 11.34 while that of govt. school students of boys were found 75.88 and 11.88 respectively. Thus the calculated ‘t’ value was found 2.09 which is significant at 0.05 level which indicated that both the groups of private and govt. school students of boys are differed on their Emotional Intelligence. govt. school boys students show less Emotional Intelligence on the other hand private school students of boys shows the more Emotional Intelligence. so the null hypothesis, **“There will be no Significant Difference between Emotional intelligence level among boys students of Govt. and Private Senior Secondary School.”** Is **rejected**. The above result is also shown with the help of diagram given below:-

GRAPH-2



Emotional Intelligence level among girl students of Govt. and Private Senior Secondary School students.

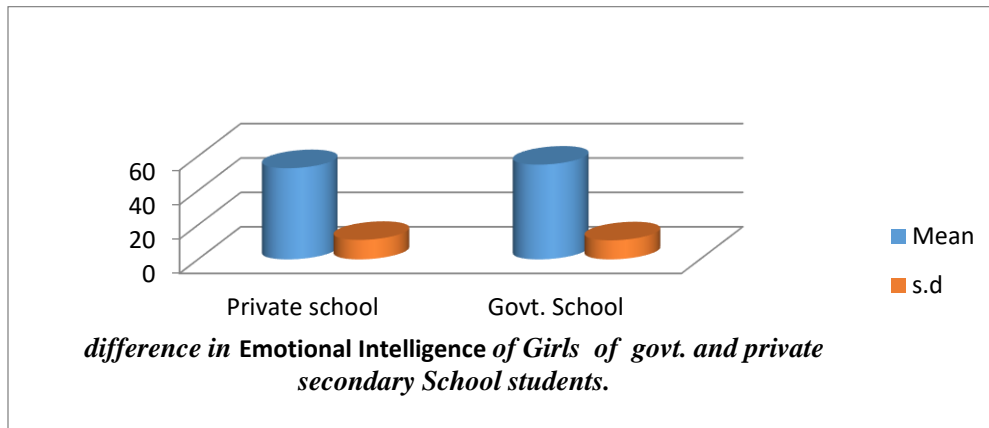
TABLE 4.3

Govt. school students	No of students	Mean	S.D	‘t’ value	Level of significance
Girls of Govt. school Students	25	53.02	10.04	1.40	Not Significant at 0.005
Girls of Private school Students	25	55.08	11.08		

❖ *Not significant of both levels 0.05 and 0.01*

The above table reveals the significance of difference between Girls students of private and govt. school on Emotional Intelligence. The mean score and S.D.s of private students were 53.02 and 10.04 while that of govt. school students of Girls were found 55.08 and 11.08 respectively. Thus the calculated ‘t’ value was found 2.09 which is Not significant at 0.05 level which indicated that both the groups of private and govt. school students of Girls are not differed on their Emotional so the null hypothesis, **“There will be no Significant Difference between Emotional intelligence level among Girls students of Govt. and Private Senior Secondary School.”** Is **accepted**. The above result is also shown with the help of diagram given below:-

