

# Emotional Intelligence and Academic Achievement of Secondary School Students

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## Abstract:

The Present study aimed at relation between Emotional Intelligence and Academic Achievement of Secondary School Students. In the present study correlation method was adopted under Descriptive research. For the Present study Stratified random sample of 200 students from Secondary Schools of Shivamogga District were selected. The result shows that 36.5% of the secondary school students are having low Emotional Intelligence, 41.5% of the secondary school students are having moderate Emotional Intelligence and 22% of the secondary school students are having high Emotional Intelligence. There is positive good correlation exists between Emotional Intelligence and Academic Achievement among the secondary school students. ( $r=0.693 > p, 0.05$ ). Children should get desired love and sympathy from the teachers. Their individuality should be respected and individual differences recognized. The teacher should see that the basic emotional needs of the children are satisfied in the classroom or school.

## INTRODUCTION

We educate students with one main objective in mind: their success. What is the measure of success? Is it only a strong scientific mind? No! It was, in the past, but now some fundamental new theories have been introduced: The Multiple Intelligences Theory (Gardner, 1983) & The Emotional Intelligence Theory (Mayer & Salovey, 1990; Goleman, 1995). Then we can say that success depends on several intelligences and on the control of emotions. IQ alone is no more the measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995). In the work place all kinds of articles are written, workshops and conferences are held to help doctors (Epstein, 1999), employees and managers (Abraham, 1999; Laabs, 1999; Barrier & Bates, 1999) become aware of the components of emotional intelligence so that they improve themselves. If emotional intelligence is considered nowadays vital for success, then why don't we start teaching its components to our students at school? If it affects student achievement, then it is imperative for schools to integrate it in their curricula, hence raising the level of student success. The purpose of this study is to see whether there is a relationship between emotional intelligence and academic success.

In the beginning, psychologists focused on cognitive constructs like memory and problem solving in their first attempt to write on intelligence. This did not last when researchers began to challenge this orientation and recognised that there are other non-cognitive aspects of intelligence. For instance, Robert Thorndike wrote about social intelligence in 1937. And as early as 1943, David Wechsler proposed that the non-intelligence abilities are essential for predicting ability to succeed in life. Imbrosciano and Berlach (2003) have remarked that "success" may be viewed in three main domains. A good student is often referred to as being "intelligent", or "well behaved", or "academically successful". Arising from this are the questions: Are there any connection between these domains? Is there a strong connection, between intelligence and academic achievement? Do students with high intelligence behave better? These and many more questions underscore the important place intelligence has been found to play in academic success.

Goleman (1995) gave a short of answer when he asserted that success depends on several intelligences and on the control of emotion. Specifically, he stressed that intelligence (IQ) alone is no more the measure of success. According to him intelligent account for only 20% of the total success, and the rest goes for Emotional and Social intelligences. Abisamra (2000) then queried that if this is found to be so, why the teachers don't begin to teach its components (i.e., emotional intelligence) to students at schools? He then concluded that if emotional intelligence affects student achievement, then it is imperative for schools to integrate it in their curricula and thereby raising the level of students' success.

According to Salovey and Mayer (1990), Emotional Intelligence is being able to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this to guide one's thinking and actions. Again, Salovey and Mayer (1993) wrote that an emotionally intelligent person is skilled in four areas: identifying, using, understanding, and regulating emotions. Similarly, Goleman also stressed that emotional intelligence consists of five components: Knowing one's emotions (self-awareness), managing them, motivating self, recognising emotions in others (empathy), and handling relationships.

### **NEED AND IMPORTENCE**

In recent times therefore, social scientists and educational psychologists are beginning to uncover the relationship of emotional intelligence to other phenomenon. These are: leadership (Ashfort & Humphrey,1995); group performance (Williams &Sternberg,1988); academic achievement (Abisamra,2000);and policing(Aremu,2005).The foregoing attest to the significance of emotional intelligence to all constructs(school achievement inclusive).As a matter of fact, emotional intelligence (EI) has recently attracted a lot of interest in the academic literature. Specifically, Finnegan (1998) argued that school should help students learn the abilities underlying the emotional intelligence. This he believes could lead to achievement from formal education years of the child. In a recent study conducted by Parker, Summerfeldt, Hogan and Majeski (2001, 2002) they discovered that various emotional and social competencies were strong predictors of academic success. Similarly, Parker, et al...(2003) found emotional intelligence to be significant predictors of academic success. In the same vein, Low and Nelson (2004) reported that emotional intelligence skills are key factors in the academic achievement and test performance

of high school and college students respectively. Likewise, Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools' curricula. Petrides, Frederickson and Furnham in Cotton and Wiklund(2005) argued that any investigation of the potential effects of emotional intelligence on academic performance must be pursued in a specific context. In essence, the importance of emotional intelligence on academic achievement has been found to be very significant. Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the relationship of emotional intelligence to academic achievement most especially in country like India, where most researchers are yet to show interest in the construct.

Emotional intelligence needs to be developed among, teacher tests/ activities/exercise books so that, it helps them in developing proper human relation, empathy, self-control and self-management, which in turn will have lot effect on school effectiveness. Hence this study is attempted to find out relationship of emotional intelligence with their academic achievement among secondary school students.

#### **DEFENATION OF TECHNICAL TERMS:**

- Emotional Intelligence: It is being able to monitor our own and others' feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions (Salovey & Mayer, 1990). The emotionally intelligent person is skilled in four areas: Identifying, using, understanding, and regulating emotions (Salovey & Mayer, 1993). According to Goleman (1995) emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.
- Achievement: "Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post-secondary years and working life." (Steinberger, 1993) Merriam Webster defines achievement as "the quality and quantity of a student's work."

