

# A STUDY OF EMOTIONAL INTELLIGENCE IN ASSOCIATION WITH ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN GEOGRAPHY

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## INTRODUCTION:

Education is a systematic process through which a child acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. The aim of education is development of valuable personality and spiritual individuality. The true aim of education cannot be other than the highest development of the individual as a member of society. Let education burn the individual flame feeding it with the oil of society. Students education in all levels is in order to change the behaviour, thoughts, attitudes and skills. And ultimately measured by the achievement and academic performance.

Goleman in 1995 argues that, I.Q. alone is not a sign of success. Creativity, emotional intelligence, self-concept, social intelligence, self-anxiety, motivation, attitude, aptitude, interest and other psychological factors play an important role in the academic success. Hence the aim of study is to determine the relationship between Emotional Intelligence and Academic achievements of secondary school students. The present study has made an attempt to study the co-relation between the emotional intelligence and academic achievement of secondary school students.

## CONCEPT OF EMOTIONAL INTELLIGENCE

Emotional Intelligence has its route the concept of Social Intelligence; first identified by Thorndike who defined Social Intelligence as, "The ability to understand and manage people and to act wisely in human relations. Emotional Intelligence is a kind of Social Intelligence which involves the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions as well as ourselves and in our relationship. The term emotional intelligence was coined by Peter Salovey and John Mayor of the university of the new Hampshire. It is regarded as the prime parameter to measure an individual's chance of success in life. Emotional Intelligence is relatively recent behavioural model rising the prominence with Daniel Goleman's Book. In 1995 called into Emotional Intelligence. The concept of Emotional Intelligence is popularized by another American psychologist Daniel Goleman.

## DEFINITIONS :

According to John D Mayor and Peter Salovey, Emotional Intelligence is an ability to perceive emotions, to access and generate emotions so as to assist and generate thoughts, to understand emotions and emotional feelings. And to reflectively regulate emotion in ways that promote emotional and intellectual growth.

According to Goleman emotional Intelligence refers to the capacity of recognizing our own feelings and those of others, for motivating our self and for managing emotions well in us and in our self, and in our relationships.

Self awareness, self regulation, motivation, empathy, social skills are the components of emotional intelligence.

## ACADEMIC ACHIEVEMENT :-

Academic achievement in general refers to the degree or level of success or proficiency attained in some specific area, concerning scholastic or academic work. Academic or educational age, accomplishment quotient or achievement quotients are the most commonly used means to interpret the level academic achievement of pupil in a specific given subject matter.

According to Good in 1959 defines academic achievement as the knowledge attained or skill developed in the school subjects, usually designated by test scores or marks assigned by the teachers.

TROW : 1956 defined academic achievement as the attained ability or degree of competence in school task, usually measured by the standardized test scores and expressed in grades or units based on norms derived from a wide sampling of pupils performance. Thus academic achievement is the competence the pupil shown in the school subjects in which they have received instructions.

## OBJECTIVES OF THE STUDY

To study the emotional intelligence of students of secondary schools .

To find out the interaction effects of independent variables i.e. emotional intelligence on academic achievement of students of secondary schools in Geography

To find out relationship between academic achievement of students of secondary schools in Geography and independent variables i.e. emotional intelligence.

To find out influence of independent variables i.e. emotional intelligence on academic achievement of students of secondary schools in Geography.

To study the direct and indirect effects of independent variables i.e. emotional intelligence on academic achievement of students of secondary schools in Geography.

## HYPOTHESES

**Hypothesis 1:** There is no significant difference between male and female students of secondary schools with respect to academic achievement in geography.

**Hypothesis 2:** There is no significant difference between male and female students of secondary schools with respect to total emotional intelligence and its dimensions scores i.e.

Intra personal awareness

Inter personal awareness

Intra personal management

Inter personal management

**Hypothesis 3:** There is no significant difference between students of rural and urban secondary schools with respect to academic achievement in geography.

**Hypothesis 4:** There is no significant difference between students of rural and urban secondary schools with respect to total emotional intelligence and its dimensions scores i.e.

Intra personal awareness

Inter personal awareness

Intra personal management

Inter personal management

**Hypothesis 5:** There is no significant difference between students of aided and unaided secondary schools with respect to academic achievement in geography.

**Hypothesis 6:** There is no significant difference between students of aided and unaided secondary schools with respect to total emotional intelligence and its dimensions scores i.e.

Intra personal awareness

Inter personal awareness

Intra personal management

Inter personal management

## REVIEW OF RELATED LITERATURE

Any beneficial research study in any field of knowledge requires an adequate presumption with the work, which has already been done in the same area. Review of related literature is a significant aspect of any research work. The researcher need to acquire up to date information about what has been thought and done in particular area from which he/she intends to take up a problem for research.

## EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT:

### RECENT REVIEWS

Dr.ArunaKolachina (2014) in his studies examines the relationship between emotional intelligence and academic achievement of expatriate students. The findings of the study reveal positive relationship between emotional intelligence and academic achievement among expatriate students. The research reveals that the level of emotional intelligence of the students has an influence with high and low academic achievement motivation among the students.

