# IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS: EMPATHY AND HANDLING RELATIONSHIPS

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**Abstract:** This study investigates the impact of Emotional Intelligence on academic achievement among high school students. Empathy builds on self-awareness. Empathic ability smooths the way for classroom effectiveness [1]. Handling relationships increased ability to analyse and understand relationship. The data were collected from 1032 high school students using emotional questionnaire tool. The t score 14.28 indicated that there is significant difference between the Empathy and Handling relationships in Emotional Intelligence on academic achievement among high school students. The r value 0.514 indicated that there is low positive relationship between the Empathy and Handling relationships on academic achievement among high school students with respect to their Emotional Intelligence.

**Index terms:** Emotional Intelligence, Academic Achievement, Empathy, Handling relationships, High school Students

## I.INTRODUCTION

The famous book of *"Why It Can Matter More Than IQ"* written by Daniel Goleman *(*1995*)* [1] claims that only 20% of a person's success can be attributed to IQ. Results and findings of numerous researches conducted in this area of study over a long period of time reveal a variety of factors. Such as students IQ, socio economic status, motivation, peer-relationship, teacher-student relationship, parental involvement, parental behavior, social relationships and personality. Emotional intelligence is [4] a set of skills that underlie accurate appraisal, expression, and regulation of emotions. It is the feeling side of intelligence.

## II.EMOTIONAL INTELLIGENCE

Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it [1] Emotional intelligence in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability [2]. In a sense we have two brains [1][3] two minds and two different kinds of intelligence: rational and emotional. How we do in life is determined by both – it is not just IQ, but emotional intelligence that matters. Indeed, intellect cannot work at its best without emotional intelligence. Ordinarily the complementarily of limbic system and neocortex, amygdala and prefrontal Lobes, means each is a full partner in mental life. When these partners interact well emotional intelligence rises as does intellectual ability. Emotional intelligence is [4] a set of skills that underlie accurate appraisal, expression and regulation of emotions. It is the feeling side of intelligence. We found that EI was a significant predictor of academic performance in overall continuous assessments.

## III.RATIONALE OF SELECTION THIS STUDY

High school students meet their public exams in future such as 10th, 11th and 12th consequentially in the Tamil Nadu Government education system. So the teachers and students should know the importance of emotional intelligence in teaching and learning process. Emotions can control stress, negative situations and more positive relationships to others like classmates, senior students and teachers. It will help to combine study, cooperative learning and coordination for positive learning environment. Empathy and handling relationships are very important role of adult students.

## IV.OBJECTIVES OF THE STUDY

1.　　　　To find out the impact level of Emotional Intelligence on academic achievement among high school students.
2.　　　　To find out the level of Empathy in Emotional Intelligence on academic achievement among high school students.
3.　　　　To find out the level of Handling relationships in Emotional Intelligence on academic achievement among high school students.

4.	To find out the level of Empathy and Handling relationships in Emotional Intelligence on academic achievement among high school students.
5.	To find out the relationship between Empathy and Handling relationships in Emotional Intelligence on academic achievement among high school students.

## V.HYPOTHESES OF THE STUDY

1.	The impact level of Emotional Intelligence on academic achievement among high school students is high.
2.	The level of Empathy in Emotional Intelligence on academic achievement among high school students is low.
3.	The level of Handling relationships in Emotional Intelligence on academic achievement among high school students is high.
4.	There is no significant difference between Empathy and Handling relationships in Emotional Intelligence on academic achievement among high school students.
5.	There is high positive relationship between the Empathy and Handling relationships on academic achievement among high school students with respect to their Emotional Intelligence.

## VI.SAMPLE

The study was carried out of the sample of 1032 students in 9th standard by Stratified Random sampling technique from Salem district of Tamil Nadu. The data collected from 534 male students and 498 female students.

## VII.METHODOLOGY:

In this study investigation using Normative Survey Method and also find the facts through the collection of data and analysis of data given the representation of the phenomenon under the study.

## VIII.TOOL FOR THIS STUDY

Emotional Intelligence Questionnaire tool constructed to use to find the impact of emotional intelligence on academic achievement among high school student.

## IX.STATISTICAL TECHNIQUES USED FOR THIS STUDY
- Descriptive Analysis: Percentage Analysis, Mean, S.D, t-test,
- Inferential Analysis: Correlation

## X.TESTING OF HYPOTHESIS

*Hypothesis*
1.	The impact level of Emotional Intelligence on academic achievement among high school students is high.