GRAPH-3

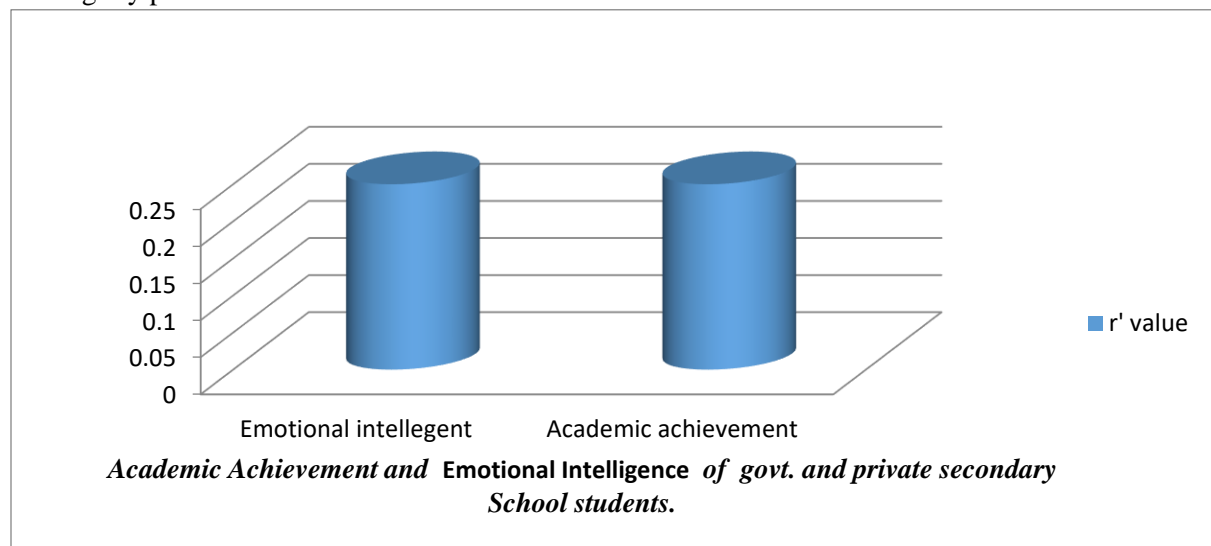


Relationship between Emotional Intelligence and academic achievement of among Senior Secondary School students.

TABLE 4.4

Group	No of students	'r' value	Level of significance
Emotional Intelligence	100	.25	Not Significant at 0.005
academic achievement	100		

The above table 4.4 shows a significant correlation between Emotional Intelligence and academic achievement at 0.05 level and it is a positive but low correlation i.e. 0.25. It indicates that more Emotionally Intelligent students were more effective. It means that academic achievement and Emotional Intelligence are slightly positive correlated.



MAIN FINDINGS OF THE STUDY

- Emotional intelligence level among Govt. and Private Senior Secondary School students.



The result shows that reveals the significance of difference between private and govt. school students on Emotional Intelligence. The mean score and S.D.s of private students were 135.63 and 9.09 while that of govt. school students were found 142.40 and 13.97 respectively. Thus the calculated ‘t’ value was found 5.09 which is significant at 0.05 level which indicated that both the groups of private and govt. school students are differed on their Emotional Intelligence. govt. school students show less Emotional Intelligence on the other hand private school students shows the more Emotional Intelligence. so the null hypothesis, “*There will be no Significant Difference between Emotional intelligence level among Govt. and Private Senior Secondary School students.*” Is rejected.

- **Emotional Intelligence level among boys students of Govt. and Private Senior Secondary School students.**

The result shows that reveals the significance of difference between boys students of private and govt. school on Emotional Intelligence. The mean score and S.D.s of private students were 63.32 and 11.34 while that of govt. school students of boys were found 75.88 and 11.88 respectively. Thus the calculated ‘t’ value was found 2.09 which is significant at 0.05 level which indicated that both the groups of private and govt. school students of boys are differed on their Emotional Intelligence. govt. school boys students show less Emotional Intelligence on the other hand private school students of boys shows the more Emotional Intelligence. so the null hypothesis, “*There will be no Significant Difference between Emotional intelligence level among boys students of Govt. and Private Senior Secondary School.*” Is rejected.

- **Emotional Intelligence level among girl students of Govt. and Private Senior Secondary School students.**

The result shows that reveals the significance of difference between Girls students of private and govt. school on Emotional Intelligence. The mean score and S.D.s of private students were 53.02 and 10.04 while that of govt. school students of Girls were found 55.08 and 11.08 respectively. Thus the calculated ‘t’ value was found 2.09 which is Not significant at 0.05 level which indicated that both the groups of private and govt. school students of Girls are not differed on their Emotional so the null hypothesis, “*There will be no Significant Difference between Emotional intelligence level among Girls students of Govt. and Private Senior Secondary School.*” Is accepted.