ArockiaMarachelvi, SangeethaRajan (2013) in their study shows that Emotional Intelligence (EI) has been considered as a successful predictor of academic success/performance/achievement. Researchers have claimed that EI predicts success at schools, and colleges/ universities. In this study of survey research, the relationship of EI as measured by S.K. Mangal and Shubra Mangal's EI Inventory (MEII) and academic performance were examined in a sample of final year under graduate students (N=300). EI in its four specified domains namely Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management and Interpersonal Management separately as well as totally was found to be positively associated with academic performance of the selected respondents. The findings provide a further need on how to improve upon the academics of students. Also, the study has shown that emotional well - being could be emphasized on academic success

Natalie L. Shipley, Mary Jo Jackson, Sharon Larisa Segrest (2012) in their study they claimed that emotional intelligence predicts success at school. In their study, an attempt has been taken to identify the relationship between the trait emotional intelligence and academic performance of the undergraduate business students. It was identified that the global trait emotional intelligence was not significantly associated with the academic achievements but in the mid-range GPA had a significant association. Thus the findings of their study it can be understood that there is a positive correlation between emotional intelligence and academic performance of the students.

Maizatul Akmal MohdMohzan, Norhaslinda Hassan, Norhafizah Abd Halil (2013) The aim of their study was to identify the influence of Emotional Intelligence on academic achievement among students of Education Faculty, Universiti Teknologi Mara (UiTM). The data were collected using a questionnaire for measuring the level of emotional intelligence and the academic performance. The results revealed that the students are having a high level of emotional intelligence. Moreover among the various variables Self-Emotion Appraisal and Understanding of Emotion were identified to have a significant and positive association with the respondents. The findings also highlighted the value of emotional intelligence and its association with the students' academic performance.

## METHODOLOGY

In order to achieve the objectives of the study Analytical survey method is used.

## VARIABLES

Independent (Predictor) Variables  
Emotional Intelligence

Dependent variable  
Academic achievement

## SAMPLE OF THE STUDY

The sampling was selected from Karwar Taluka of Uttar Kannada district. 16 secondary schools were selected and from each school 20 students were selected randomly. Total 320 students were selected from IX standard including both male and female, rural and urban, aided and unaided schools.

## TOOLS USED FOR THE STUDY

Emotional Intelligence inventory by S.K.Mangal.  
Achievement test prepared by investigator.

## SCOPE OF THE STUDY:

The present study is confined to secondary school students of Karwar Taluka in Uttar Kannada District. The study is further confined to male and female students studying in government and private schools. Academic achievement of the students is influenced by various factors. However, the present study is confined to Emotional Intelligence of secondary school students.

## METHOD OF DATA ANALYSIS

Statistical tools were used to analyse the data. The data were analysed according to the objectives and hypothesis in terms of descriptive statistics, differential analysis including unpaired t-test 2-way ANOVA followed by Tukeys multiple posthoc procedures, correlational analysis by using SPSS 320-0 statistical software and the results obtained thereby have been interpreted.

## DATA ANALYSIS AND RESULTS :

### DESCRIPTIVE STATISTICS

In this section, the mean and standard values of academic achievement in Geography, total emotional intelligence and its dimensions (i.e. intra personal awareness, inter personal awareness, intra personal management and inter personal management) are calculated according to gender (Male and Female), location (Rural and Urban) and types of management (Aided and Unaided) of students of secondary schools and presented in the following section.

Table: Mean and SD of academic achievement scores of students in Geography by gender

Summary	Male	Female	Total
n	204	116	320
Mean	41.53	45.81	43.08
SD	9.14	7.16	8.71

The above table represents the Mean and SD of academic achievement scores of students in Geography by gender. The total mean academic achievement of students in Geography is  $(43.08 \pm 8.71)$ , in which, the female students have higher academic achievement

in Geography ( $45.81 \pm 7.16$ ) as compared to male students ( $41.53 \pm 9.14$ ) of secondary schools. The mean scores are also presented in the following figure.