Table 1: Mean and Standard Deviation Scores on academic achievement among high school students with respect to their Emotional Intelligence

| Main Variable | Sample (N) | Mean (M) | SD | Percentage of Mean | Significance at 0.05 level |
|---|---|---|---|---|---|
| Emotional Intelligence | 1032 | 46.53 | 6.786 | 61.23% | Not Significant |

From the table 1 it is noted that the overall mean score is 46.53 and the percentage of mean value is 61.23. So it can be concluded that the impact level of Emotional Intelligence on academic achievement among high school students is high. Hence the hypothesis is accepted.

*Hypothesis: 2*

The level of Empathy in Emotional Intelligence on academic achievement among high school students is low.

Table 2: Mean and Standard Deviation Scores Empathy on academic achievement among high school students with respect to their Emotional Intelligence.

| Main Variable | Sample (N) | Mean (M) | SD | Percentage of Mean | Significance at 0.05 level |
|---|---|---|---|---|---|
| Empathy | 1032 | 22.04 | 3.91 | 41.58% | Not Significant |

From the table 2 it is noted that the mean score is 22.04 and the percentage of mean value is 41.58. So it can be concluded that There is significant difference in the level of Empathy in Emotional Intelligence on academic achievement among high school students is low. Hence the hypothesis is accepted.

*Hypothesis: 3*

The level of Handling relationships in Emotional Intelligence on academic achievement among high school students is high.

Table 3: Mean and Standard Deviation Scores of Handling relationships on academic achievement among high school students with respect to their Emotional Intelligence.

| Main Variable | Sample (N) | Mean (M) | SD | Percentage of Mean | Significance at 0.05 level |
|---|---|---|---|---|---|
| Handling Relationships | 1032 | 24.49 | 3.88 | 51.02% | Significant |

From the table 3 it is noted that the mean score is 24.49 and the percentage of mean value is 51.02. So it can be concluded that There is significant difference in the level of Handling Relationships in Emotional Intelligence on academic achievement among high school students is average. Hence the hypothesis is not accepted.

*Hypothesis: 4*

There is no significant difference between Empathy and Handling relationships in Emotional Intelligence on academic achievement among high school students.

Table 4: t-test score of Empathy and Handling relationships in Emotional Intelligence on academic achievement among high school students.

| Demographic Variable | Mean (M) | SD | Percentage of Mean | Calculated 't' value | Significance at 0.05 level |
|---|---|---|---|---|---|
| Empathy | 22.04 | 3.91 | 41.58% | | |
| Handling relationships | 24.49 | 3.88 | 51.02% | 14.28 | Significant |

From the table 4 it is noted that the calculated 't' value 14.28 which is higher than the tabulated value 1.97 at 0.05 level of significance. The mean value of handling relationships is higher than the mean value of empathy. Hence it is indicated that there is significant difference between the Empathy and Handling relationships in Emotional Intelligence on academic achievement among high school students. The null hypothesis is not accepted.
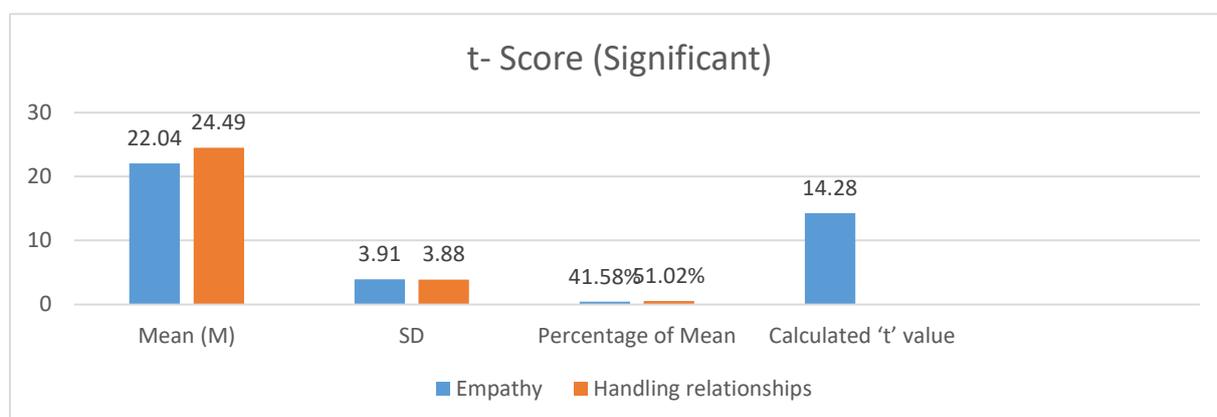