- **Relationship between Emotional Intelligence and academic achievement of among Senior Secondary School students.**

The result shows that significant correlation between Emotional Intelligence and academic achievement at 0.05 level and it is a positive but low correlation i.e. 0.25. It indicates that more Emotionally Intelligent students were more effective. It means that academic achievement and Emotional Intelligence are slightly positive correlated.

Conclusion

The level of emotional intelligence of the high school students is average and the levels of academic achievement are also found to be average. As high school students hail from different socio-economic and educational backgrounds, they may be given orientation with regard to the importance of self-motivation through informal addresses, guest lectures, seminars and workshops. Special address and periodical seminars by eminent educationalists and psychologists would yield fruitful results in this regard.

References

- Ahvan, Y. R. and Pour, H. Z. (2016). The Correlation of Multiple Intelligence for the Achievements of Secondary Students. *Educational Research and Reviews*. Vol. 11(4), 141-
- Bahman, Shahnaz & Maffini, Helen (2008). *Developing Children's Emotional Intelligence*. Continuum International Publishing, London, GBR. p 60.
- Belinda, Williams. (2003). Closing the achievement gap: a vision for changing beliefs or practices. Association for supervision and curriculum development.
- Cooper, H., Valentine, J. C., Nye, J. (1999). Relationships between five after-school activities and academic achievement. *Journal of Educational Psychology*, 91, 369–378.
- Debra J. Vandervoort. (2006). The importance of emotional intelligence in higher education. *Psychology: Developmental, Learning, Personality, Social Spring*. 25(1), 4-7. Esther M. Leerkes, Matthew John Paradise, Marion O'Brien, Susan D. Calkins & Garrett Lange. (2008). Emotion and Cognition Processes in Preschool Children. *Merrill-Palmer Quarterly*, 54(1), 102-124.
- Fallahzadeh, H. (2011). The relationship between emotional intelligence and academic achievement in medical science students in Iran. *Procedia – Social and Behavioral Sciences*.
- Gibson, D. M., & Jefferson, R. N. (2006). The effect of perceived parental involvement and the use of growth-fostering relationships on self-concept in adolescents participating in gear up. *Family Therapy-New York Then San Diego-*, 33(1), 29.
- Hanushek, E A., Kain, J. (2002). Does peer ability affect student achievement? Revised Publication Version. *Journal of Applied Econometrics*, (October), 1–26.
- Kolappan, S. (2011) Factors relating to academic achievement and home environment in economics of higher secondary students. *International Journal of Management Research and Development* 1, 2, 53-61.
- Melissa E.; Lloyd, Stacey W.(2011). The Impact of Children's Social Adjustment on Academic Outcomes. *Reading & Writing Quarterly*, 27(2), 25-47.
- Parental monitoring: A reinterpretation. *Child development*, 71(4), 1072-1085.
- Rao, G. (1974) *Manual for Achievement Motivation Test*. Agra Psychological Research Cell, Agra.
- Sharma, Manika and Tahira Khatoon (2011). Family Variables as Predictors of Students Achievement in Science. *Journal of Community Guidance and Research*, 28, 1, 28-36. 23. Stattin, H., & Kerr, M. (2000).
- Thanalakshmi, G. and Mohaideen, R. S. (2011) Achievement motivation of the students of the fisherman community in tucicorin district. *Research and Reflections on Education* 9, 3, 6-8.
- Whitehead, & Deborah, A. (1991). An investigation of parent-adolescent relationships and academic achievement form: The perspective of attachment theory. *Dissertation Abstracts*. 1-A, 52/06. 284.
- Zhang, S. Y., & Carrasquillo, A. L. (1995). Chinese parents' influence on academic performance. *New York State Association for Bilingual Education Journal*, 10, 46-53.