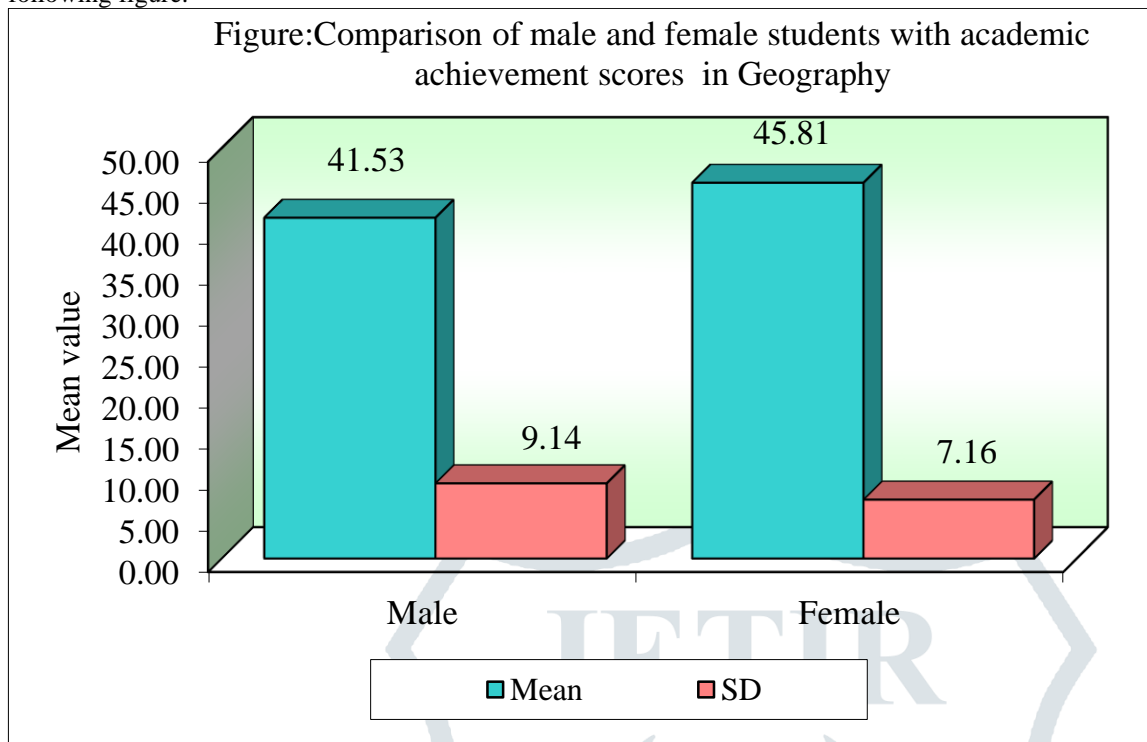


Table: Mean and SD of total emotional intelligence and its dimensions scores of secondary schools by gender

Variables	Summary	Male	Female	Total
	N	204	116	320
Total emotional intelligence	Mean	61.08	65.47	62.67
	SD	10.13	7.63	9.53
Intra personal awareness	Mean	15.92	16.71	16.20
	SD	3.38	2.86	3.22
Inter personal awareness	Mean	15.02	16.60	15.60
	SD	3.81	2.85	3.57
Intra personal management	Mean	14.99	15.79	15.28
	SD	3.29	3.05	3.23
Inter personal management	Mean	14.95	16.03	15.34
	SD	3.61	2.82	3.38

The above table represents the Mean and SD of total emotional intelligence and its dimensions scores of secondary schools by gender.

The total mean total emotional intelligence scores of students is ( $62.67 \pm 9.53$ ), in which, the female students have higher total emotional intelligence scores ( $65.47 \pm 7.63$ ) as compared to male students ( $61.08 \pm 10.13$ ) of secondary schools.

The total mean of dimension of emotional intelligence i.e. intra personal awareness scores of students is ( $16.20 \pm 3.22$ ), in which, the female students have higher intra personal awareness scores ( $16.71 \pm 2.86$ ) as compared to male students ( $15.92 \pm 3.38$ ) of secondary schools.

The total mean of dimension of emotional intelligence i.e. inter personal awareness scores of students is ( $15.60 \pm 3.57$ ), in which, the female students have higher inter personal awareness scores ( $16.60 \pm 2.85$ ) as compared to male students ( $15.02 \pm 3.81$ ) of secondary schools.

The total mean of dimension of emotional intelligence i.e. intra personal management scores of students is ( $15.28 \pm 3.23$ ), in which, the female students have higher intra personal management scores ( $15.79 \pm 3.05$ ) as compared to male students ( $14.99 \pm 3.29$ ) of secondary schools.

The total mean of dimension of emotional intelligence i.e. inter personal management scores of students is  $(15.34 \pm 3.38)$ , in which, the female students have higher inter personal management scores  $(16.03 \pm 2.82)$  as compared to male students  $(14.95 \pm 3.61)$  of secondary schools. The mean scores are also presented in the following figure.

