

# ASSESSMENT OF EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF ADOLESCENTS STUDENTS

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## ABSTRACT:

The word “adolescent” is derived from Latin word “adolescere”, that’s means “to grow up” and “become mature”. This is a transitional period of physical and psychological human circumstance that generally occurs, in the course of puberty to legal adulthood (age of maturity). (E. B. Hurlock, 2003) The transition from adolescent to adulthood/high school to university is related with emotion. Emotional intelligence and educational development correlated with each other. It is a stressful period that impacts school performance and cognitive development. It is when adolescents examine the connection of all-around emotional, social competencies and educational benefits. This study examines the gender difference of opinion in emotional intelligence with academic achievement of adolescent students with the hypothesis out from significance between boys and girls difference in emotional intelligence and educational achievement of school-going adolescent. The samples are chosen randomly from two high schools in Bargarh District. (Government Girls High School and Judge High School, Bargarh). An emotional Intelligence scale was used for the study. The Emotional Intelligence Scale (EIS) devolve by Anukoolhyde & Sanjyoi Pathe, in 1971 was used in this study. The reliability scale exists 0.88 together with the validity of the scale 0.93 for each item of the statements. The study data was examined by different statistical tools like Mean, Sd (Standard Deviation), df, t-Test as well as Significance.

**Key Words:** Adolescent, Emotional Intelligence, Educational achievement, emotional adjustment and school environment.

## INTRODUCTION

Emotion an acute disturbance of an organism, whole psychological behaviors come under conscious, experience, and visceral functioning (P.T. young). Emotions respond to the proper environmental circumstance. Some negative emotions that required emotional care and adjustment arise anger, negligence, agitation, sadness, frustration, responsibility, stigma, antagonism, desolation, sharpness, vulnerability, woe, desolation. Comparably, positive emotions acting like inspiration, valuing, friendliness, self-discipline, self-approval, liberty, self-exploration, peace, awareness, self-determination, peace, knowledgeable and happiness arise utilized when the situation demands. Emotions are the structure of energy mobilization. Emotions deals with both psychological and physiological and revamps, both objective and subjective characteristic. It takes place of reaction to some basic biological drives.

Intelligence is a cognitive measurement for intellectual thought, comprehension, imparting, argument, studying, arrangement, and difficulty solving. It exists in inherent, innate, and general. An intelligent person always lives in an advantageous position. Intelligence involves expertise to observe own and other's loves, in front of distinguishing authority and operate to use knowledge to advise one's intelligence and achievements".

### DEFINITIONS:

- ❖ “Emotional intelligence approach to the measurement of acknowledging and obtain to the bottom emotions of yourself and further people, it's permitted to an understanding over perception to make do behavior as well as relationships” (Bradberry & Greaves, 2009).
- ❖ “Emotional Intelligence initiate up to the appointment of encouraging which acknowledge our feelings and others, self persuade, successfully manage over relationships” (Goleman, 1998).
- ❖ “Being accomplished to detect with manage self and others' feelings and to guide our trust and activity” (Salovey & Mayer, 1990).
- ❖ Emotions possess taught mankind for various reasons. (Marquis De Vauvenargues)
- ❖ Emotional abilities go through self-awareness, managing distressing emotions, empathy, and effective relationships. (Daniel Goleman )
- ❖ Comfort in expressed emotion to share best of self and another, but hardly being accomplished to manage emotions explains worse. (Bryant H. Gill)
- ❖ Nothing important to achieve wanting enthusiasm. (Ralph Waldo Emerson)

### Key Components of Emotional Intelligence:

According to Daniel Goleman (1995) emotional intelligence contain quintuple major characters:

- i. expressive our own Emotions
- ii. Managing our emotions
- iii. inspiring our selves
- iv. recognize other individual emotion
- v. Managing human relationships.

Each of these characters takes part in an important role in shaping the effect we experience in the middle of life.

### Emotional Intelligence and Academic Success

Emotional intelligence keys to consider academic success. **Parker (2002)** investigated the development of adolescents from secondary school to post-secondary habitat acclaim to their emotion and success. He suggested that'sthe prediction of secondary school achievements express in the institute.

**Drago (2004)** considers some students adapt to the university surroundings because of their intellectual abilities. Emotional intelligence identifies student's abilities. Therefore, integrating awareness among different academic programs will be helpful to students and migrant to their retention and achievement of a degree plan. **(Mayer, Salovey and Caruso; 2004)** advised emotional intelligence increase with the period. It's multiplied in academic performance, ability to communicate, inspire, and motivational thoughts. In reverse, emotional intelligence drop, appositional attitude also. Higher emotional intelligence skills correlated with eminent ability and role to control one's own emotion in addition to other people.

