

EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

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Abstract : The objective of this paper is to know the Emotional Intelligence and Academic Achievement among Secondary School Students. A sample of 616 secondary school students were selected through stratified random sampling technique. The data was collected by using Emotional Intelligence Inventory standardized by Mangal and Mangal. Mean, SD and t-test was employed to analyze the data. The study found that there is significant difference in emotional intelligence among secondary school students based on gender. There is no significant difference in emotional intelligence among secondary school students based on medium of schools. There is significant correlation between emotional intelligence and academic achievement among secondary school students.

Key Words: Emotional Intelligence, Academic Achievement, Secondary School Students

I. INTRODUCTION

Educating the youth rightly means bringing all-round development focusing to foster the capacities in every individual which helps prepare to be most dynamic and successful persons in the society. Education, in its general sense, may underscore the process designed to inculcate not only the knowledge, skills but also attitudinal issues which are essential to enable individuals to cope effectively with their living environment. Emotional intelligence is pivotal in one's physical and mental health as which greatly affects one's all round development. Emotional Intelligence is a basic constituent of social intelligence as well that bridges the ability to monitor not only one's own feelings and emotions but also others feelings and emotions in relation to guide actions and to be adjusted. The rapid galloping advancement of the era greatly pause challenges to the adolescents to cope up with the trends of modern life in current scenario. Living in global village prominently necessitates the mechanism and ability to be adjusted to his environment by controlling and sublimating the emotions which is also a pivotal hall mark of a balanced personality. Emotional Intelligence is the ability to understand one's own emotions and thereby to differentiate between various feelings. It greatly depended on potential to manage and adjust the emotions to attain the goals as well.

II. EMOTIONAL INTELLIGENCE

Emotional intelligence can be defined as 'the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions' (Salovey & Mayer 1990, p.189). A revised version of definition put forwarded by Mayer & Salovey (1997) as 'the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and regulate emotions to promote personal growth . Goleman (1995) defines emotional intelligence as a set of 'abilities such as being able to motivate oneself and persist in the face of frustrations, to control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think, to empathize and to hope'.

Daniel Goleman's definition comprised of a range of various competencies and skills consisting in five main areas such as empathy, motivation, self-regulation, self-awareness and social skill. The five key components of emotional intelligence discussed by Bar-On (1997) are intrapersonal skills, interpersonal skills, ability for stress management, adaptability and general mood. Emotional intelligence means the potentiality to recognize the meanings of one's emotion and their association with reason and problem-solving in relation to environment. It mainly focuses on the ability to perceive emotions, by assimilating and understanding its related feelings and manage them.

III. ACADEMIC ACHIEVEMENT

Academic achievement is a yardstick in assessment and evaluation of educational advancement and development. The touchstone to assess its progress varies among educators, policymakers and other educational stakeholders that is responsible for various philosophical, psychological and socio-cultural values and norms. Academic achievement, in broadest sense is outcome of educational practices. It is greatly depended upon the educational goals which a learner or teacher has achieved throughout the learning practice. Academic achievement encompasses students' ability and performance. as it is multidimensional that mainly related to human growth and development in the areas of cognitive, emotional, social, and physical aspects as it reflects the all round development of the student and it is not related to a single instance, but occurs across time and levels, across students' life. It can be defined as the knowledge attained or skills developed in the school subjects, usually designated by test scores or marks assigned by the teacher (Good 1959). Academic achievement greatly highlights the outcomes related to performance which shows the degree to which students have achieved general and specific instructional goals that were focused in teaching and learning environments. It is pivotal that the whole education system potentially revolves around the academic achievements of student although other outcomes are also pertinent to the system.

IV. REVIEW OF RELATED STUDIES

Tyagi & Gautam (2017) found that there is a significant relationship between emotional intelligence and academic achievement among university students. The study shows a significant and positive correlation between emotional intelligence and academic achievement among university students which indicates that academic achievement depends on both cognitive aspects of intelligence and emotional abilities of students. It is also revealed that the emotional intelligence having a positive impact on the academic achievement of the students. Sivakalai & Nalinilatha (2017) found that there is a positive correlation between emotional intelligence and achievement among higher secondary students studying zoology. It is also found that 25.% of higher secondary student belong to low level of emotional intelligence, 43.66% of higher secondary students belong to moderate level of emotional intelligence, 31.33% of higher secondary students belong to high level of emotional intelligence. The study shows that there is a significant difference in emotional intelligence based on gender among higher secondary students. Sharma & Pinku (2017) found that academic achievement has significant impact on emotional intelligence because high achievers are found more emotionally intelligent than their counterparts. It is also found that gender has no impact on emotional intelligence whereas there is significant difference found in relation to locality as urban students are more emotional mature in comparison to students from rural areas. There exists significant difference between high and average achievers in emotional intelligence. There exists significant difference among average and low achievers and among high and low achievers in emotional intelligence.