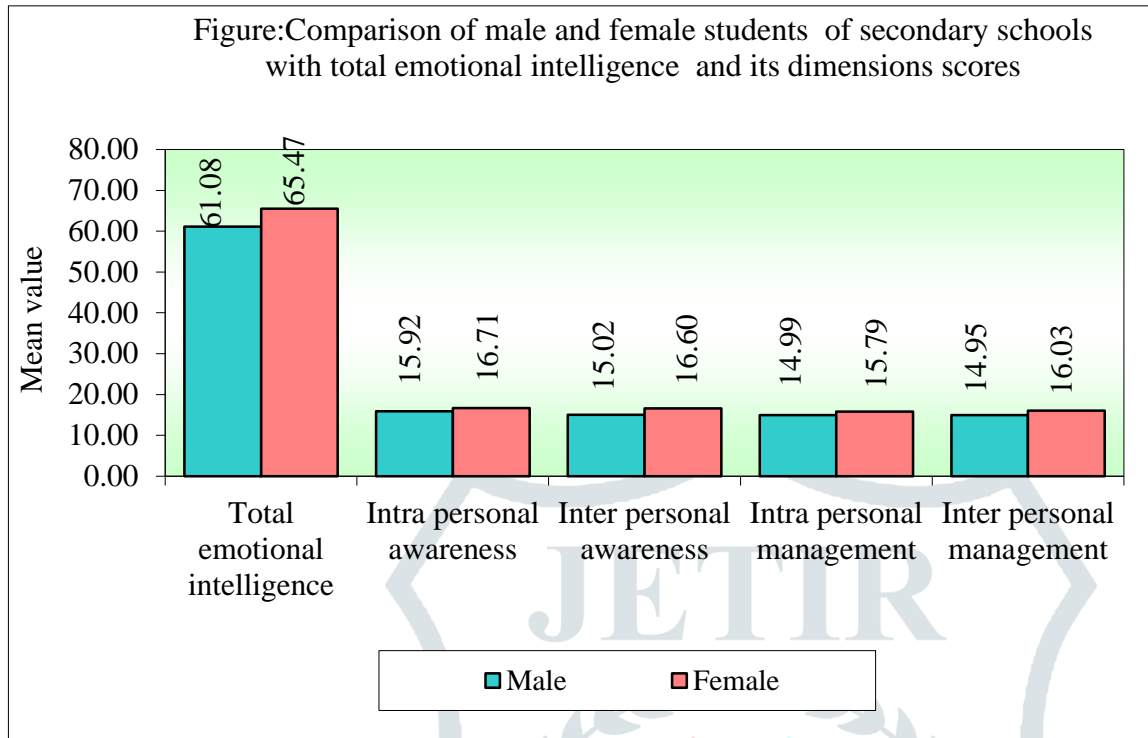


Table: Mean and SD of academic achievement of students in Geography by location

Summary	Rural	Urban	Total
N	145	175	320
Mean	44.96	41.53	43.08
SD	9.10	8.08	8.71

The above table represents the Mean and SD of academic achievement scores of students in Geography by location. The total mean academic achievement of students in Geography is  $(43.08 \pm 8.71)$ , in which, the rural secondary school students have higher academic achievement in Geography  $(44.96 \pm 9.10)$  as compared to urban secondary school students  $(41.53 \pm 8.08)$ . The mean scores are also presented in the following figure.

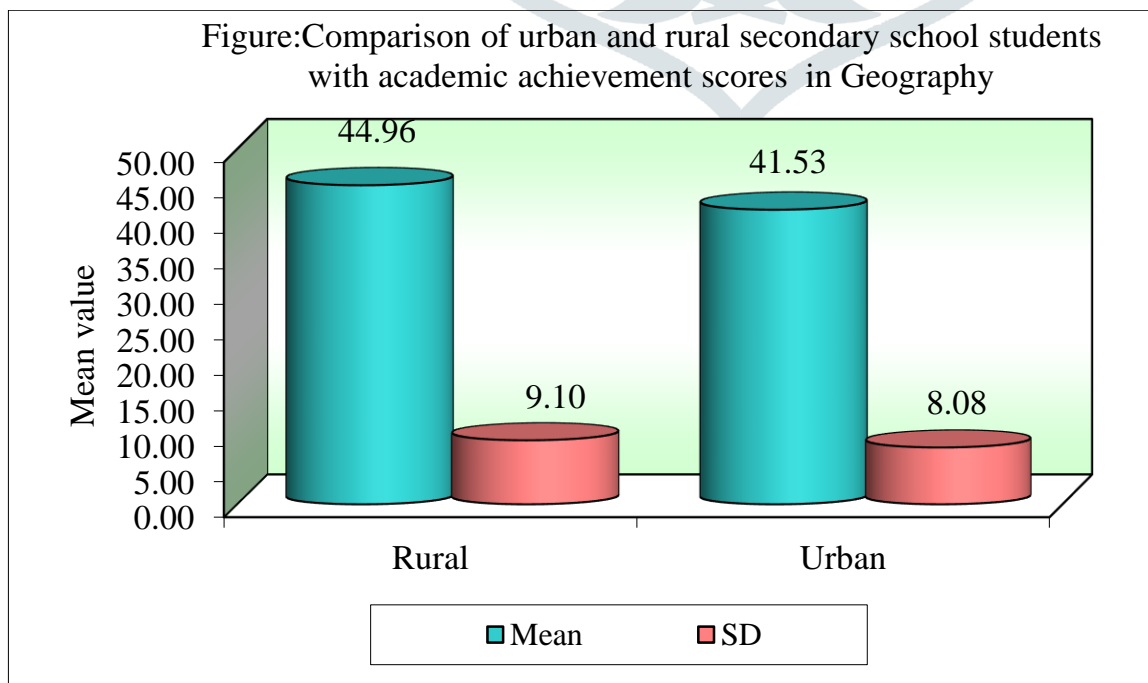


Table: Mean and SD of total emotional intelligence and its dimensions scores of secondary schools by location

Variables	Summary	Rural	Urban	Total
	N	145	175	320
Total emotional intelligence	Mean	65.03	60.72	62.67
	SD	9.69	8.96	9.53
Intra personal awareness	Mean	16.50	15.96	16.20
	SD	3.14	3.27	3.22
Inter personal awareness	Mean	16.34	14.98	15.60
	SD	3.48	3.54	3.57
Intra personal management	Mean	15.81	14.84	15.28
	SD	3.30	3.10	3.23
Inter personal management	Mean	15.99	14.81	15.34
	SD	3.14	3.48	3.38

The above table represents the Mean and SD of total emotional intelligence and its dimensions scores of secondary schools by location.