Academic achievement is an impact of education, level of students, teachers or institutions possesses to achieve its academic goals. It's considered by investigation or continual assessment. There is no common concurrence on how the subject's greatest tryout or which aspects come about most dominant.

In the very beginning, psychoanalysts observed on an intelligent setup such as remembrance and solving of various complications. Their first attempts come about intelligence. **Imbrosciano and Berlach (2003)** announce that success perchance in three main domains, for instance, "intelligent", "well behaved" or "academically successful". **Goleman (1995)** the answer will be rightful for inadequately which achievement turn on various types of intelligence and dominance of various emotion. Loneliness never gives success. 20% of total acquisition and the rest refer to social and emotional intelligence. Again

**Salovey & Mayer (1993)** write down a person's emotional skill touch in four dimensions for example identification, understanding, explanation, and synchronization. Emotional intelligence on academic achievement should follow in a particular circumstance. Emotional intelligence on educational attainment outmoded to extremely notable. (**Cotton; 2005**)

### **Relationship between Emotional Intelligence & Academic Achievement**

Here some elements that causes students unacceptable such as failure personality emergence withemotional intelligence. **Petridis (2004)** found that academic performance and cognitive ability related to each other. **Parker et al (2004)** emotional intelligence use as prognosticate of educational achievements. Extremely successful adolescent students score advanced than the ineffectual batch of 3 sub group like interpersonal skills, adaptability and stress management. **Rode et al (2007)** academic performance related to two motivation, first academic performance involved animportant deal of vagueness, second is the majority of educational assignment is self-handle requiring the highest level of self-empowerment so as result students with high appreciable emotional intelligence could perform superior academic performance.

### **REVIEW OF LITERATURE:**

**Mayer (1995)**, presented the first model of emotional intelligence. He argued Intelligence contributed only 20% of success in life. Teaching an emotional and social skill affects academic achievement. Teachingskills is an eternal effect on educational achievement. (**Elias; 1991**) Emotions, love, and practicality take an essential role in student's academic achievement. A good statement of emotion and affection help adolescent students to the greatest possible in class. The adolescent student are very sensitive and imagine to opposing, so they are in capable to focus long time in goal and face further difficulties during teaching (**Ediger; 1997**) **Pasi (1997)**, A independent school in guidance, students both boys and girls set periodin emotional intelligence over the educational program which is come about a part of a comprehensive program in societal or emotional teaching known as "Success for life". This academy approved by educational committee. **Finnegan (1998)** found that secondary school assists to learnstudent's capacityand fundamentalsofemotional intelligence and it possesses those abilities toleadto achievement

informal education. It helps the child, adolescent and young adult are aptitude in the successful workplace and society". Better academic achievement or emotional intelligence impact on the classroom and workplace". (**Benard; 2012, Coover; 2000**) The relation between personality and academic endurance is the counter stereotypical domain which helps to improve self-concept, self-scheme, and more positive self-descriptions.

**D. A. Parker et al.** Reveal importance of emotional intelligence and social competencies during the transitional period is highly related to educational performance, which relates high school to university life. Different types of negative issues like stress, pressure, adaptability, management ability, etc associated with student achievements. (**Lotfikhani et al, 2012**) High IQ supports the prediction of educational achievement and a better future which is directly associated with academic achievement positively, it helps to achieve students uplifting and understanding of school circumstances. Students find a good emotional state academically then they improve in school achievement and self-evaluation. (**Aziz et al, 2012; Maizatual et al, 2012; Basam Yousuef. I. B. and O. T. Rimawi, 2014; (Prakash Singh et al, 2007; Michael and N. Ismail, 2016; Nwadinigw. I.P. and Azaka, 2012)**) Emotional intelligence relate to interpersonal source and appreciate to academic performance, for instance, better relationships, adaptability, mood and stress management skill, managing the school curriculum encourage to teaching students, self-control, self-management, kind of learning environment, etc. A leader must understand to other self-examinations, self-esteem, self-absorbed and appreciate the developmental requisite of other. (**Goldman; 1998**) Emotional intelligence combines with self-awareness, social awareness, and self-management. Its related with business work, teamwork, business leaders high in IQ build supportive climate, know to strength and weakness, capable to deal with demand, pressure, and stress inspiring and supportive, it also effects on school circumstance, coping & decision-making style. (**Adrian; 2012**) Emotional intelligence always helps to enhance academic performance. (**Darwin & Garg. et al.; 2010**) Positive contributions of emotional mind manage student's life and career. Emotional intelligence influence to emotional mind, various school and colleges never provide brain-based and practical systematic model to learn the emotional skill. it is related to the learning system completely, for example;

leadership, self-management, interpersonal, etc. Emotional intelligence appreciates self-confidence, self-realization, strength, confident's happiness also connected with learning, competencies, skill behaviors, personality development to promote academic, social, and emotional intelligence. **Carlyn et al (2019)** examine the regulation of academic emotion building social relationships at school. The different process of educational performance makes the personality of student's conciseness. Emotional Intelligence is directly related to time management, goal achievement, and achievement of retention. (**Nelson; 2003**)