Khalaf Ali (2016) found positive correlation between academic achievement and self-emotional appraisal, regulation of emotion, use of emotions, and total emotional intelligence score among university students. No significant difference was found in emotional intelligence based on gender. It is also showed that only the two dimensions such as regulation of emotions and self-emotions appraisal predicted academic achievement among university students. Prabha (2015) found that there is a significant relationship between which academic achievement and emotional intelligence among the government and private first year degree

students in Puducherry. Chamundeswari (2013) found a positive and significant correlation between emotional intelligence and academic achievement among higher secondary school students. It is also found that the students belonging to the central board schools showed a higher level of emotional intelligence than the students in state board but did not differ with students in matriculation board schools at the higher secondary level. Similarly, students belonging to central board schools are found to perform better in academics compared to students in state and matriculation board schools at the higher secondary level. Arul Lawrence (2013) found no significant difference in emotional intelligence among male and female high school students. It is also found that there is no significant correlation between emotional intelligence and academic achievement among high school students. It is also revealed that there is no significant correlation between emotional intelligence and socio-economic status among high school students. Mishra (2012) found that there is a positive correlation between emotional intelligence and academic achievement among senior secondary students studying in government schools of Jaipur district. It is also revealed that there is a negative correlation between emotional intelligence and academic achievement among senior secondary boy students. It is also found that there is a positive correlation between emotional intelligence and academic achievement of senior secondary girl students studying in government schools of Jaipur district. Parker et.al. (2005) found that the main effect for gender was significant as women showed higher level of emotional intelligence than their male counterpart. It is also showed that the main effect for academic group was also significant as the successful group showed higher level of emotional intelligence than the unsuccessful group. It is also found that the main effect for type of emotional and social competencies was also significant. It is showed that the interaction between type of competency and gender was significant. And also the interaction between type of emotional and social competencies and academic group was also significant.

V. RATIONAL FOR THE STUDY

The academic achievement of students is paramount in every school education system since the low academic achievement of students greatly affects their scholastic development. It should be studied effectively that the various factors affecting the academic achievement of school students in relation to various psychological variables. Emotional intelligence is an important aspect of human life which is highly responsible for success in life as well. So it is very important to study the emotional intelligence in relation to academic achievement of students to find out the relation between these variable. The study can discuss the strength and weakness of school students' academic performance based on their emotional intelligence.

VI. OBJECTIVES OF THE STUDY

1. To find out the difference in Emotional Intelligence among boys and girls secondary school students.
2. To find out the difference in Emotional Intelligence among Urdu and English medium secondary school students.
3. To find out the difference in Academic Achievement among boys and girls secondary school students.
4. To find out the difference in Academic Achievement among Urdu and English medium secondary school students.
5. To find out the correlation between Emotional Intelligence and Academic Achievement among secondary school students

VII. HYPOTHESES OF THE STUDY

1. There will not be difference in Emotional Intelligence among boys and girls secondary school students.
2. There will not be difference in Emotional Intelligence among Urdu and English medium secondary school students.
3. There will not be difference in Academic Achievement among boys and girls secondary school students.
4. There will not be difference in Academic Achievement among Urdu and English medium secondary school students.

5. There will not be significant correlation between Emotional Intelligence and Academic Achievement among secondary school students

VIII. METHODOLOGY

Survey method is used to collect the data. A sample of 616 secondary school students were selected through stratified random sampling technique. The data was collected by using Emotional Intelligence Inventory standardized by Mangal and Mangal. Average of previous year annual examination marks was taken as the score of academic achievement. Mean, SD and t-test was employed to analyze the data.