The total mean total emotional intelligence scores of students is  $(62.67 \pm 9.53)$ , in which, the rural secondary school students have higher total emotional intelligence scores  $(65.03 \pm 9.69)$  as compared to urban secondary school students  $(60.72 \pm 8.96)$ .

The total mean of dimension of emotional intelligence i.e. intra personal awareness scores of students is  $(16.20 \pm 3.22)$ , in which, the rural secondary school students have higher intra personal awareness scores  $(16.50 \pm 3.14)$  as compared to urban secondary school students  $(15.96 \pm 3.27)$ .

The total mean of dimension of emotional intelligence i.e. inter personal awareness scores of students is  $(15.60 \pm 3.57)$ , in which, the rural secondary school students have higher inter personal awareness scores  $(16.34 \pm 3.48)$  as compared to urban secondary school students  $(14.98 \pm 3.54)$ .

The total mean of dimension of emotional intelligence i.e. intra personal management scores of students is  $(15.28 \pm 3.23)$ , in which, the rural secondary school students have higher intra personal management scores  $(15.81 \pm 3.30)$  as compared to urban secondary school students  $(14.84 \pm 3.10)$ .

The total mean of dimension of emotional intelligence i.e. inter personal management scores of students is  $(15.34 \pm 3.38)$ , in which, the rural secondary school students have higher inter personal management scores  $(15.99 \pm 3.14)$  as compared to urban secondary school students  $(14.81 \pm 3.48)$ . The mean scores are also presented in the following figure.

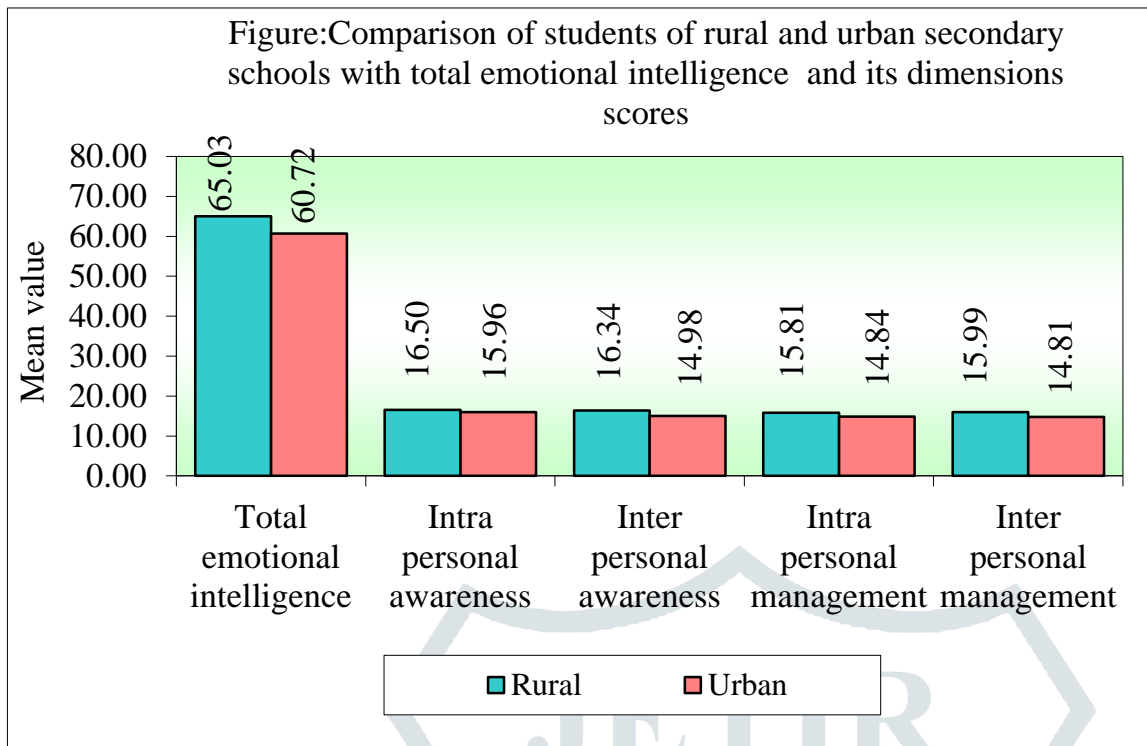


Table: Mean and SD of academic achievement of students in Geography by aided and unaided secondary schools

Summary	Aided schools	Unaided schools	Total
N	131	189	320
Mean	39.76	45.39	43.08
SD	8.21	8.32	8.71

The above table represents the Mean and SD of academic achievement of students in Geography by aided and unaided secondary schools. The total mean academic achievement of students in Geography is  $(43.08 \pm 8.71)$ , in which, the unaided secondary school students have higher academic achievement in Geography  $(45.39 \pm 8.32)$  as compared to aided secondary school students  $(39.76 \pm 8.21)$ . The mean scores are also presented in the following figure.