**Figure 1: t-test score of Empathy and Handling relationships**

From the above figure 1, it shows clearly that the mean scores and standard deviation scores of the empathy and handling relationships. It is indicated that there is significant difference between the Empathy and Handling relationships in Emotional Intelligence on academic achievement among high school students.
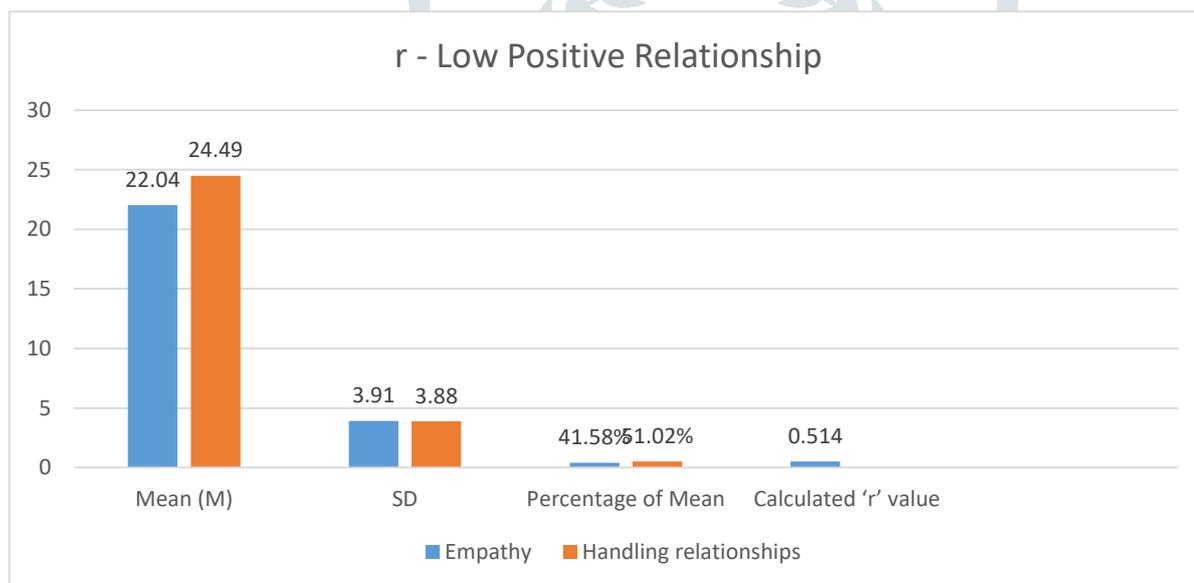
*Hypothesis: 5*

There is high positive relationship between the Empathy and Handling relationships on academic achievement among high school students with respect to their Emotional Intelligence.

Table 5: Relationship between the Empathy and Handling relationships on academic achievement among high school students with respect to their Emotional Intelligence.

| Demographic Variable | Mean (M) | SD | Percentage of Mean | Calculated 'r' value | Significance at 0.05 level |
|---|---|---|---|---|---|
| Empathy | 22.04 | 3.91 | 41.58% | 0.514 | Significant |
| Handling relationships | 24.49 | 3.88 | 51.02% | | |

From the table 5 it is noted that the calculated 'r' value 0.514. Hence it is indicated that there is low positive relationship between the Empathy and Handling relationships on academic achievement among high school students with respect to their Emotional Intelligence. The null hypothesis is not accepted.



**Figure 2: Relationships between Empathy and Handling relationships**

From the above figure 2, it shows clearly that the r value of the empathy and handling relationships. It is indicated that there is low positive relationship between the Empathy and Handling relationships on academic achievement among high school students with respect to their Emotional Intelligence.

**CONCLUSION**

In this paper clearly defined the impact of emotional intelligence on academic achievement among high school students. It handled the Emotional intelligence dimensions of Empathy and handling relationships among the high school students. Findings indicated that the overall Emotional Intelligence is high. Level of Empathy is low and the level of handling relationships is average. Hence it concluded that the Empathy in Emotional Intelligence is low level compare to Handling relationships students Emotional Intelligence. Finally, the impact of emotional intelligence on academic achievement among high school students the relationship between Empathy and Handling relationships having low positive relationship.

**SUGGESTIONS**

**1.**      Student should get awareness about empathy and handling relationships.
**2.**      Teacher should motivate about empathy and handling relationships.
**3.**      To develop the positive relationships between peer groups and teachers into the classroom, school and out of the school.
**4.**      To provide the separate period in the school for education psychology like value education.

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