IX. ANALYSIS AND DISCUSSION

Table -1

Comparison of Emotional Intelligence among boys and girls school students

Group	N	Mean	Standard Deviation	t-value	Table value	Level of significance
Boys	298	118.71	10.97	5.21	2.56	Significant at 0.01 Level
Girls	318	114.03	11.31			

Table-1 shows that the mean and standard deviation of emotional intelligence among boys and girls secondary school students are 118.71, 10.97 and 114.03, 11.31 respectively. The calculated t-value is 5.21 which is greater than the table value at 0.01 level. It shows that there exists significant difference in emotional intelligence among boys and girls secondary school students. Hence the null hypothesis which stated there is no significant difference in emotional intelligence among boys and girls secondary school students is rejected.

Table -2

Comparison of Emotional Intelligence among Urdu and English medium school students

Group	N	Mean	Standard Deviation	t-value	Table value	Level of significance
Urdu Medium	299	116.97	11.81	1.36	1.98	Not Significant
English Medium	317	115.72	10.94			

Table-2 shows that the mean and standard deviation of emotional intelligence among Urdu and English medium secondary school students are 116.97, 11.81 and 115.72, 10.94 respectively. The calculated t-value is 1.36 which is lesser than the table value at 0.05 level. It shows that there does not exist significant difference in emotional intelligence among Urdu and English medium secondary school students. Hence the null hypothesis which stated there is no significant difference in emotional intelligence among Urdu and English medium secondary school students is accepted.

Table -3

Comparison of Academic Achievement among boys and girls school students

Group	N	Mean	Standard Deviation	t-value	Table value	Level of significance
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Boys	298	63.16	11.07	3.24	2.56	Significant at 0.01 Level
Girls	318	65.98	10.49			

Table-3 shows that the mean and standard deviation of academic achievement among boys and girls secondary school students are 63.16, 11.07 and 65.98, 10.49 respectively. The calculated t-value is 3.24 which is greater than the table value at 0.01 level. It shows that there exists significant difference in academic achievement among boys and girls secondary school students. Hence the null hypothesis which stated there is no significant difference in academic achievement among boys and girls secondary school students is rejected.

Table -4
Comparison of Academic Achievement among Urdu and English medium school students

Group	N	Mean	Standard Deviation	t-value	Table value	Level of significance
Urdu Medium	299	62.93	11.16	3.68	2.56	Significant at 0.01 Level
English Medium	317	66.13	10.39			

Table-4 shows that the mean and standard deviation of academic achievement among Urdu and English medium secondary school students are 62.93, 11.16 and 66.13, 10.39 respectively. The calculated t-value is 3.68 which is greater than the table value at 0.01 level. It shows that there exists significant difference in academic achievement among Urdu and English medium secondary school students. Hence the null hypothesis which stated there is no significant difference in academic achievement among Urdu and English medium secondary school students is rejected.

Table -5
Correlation between Emotional Intelligence among school students

Variables	N	r value	level of significance
Emotional Intelligence	616	0.56	Significant at 0.01
Academic Achievement			

Table-5 shows that the correlation between academic achievement and emotional intelligence among secondary school students is 0.56. It is a positive and moderate correlation. Hence the null hypothesis which stated that there is no correlation between emotional intelligence and academic achievement is rejected.

X. FINDINGS OF THE STUDY

1. There is significant difference in Emotional Intelligence among secondary school students based on gender as the boys have higher level of Emotional Intelligence than girls.
2. There is no significant difference in Emotional Intelligence among secondary school students based on medium of schools.

3. There is significant difference in Academic Achievement among secondary school students based on gender as the boys have higher level of Academic Achievement than girls.
4. There is significant difference in Academic Achievement among secondary school students based on gender as the students from English medium have higher level of Academic Achievement than the students from Urdu medium.
5. There is significant correlation between Emotional Intelligence and Academic Achievement among secondary school students

XI. CONCLUSION

The responsibility of teachers is to identify the emotional level of students in relation to classroom environment. It should be the prime focus of the teachers that the ability to empathize, encourage and connect with students on emotional issues in the classroom. Teachers should be able to make to recognize their abilities and capacities instead of feeling inferior and develop in them ability to cope with even adverse emotional conditions of life. Proper impetus should be ensured in curricular and co-curricular areas for the training of emotional intelligence among school students to enhance the academic achievement. Emotionally healthy teaching and learning environment can greatly foster emotional health of students as well. It necessitates that the educational policymakers, curriculum framers, administrators and teachers should prominently ensure proper provisions to enhance emotional intelligence in students. Proper guidance and counselling in the school can greatly help students who are suffering from issues related to emotional disturbances and thereby can enhance their emotional intelligence which may lead to increase in academic achievement as well.

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