#### **VARIABLES:**

A variable is that factor which is measured, manipulated and observed by the investigator.

- ✓ Academic achievement
- ✓ Emotional intelligence
- ✓ Gender (Boys and Girls)
- ✓ Locality (Urban and Rural)

## OBJECTIVES OF THE STUDY

- To measure the level of Emotional Intelligence of Secondary School Students
- To study the relationship between Emotional Intelligence and Academic Achievement among the secondary school students.
- To study the difference in Emotional Intelligence among boys and girls of Secondary School.
- To study the difference in Emotional Intelligence among urban and rural Secondary School students.
- To study the difference in Academic Achievement among boys and girls of Secondary School.
- To study the difference in Academic Achievement among urban and rural secondary school students.

## HYPOTHESES OF THE STUDY

- There is no relation between Emotional Intelligence and Academic Achievement among Secondary School Students
- There is no significance difference in Emotional Intelligence among boys and girls of Secondary School.
- There is no significance difference in Emotional Intelligence among urban and rural Secondary School students.
- There is no significance difference in Academic Achievement among boys and girls of Secondary School.
- There is no significance difference in Academic Achievement among urban and rural secondary school students

## METHODOLOGY:

In the present study correlation method was adopted under Descriptive research.

## SAMPLING

For the Present study Stratified random sample of 200 students from Secondary Schools of Shivamogga District were selected. The population is categorized into strata such a boys and girls. Then the researcher has selected sample from each stratum based on its occurrence of population randomly. The researcher selected too schools out of which one is government and one is private. All the two schools offer co - education. The samples contain 200 students in which 100 boys and 100 are girls.

## DATA GATHERING TOOL

- Emotional intelligence scale prepared by Anukool Hyde, Sanjyot Oetha and Upinder Ohar.
- Academic achievement was measured using 9<sup>th</sup> standard examination marks from school records.

## STATISTICAL TECHNIQUE USED

The following statistical techniques used in the course of analysis of data are to given so that the frame of reference of the analysis becomes clear. To find out the correlation between two variables used Pearson's product moment correlation( $r$ ), to find out the significant difference between the mean scores of the two groups used t- test.

## MAJOR FINDINGS OF THE STUDY

- The result shows that 36.5% of the secondary school students are having low Emotional Intelligence, 41.5% of the secondary school students are having moderate Emotional Intelligence and 22% of the secondary school students are having high Emotional Intelligence.
- There is positive good correlation exists between Emotional Intelligence and Academic Achievement among the secondary school students. ( $r=0.693 > p, 0.05$ )
- There is a significance difference in Emotional Intelligence among boys and girls of Secondary School. ( $t=3.14 > p, 0.05$ )
- There is a significance difference in Emotional Intelligence among urban and rural Secondary School students. ( $t=1.996 > p, 0.05$ )
- There is a significance difference in Academic Achievement among boys and girls of Secondary School. ( $t=2.28 > p, 0.05$ )
- There is a significance difference in Academic Achievement among urban and rural secondary school students. ( $t=3.52 > p, 0.05$ )

## EDUCATION IMPLICATIONS

- ✓ Instructional methodology and curriculum should be dynamic, progressive and child centered.
- ✓ Children should get desired love and sympathy from the teachers. Their individuality should be respected and individual differences recognized. The teacher should see that the basic emotional needs of the children are satisfied in the classroom or school.
- ✓ With the help of positive methods of controlling and training the emotions, the emotional tension present in the minds of the children should be removed and the creation of undesirable complexes avoided.
- ✓ Moral and religious training should form a part of the school programme. High ideas of life and moral principles should be made the guiding factors of the children's lives.
- ✓ Teachers should recognize the place of emotion in the learning process. Balanced emotional feelings can serve as a tonic to the body and can make the learning an active and exciting experience. Therefore, teachers should make the child emotionally involved in his work.

- ✓ An emotional development, as said earlier, depends upon physical and physiological development. Therefore, every care is to be taken for the proper physical development of children. Children should be made to learn the ways of healthy living.
- ✓ Home atmosphere exercises a good amount of influence over the emotional character of children. Therefore, teachers should seek active cooperation of the parents in making the atmosphere of the homes suitable for proper emotional development. Parents and the elder members of the family should exhibit better examples of emotional expression before their children.

## CONCLUSION

One important factor in determining the success of learning is to give full attention and concentration during the process of teaching learning. Attention and focus are to help students develop cognitive intelligence and make it easier to remember facts or information communicated (Cross, 1974). It is here that the high level of emotional intelligence can help calm the mind and thus to increase the absorption of information received.

Thus, it will contribute to the achievement of results. Maria (2004) indicates that there is positive high relationship between emotional intelligence and academic performance. It is recommended that students' academic achievement should be enhanced with the use of emotional intelligence training. (Hammed, 2010).

Outstanding academic performance is the key targets and goals for each student regardless of ethnic group. In order to obtain good results, apart from learning the techniques of effective and well planned, students should be able to recognize themselves in particular in terms of self-emotional so that it does not become a stumbling block to success. Hence the need to identify them, emotional intelligence should be noted not only for academic interest but also of future success in life. Efforts to increase students' emotional intelligence should be considered during the process of teaching and learning in the classroom with the aim of building a resilient and capable human face of globalization and changing demands.

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