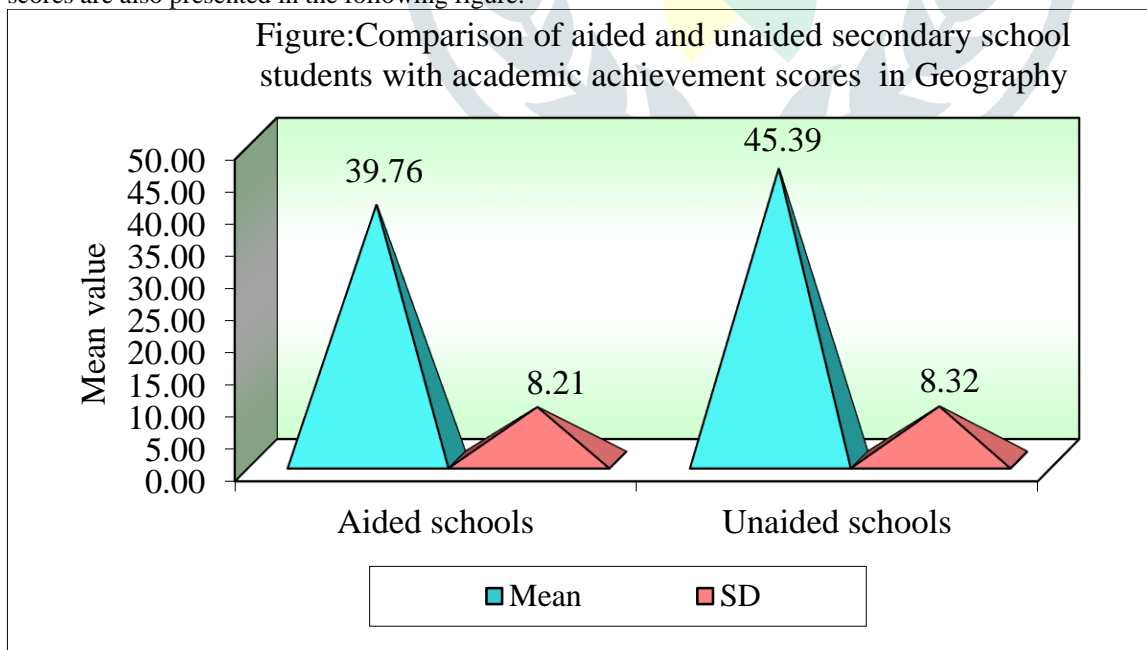


Table: Mean and SD of total emotional intelligence and its dimensions scores of secondary schools by aided and unaided secondary schools

Variables	Summary	Aided schools	Unaided schools	Total
	N	131	189	320
Total emotional intelligence	Mean	58.85	65.32	62.67
	SD	9.38	8.72	9.53
Intra personal awareness	Mean	15.26	16.86	16.20
	SD	3.35	2.96	3.22
Inter personal awareness	Mean	14.40	16.43	15.60
	SD	3.56	3.34	3.57
Intra personal management	Mean	14.69	15.69	15.28
	SD	3.10	3.26	3.23
Inter personal management	Mean	14.48	15.94	15.34
	SD	3.82	2.90	3.38

The above table represents the Mean and SD of total emotional intelligence and its dimensions scores of secondary schools by aided and unaided secondary schools.

The total mean total emotional intelligence scores of students is  $(62.67 \pm 9.53)$ , in which, the unaided secondary school students have higher total emotional intelligence scores  $(65.32 \pm 8.72)$  as compared to aided secondary school students  $(58.85 \pm 9.38)$ .

The total mean of dimension of emotional intelligence i.e. intra personal awareness scores of students is  $(16.20 \pm 3.22)$ , in which, the unaided secondary school students have higher intra personal awareness scores  $(16.86 \pm 2.96)$  as compared to aided secondary school students  $(15.26 \pm 3.35)$ .

The total mean of dimension of emotional intelligence i.e. inter personal awareness scores of students is  $(15.60 \pm 3.57)$ , in which, the unaided secondary school students have higher inter personal awareness scores  $(16.43 \pm 3.34)$  as compared to aided secondary school students  $(14.40 \pm 3.56)$ .

The total mean of dimension of emotional intelligence i.e. intra personal management scores of students is  $(15.28 \pm 3.23)$ , in which, the unaided secondary school students have higher intra personal management scores  $(15.69 \pm 3.26)$  as compared to aided secondary school students  $(14.69 \pm 3.10)$ .

The total mean of dimension of emotional intelligence i.e. inter personal management scores of students is  $(15.34 \pm 3.38)$ , in which, the unaided secondary school students have higher inter personal management scores  $(15.94 \pm 2.90)$  as compared to aided secondary school students  $(14.48 \pm 3.82)$ . The mean scores are also presented in the following figure.