**Pamela Q (2007)** Emotional intelligence is based on personal and academic success, It's become better understand to the integration of educational policy, manipulate the situation and spreading the social exclusion. It's not only a challenge but also workings to educators because it does not always give a positive response to students have to care. It's having both positive and negative impacts on the academic achievement of students and related to each other lower degree. Emotional Intelligence takes an essential role in educational achievement including its appositve correlation of emotional intelligence and academic performance. (**Garima. T & G. Ashis, 2017**) **Lawrence & T. Deepa (2013)** EI for highschool students is more relating to self-motivation and other fruitful programs and better educational performance. **Dr. Minum Saksena (2018)** revealed academic competencies and social intelligence directly related to Emotional Intelligence, but it's did not support to positive feeling always because sometimesits carried out the negative emotion which replaced to hope, courage and willing cooperation, etc. Girls are more able to know their emotions& understand to get success atthe academic level where boys are less evident in academic success relate to emotion. **Maizatual; (2012)** revealed that emotional intelligence is better able to maintain classroom performance for both teacher and students.

#### **OBJECTIVES:**

- Assessment of Emotional Intelligence of the school-going adolescents
- Assessment of educational achievement of the adolescent students.
- To study examine gender difference of Emotional Intelligence and academic achievement

#### **HYPOTHESIS:**

There is a significant level between school-going adolescent's boy's and girls' in difference on emotional intelligence and academic achievement.

## METHODOLOGY:

The methodology is a way of systematically solving research problems for the success of any study and methodological aspects has got vital importance in today's research. The properly designed methodology will lead toward better chances of desired results and will be helpful for valid inferences.

**Statement of the study:** In the backdrop, the research was carried out to assess the level off emotional intellect and their academic achievement of adolescent students. This research will gain knowledge in the subject and suggest remedial programs for the improvement in the position of emotional intelligence and educational achievements.

**Sample of study:** The total dimension of the students or sample is 60 collected from two high school of Bargarh Dictrict in Odisha from the age group of 10 to 19 years.

**Tool and techniques:** The instrument of Emotional Intelligence Scale (EIS) was developed by Anukool Hyde & Sanjoipathe in 1971, to design the emotional intelligence or academic achievement of school going adolescents. The questionnaire consisted 34 items. The scale has been divided in ten parts which are self-realizations, compassion (empathy,) self-inspiration, strength of emotion, significant of relationship, integrity, self-evolution, utility of attitude, dedication & self-sacrificing etiquette. On this scale, thestatistical reliability was 0.88 and the validity of the scale is 0.93, each statement should be scored by a rating like (5) strongly agree, (4) agree, (3) neutral, (2) disagree and (1) strongly disagree.

**Procedure of study:** As indicated earlier, 60 students randomly sampled, a good rapport is established with the researcher and respondents. The instruction of each part of the questionnaires adequately demonstrates that they understand each question goodly. No time limit has been fixed for completing the answer of scale and the responses should be kept confidential. During the time of data collection had interacted with subjects and observedstudents answeredhappily and carefully.

## RESULT

In this study 26 boys and 34girls were taken to assess their emotional intelligence and academic achievement. T-test is used for analyzing the similarityconnection between boys and girlsadolescents concerning their scores in the emotional intelligence with academic achievement. Boys showed a high level of emotional intelligence (Mean=132.0358) as compared to girls (Mean =126.3235). Girls showed a high

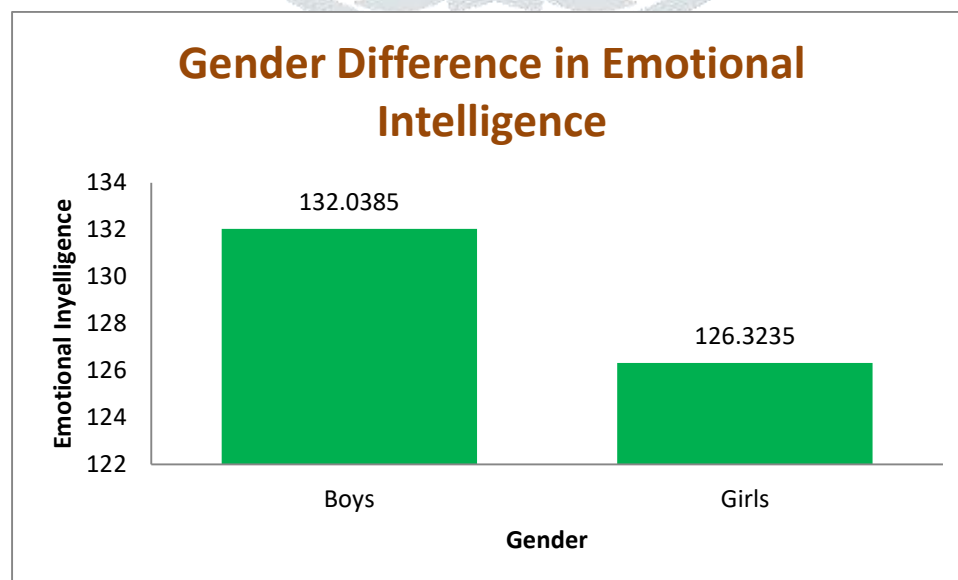
level of academic achievement (Mean =59.00) whereas boys showed a low level of academic achievement (Mean = 54.5769). There exists a significant difference of both boys and girls students with consideration of emotional intelligence;  $t = 2.041$ ,  $p = .046$  and academic achievement,  $t = 2.145$ ,  $p = .036$ .

