



# EMOTIONAL INTELLIGENCE OF INTERMEDIATE STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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## Abstract:

The present research work has been undertaken to study the Emotional Intelligence of Intermediate students in relation to their academic achievement. The study was conducted on a sample of 1000 students of Intermediate students selected from rural and urban schools of Guntur District in Andhra Pradesh. The Parental Involvement Scale developed Emotional Intelligence Inventory (2012) scale constructed by Mrs.Shubhra and Dr.S.K.Singhal was used. The data was analysed by statistical techniques t-test and Karl Pearson's Product Moment Correlation (r). Positive correlation was found between Emotional Intelligence and Academic Achievement of the Intermediate students.

**Keywords:** *Academic Achievement, Emotional Intelligence, Intermediate Students.*

## Introduction:

An emotion is a feeling such as pleasure, love, terror, anger, or hate, which can be caused by the situation that you are in or the people you are with. Emotion is the part of a people's character that consists of their feelings, as opposed to their opinion. Emotions are created by our brain. It is showing our adjustment to the situation, too. Whenever we don't feel comfortable, we have bad emotions and whenever we feel good emotions, we are in such a pleasant or comfort environment.

Psychologist Robert Sternberg (1997) defined intelligence as "the mental abilities necessary for adaptation to, as well as shaping and selection of, any environmental context". Our emotions have a great impact on others when we express them in ways that can be perceived by others, when we perceive the emotional responses of other people, we respond in appropriate ways, perhaps with an emotional expression of our own". For example, if one of my friends wins a prize and shows joy, I may respond with joy; or depending upon my perception of the circumstances, I may be jealous. All subjective experiences are grouped together under the term "emotion." You can use the phrase to convey any strong emotion you choose, including love, hate, attraction, violence, or anything else. The majority of daily activities involve sentiment

and emotion. We feel a range of emotions during the day or week, including happiness and sadness, love and disappointment, and dismay and hope.

Daniel Goleman later popularized this idea in his internationally acclaimed book "Emotional Intelligence" published in 1996. A broad range of intrapersonal and interpersonal talents are collectively referred to as emotional intelligence. While intrapersonal skills are concerned with a "inner-self," interpersonal skills are concerned with the "outer self." Therefore, whereas one's intra-personal skills aid in understanding and effectively managing one's own feelings and emotions, one's interpersonal skills of emotional intelligence, on the other hand, prove helpful in interacting and getting along with others by attending to their feelings and emotions.

### **Review of related Literature:**

**Tiwari, A., and Mishra, A. (2016)** found that people who regularly practise yoga have higher emotional intelligence and healthier lifestyle habits than those who rarely practise yoga. Furthermore, age and gender were discovered to be insignificant predictors of emotional intelligence and healthy lifestyle habits.

**Antima, D., and Qasim (2017)** conducted an Emotional Intelligence study with secondary level teachers from the CBSE and U.P. board. The study's findings revealed that male and female teachers differed in their Emotional Intelligence. Furthermore, it was discovered that CBSE and U.P. board teachers differed in Emotional Intelligence.

**Raman, K. (2018)** investigated the relationship between students' Emotional Intelligence and academic achievement. The findings showed that Emotional Intelligence and academic achievement are strongly related. E.I. and student academic achievement were found to have a positive correlation.

**Jenifer, N. (2019)** aimed to examine the correlation between the academic achievements of female students and their emotional intelligence across a few selected characteristics. The results of the study showed a strong correlation between poor and high academic performers. Additionally, this study found no discernible variation in E.I. between birth order and rural versus urban locations.

**Chauhan, A. R. (2020)** looked into pupils' emotional intelligence in secondary schools. The purpose of the study was to examine the emotional intelligence of male and female pupils. The results of the study showed that male and female students' emotional intelligence differed significantly. According to the study's findings, female students are more emotionally intelligent than male pupils.

**Rekha Tripathi and Anjali Kumar (2022)** looked into the emotional intelligence of Jashpur District school children. The results concluded that: the majority of schoolchildren exhibited high emotional intelligence; the majority of Hindu and Muslim students shown high emotional intelligence; and the majority of male and female students demonstrated high emotional intelligence.