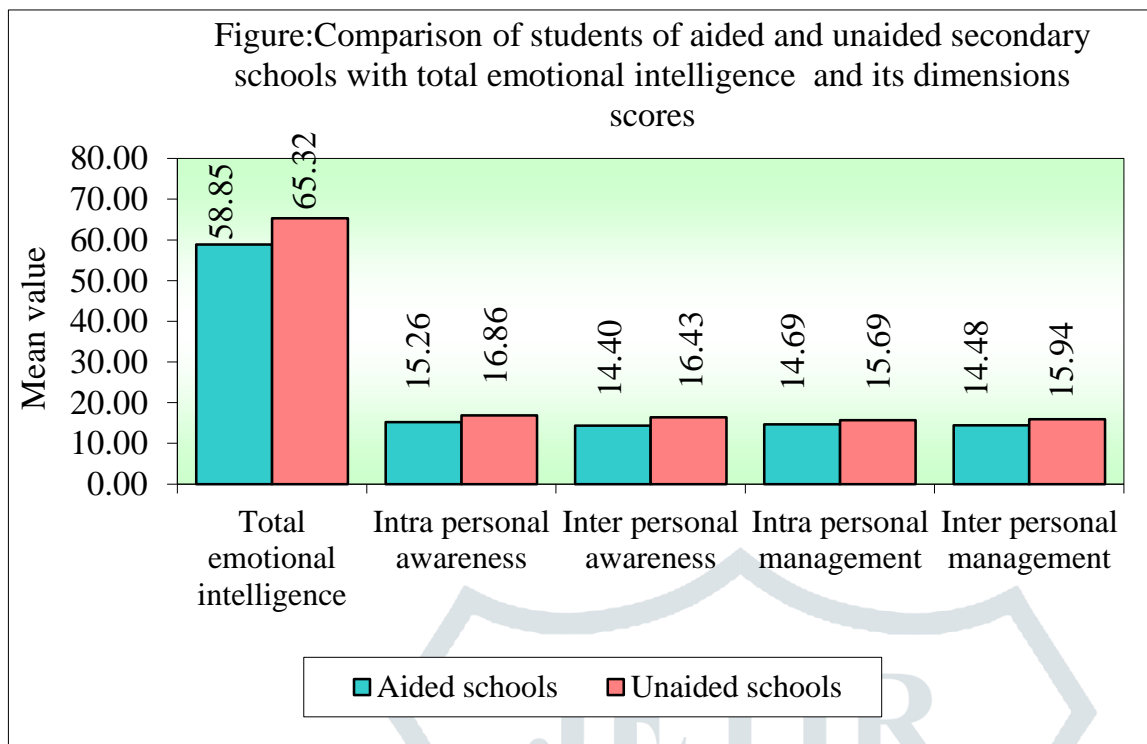
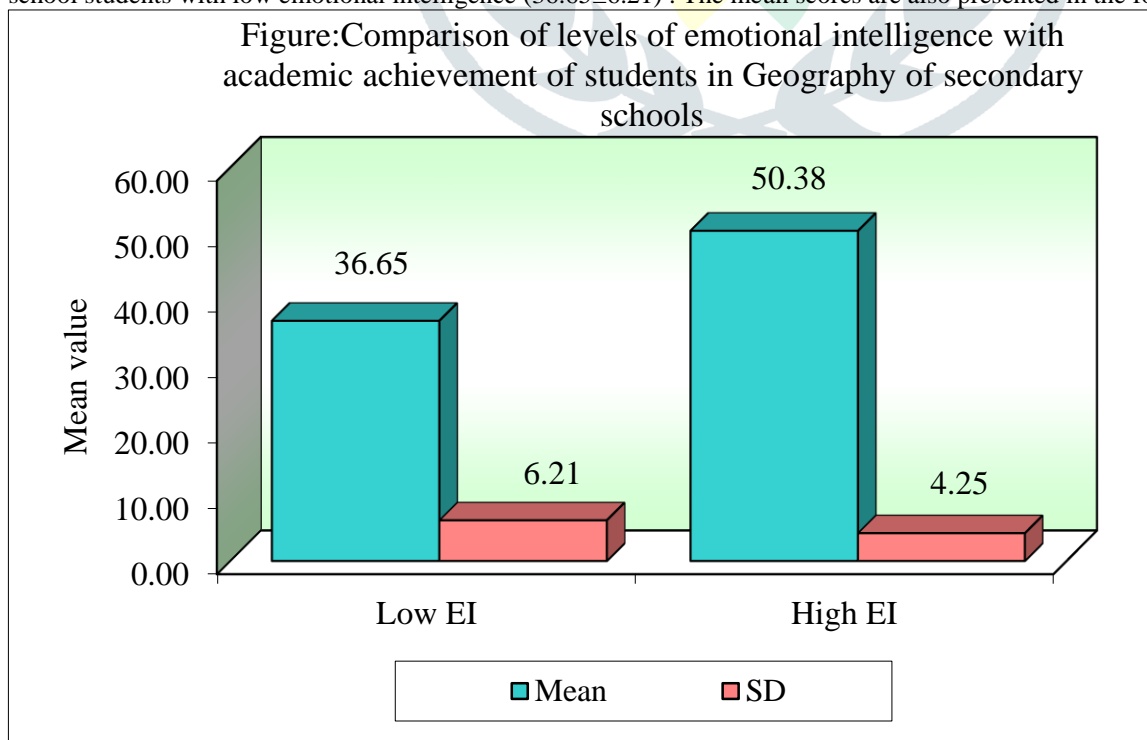