### T-test

**Table-1 Gender difference in emotional intelligence & academic achievement of undergraduate student (it's done by 2014)**

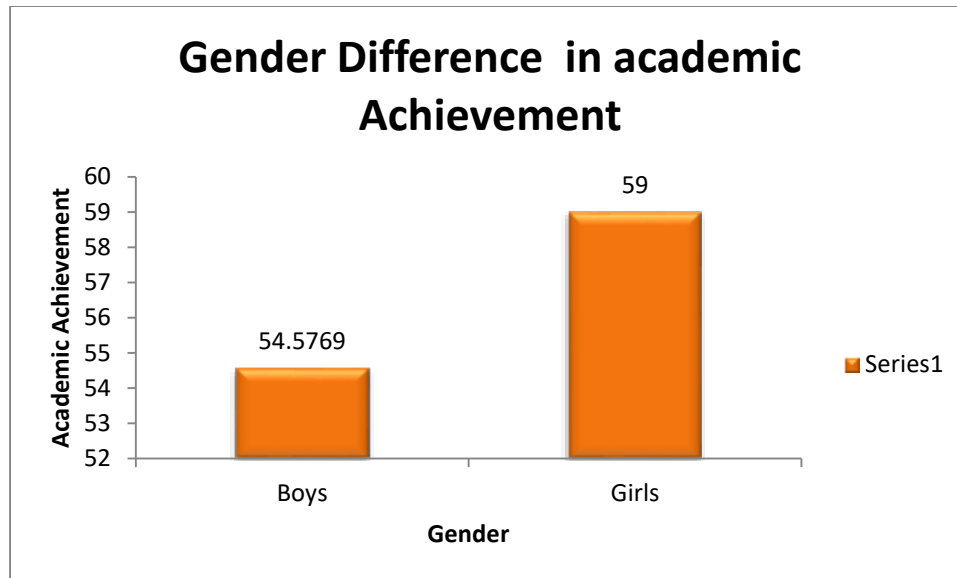
	Gender	N	Mean	SD	t-test	df	Sig.
Emotional intelligence	Boys	26	132.0385	11.26581	2.041	58	.046
	Girls	34	126.3235	10.33887			
Academic achievement	Boys	26	54.5769	7.47354	2.145	58	.036
	Girls	34	59.0000	8.23150			

Figure-I revealed that emotional intelligence is higher among boys adolescent as compared to their Girls counterparts.





**Figure- II Revealed that academic achievement is high among adolescent girls as compared to their boys counterparts.**



## DISCUSSION:

### Major Findings:

1. There continue to outstanding gender differentiation between boys and girls adolescents about their results in emotional intelligence.
2. The existence in a significant level of gender differentiation between boys or girls adolescents with a difference of outcomes in academic achievement.
3. Emotional intelligence was high among boys.
4. Academic achievement was high among girls.

### Gender Difference in Emotional Intelligence and Academic Achievement:

Men have much stronger interpersonal skills than their female counterparts. Since boys protect to be more emotional and confidential in relationships as compared to girls, hence their emotional intelligence is responsible higher than that of girls. Society occurs answerable for the present, which collaborates both sexual roles individually. Furthermore, high-up emotional intelligence between boys can also arise determine in the expression of their personality. Boys come about more social as compared to girls adolescent. Girls are operating in a high level of performance in academic achievement as compared to

boys. Nowadays girls are more outgoing and study oriented. Parents are also giving importance to their daughters' education.

## CONCLUSION:

The research study provides an internal emotional intelligence, academic achievement and differences of gender, instead of differentiates of gender. The outcomes of the present study indicate that there occurs significant difference among both boys and girls adolescent students among consider to emotional intelligence and academic achievement. The fact finding of gender differences on academic achievement and emotional intelligence suggest parents, teacher and counselors knowledge on inference and counsel on specific supervision to take.

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