**Antony Lawrence, Jeyanthi (2023)** examined the Academic Achievement and Emotional Intelligence Among Tamil Nadu Secondary School Students in Chennai. Secondary school students showed a positive relationship between emotional intelligence and academic success.

**Objectives:**

1. To study the Emotional Intelligence of Intermediate Students.
2. To find out the Emotional intelligence of the Intermediate students with respect to the following areas:
  - a) Intra-personal Awareness
  - b) Inter-personal Awareness
  - c) Intra-personal Management
  - d) Inter-personal Management
3. To find out the difference in Emotional Intelligence of Intermediate students with respect to Gender, Locality and Medium of study.
4. To find out the relationship between Emotional Intelligence and Academic Achievement of Intermediate Students.

**Hypotheses:**

1. There is no significant difference in Emotional Intelligence of Intermediate students with respect to Gender.
2. There is no significant difference in Emotional Intelligence of Intermediate students with respect to Locality.
3. There is no significant difference in Emotional Intelligence of Intermediate students with respect to Medium of instruction.
4. There is no significant relationship between Emotional Intelligence and Academic Achievement of Intermediate Students.

**Delimitations:**

1. The current study is restricted to the Guntur District of Andhra Pradesh only.
2. The study is limited to students studying 1<sup>st</sup> year Intermediate only.
3. The sample size is limited to 1000 students.
4. The study is restricted to the variables of Gender, Locality and Medium of study.
5. The current study is limited to colleges that followed the state curriculum.

**Sample:**

A sample is a small proportion of the population selected for observation. The sampling unit is college. 72 colleges were selected through stratified random sampling method. Among them 36 in rural and 36 in urban area, out of which 18 were Government colleges and 18 were private colleges. Out of which, 9 Telugu medium and 9 English medium colleges were selected. A total of 1000 Intermediate students were taken into the sample. There were four communities of students. 250 students were selected from each community. This sample consisted of the students from the families of different socioeconomic conditions, educational levels and areas of living.

**Tool:**

Emotional Intelligence Inventory (2012) scale constructed by Mrs.Shubhra and Dr.S.K.Singhal was used.

**Data Analysis and Interpretation:**

**Objective -1:** To study the Emotional Intelligence of Intermediate Students.

**Table - 1: Percentage of Mean of Whole Sample on Emotional Intelligence**

Whole Sample	Mean	SD	% of mean
1000	76.18	9.09	76.18

The following observations have been made from the above table (1), The Total Number of students is 1000. The mean value is 76.18, the standard deviation value is 9.09, and the mean percentage is 76.18. The level of Emotional Intelligence is high. As per the table (1) the result shows that, the sample intermediate students fall under the high level in their Emotional Intelligence. It is concluded that the sample intermediate students having good Emotional Intelligence while they communication with parents and teachers and society, and facing many task in their life, as for the results the sample intermediate students needed to guide them according to Emotional Intelligence.

**Objective -2:** To find out the Emotional Intelligence of Intermediate students with respect to the following areas:

- a) Intra-personal Awareness      b) Inter-personal Awareness  
c) Intra-personal Management      d) Inter-personal Management

**Table – 2: Area wise analysis of intermediate students on Emotional Intelligence**

Area	Mean	SD	% of mean	Rank
Intra-personal Awareness	59.90	2.38	51.40	III
Inter-personal Awareness	50.81	2.05	43.37	IV
Intra-personal Management	61.71	2.40	55.31	I
Inter-personal Management	53.58	1.99	52.36	II

The table (2) shows the Area wise analysis of Emotional Intelligence of Intermediate students.

**Area–1: Intra-personal Awareness:** - The mean value is 59.90 and the standard deviation value is 2.38, and the percentage of the mean value is 51.40.

**Area–2: Inter-personal Awareness:-**The mean value is 50.81, and the standard deviation value is 2.05, and the mean value is 43.37.

**Area–3: Intra-personal Management:-**The mean value is 61.71, and the standard deviation value is 2.40, and the percentage of the mean value is 55.31.

**Area-4: Inter-personal Management:-**The mean value is 53.58, and the standard deviation value is 1.99, and the percentage of the mean value is 52.36.

The above table (2) shows that the students Emotional Intelligence is high in the area Intra-personal Management and low in the area is Inter-personal Awareness. When it comes to understanding and controlling their own emotions (intrapersonal awareness), intermediate students perform at a lower level than those who are proficient in interpersonal management (interpersonal management). Put another way, these kids struggle to identify and control their own emotional states, but they are adept at reading and manipulating emotions in their social interactions.

**Objective -3:** To find out the difference in Emotional Intelligence of Intermediate students with respect to Gender, Locality and Medium of study.

**Hypothesis-1:** There is no significant difference in Emotional Intelligence of Intermediate Student with respect to Gender.

**Table-3: Emotional Intelligence of Intermediates students with respect to Gender**

Gender	N	Mean	S. D	't' Value
Boys	500	75.86	5.14	9.47*
Girls	500	72.26	6.93	

\*Significant at 0.05 level

From the above table (3), the following observations have been made: The number of students is 1000, boys are 500 and girls are 500. The mean of the boys is 75.86, the SD value for boys 5.14, the mean of the girls is 72.26, and standard deviation value is 6.93 and the "t" value is 9.47, which is significant at 0.05 level. Hence the null hypothesis is rejected. The above finding is agreement with related studies by Tyagi (2004) conducted "a study to assess secondary teachers' emotional intelligence and to compare the emotional intelligence levels of male and female secondary teachers". Subramanyam (2011) investigated high school students' emotional intelligence and study skills.

**Hypothesis-2:** There is no significant difference in Emotional Intelligence of Intermediate Students with respect to Locality.

**Table-4: Emotional Intelligence of Intermediates students with respect to Locality**

Location	N	Mean	S. D	't' Value
Rural	500	75.83	8.63	6.875*
Urban	500	72.53	7.19	

\*Significant at 0.05 level

From the above table (4), the following observations have been made. The total number of students is 1000, the number of urban students is 500, and the number of rural students is 500. The mean of rural students is 75.83, SD is 8.63 and the mean of urban students is 72.53, SD is 7.19. The t-value is 6.875, which is

significant at a 0.05 level. Hence the null hypothesis is rejected. The above finding is agreement with related study by Annakodi (2013) a study on the emotional intelligence of higher secondary students in Coimbatore based on gender, location, and school type.

**Hypothesis-3:** There is no significant difference in Emotional Intelligence of Intermediate Student with respect to Medium of Instruction.

**Table -5: Emotional Intelligence of Intermediates students with respect to Medium of Instruction**

Medium of Study	N	Mean	S. D	't' Value
Telugu	200	63.15	8.27	1.46@
English	800	63.13	8.81	

@Not significant at 0.05 level

From the above table (5), the following observations have been made. The number of students is 1000. Telugu medium students are 200, and the English medium college students are 800. The mean value of Telugu medium students is 63.15, standard deviation is 8.27. The mean value of English medium college students is 72.13, the standard deviation is 9.81. The "t" value is 1.46, which is not significant at 0.05 level. Hence the null hypothesis is accepted.

**Hypothesis -4:** There is no significant relationship between Emotional Intelligence and Academic Achievement of Intermediate Students.

**Table-6: Relationship between Emotional Intelligence and Academic Achievement of Intermediate Students**

Variables	Academic Achievement
Emotional Intelligence	0.35@

@ Significant at 0.05 level

The coefficient of correlation between Emotional Intelligence and academic achievement was 0.35 which was significant at 0.05 level. It indicates that there is significant and positive correlation between Emotional Intelligence and academic achievement of students.

### Findings:

1. The percentage of mean of Intermediate students showed that Emotional Intelligence is above average.
2. Out of the four areas of Emotional Intelligence, Intra personal Management had high percentage of mean and inter personal awareness had low percentage of mean.
3. There is a significant difference in Emotional Intelligence of Intermediate Students with respect to Gender. Boys are having high Emotional Intelligence than girls.
4. There is a significant difference in Emotional Intelligence of Intermediate Students with respect to Locality. Rural students are having high Emotional Intelligence than urban students.

5. There is a no significant difference in Emotional Intelligence of Intermediate Students with respect to Medium of study.

6. There is a significant and positive correlation between Emotional Intelligence and Academic Achievement of Intermediate students.

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