Table: Mean and SD of academic achievement of students in Geography by levels of emotional intelligence

Summary	Low EI	High EI	Total
N	170	150	320
Mean	36.65	50.38	43.08
SD	6.21	4.25	8.71

The above table represents the Mean and SD of academic achievement of students in Geography by levels of emotional intelligence. The total mean academic achievement of students in Geography is  $(43.08 \pm 8.71)$ , in which, the students of secondary schools with high emotional intelligence have higher academic achievement in Geography  $(50.38 \pm 4.25)$  as compared to students of secondary school students with low emotional intelligence  $(36.65 \pm 6.21)$ . The mean scores are also presented in the following figure.



## FINDINGS

The male and female students of secondary schools differ statistically significant with respect to academic achievement scores in geography

The male and female students of secondary schools differ statistically significant with respect to total emotional intelligence scores

The male and female students of secondary schools differ statistically significant with respect to dimension of total emotional intelligence i.e. Intra personal awareness scores

The male and female students of secondary schools differ statistically significant with respect to dimension of total emotional intelligence i.e. Inter personal awareness scores

The male and female students of secondary schools differ statistically significant with respect to dimension of total emotional intelligence i.e. Intra personal management scores

The rural and urban secondary school students differ statistically significant with respect to academic achievement scores in geography

## CONCLUSION:

On the basis of the results obtained in the study the following conclusion were drawn. The study results reveal that there is a relationship between academic achievement and Emotional Intelligence.

## EDUCATIONAL IMPLICATIONS :

Emotional intelligence is more powerful factor to get success in life i.e. emotionally intelligent people are more likely to succeed in everything they undertake in their lives. It teaches and improves in our children their emotional intelligence and making their lives healthier, more enjoyable and successful in the coming days. Children's school success can be predicted by emotional intelligence. Emotional intelligence helps the individuals to deal properly with him and with others. Emotional intelligence helps in stress tolerance. So the teacher has to keep the following points in his mind to promote the emotional intelligence of the student.

Teacher should help to promote emotional intelligence among the students that they can better involved in learning process. It is most essential to promote emotional intelligence. One has to observe and recognize his or her own feelings. In all situations, self awareness of the feelings and emotions should be developed in the students.; Teacher has to advise students to manage his or her feelings. Finding way to handle fears, anxieties, anger and sadness is of utmost importance. ;Children and youths are to be guided and trained to handle stress. Handling stress leads to relaxation. Those who succeed in handling stress are rally intelligent emotionally. ;Understanding one's own feelings and feelings of other helps in promoting emotional intelligence. Individuals are to be educated to develop self-concept, so that they can feel others feelings and become one with their feelings.; Proper and right communication skills help in interpersonal relationship. Emotionally intelligent individuals know how to communicate with any type of people. Children and youths are to be properly educated with regard to the development of proper communication skills.; Teacher should advise the students to recognizing one's own strength and weakness and feeling proud of oneself promotes emotional intelligence. One has to accept his or her own demerits before finding mistakes with others.; Stating our concerns and feelings without fear and hesitation is very important. It helps in strengthening the human relations and understanding one another. The important thing is to learn the art of expressing one's feelings or emotions in a desirable way, at a desirable time in a desirable amount.; Teacher should train the students try to learn the integration of thoughts and emotions, heart and mind for the appropriate behaviour at the right time. ; Teacher should develop effective skills for the development of emotional intelligence.; Teacher should be model for maintaining proper emotional bonds. Love, sympathy and social skills be developed by the students to have better emotional intelligence.

## SUGGESTIONS FOR FURTHER STUDY:

When conducting this study a need for understanding a few specific research studies relating to the field was felt. The suggestions for such studies are enumerated below under the two categories.; Development of valid and reliable achievement test in Geography in all the school subjects prescribed for secondary school syllabus.; Cross-validation of the findings of the present study; and a critical study of influence of selected variables on academic achievement in Geography of students in secondary schools; A critical study of influence of selected variables on academic achievement in Geography of students in secondary schools.;

## STUDIES RELATED TO THE PROBLEM:

A study could not be under taken by including other important variables not covered by the present research. For example, a study of factors like study habits, scholastic aptitude, attitude towards school etc., and other environmental variables in relation to academic achievement in Geography of school students at different levels of education may be considered.; This study may be extended to other residential schools like Sainik schools, Morarji Desai Residential schools and other Residential schools run by N.G.O's, defence services etc.

The same type of study may be undertaken with regard to residential teacher training institutions.; A comparative study of primary and higher primary schools may be under taken with same design of this study.; A comparative study of secondary and higher secondary schools may be under taken with same design of this study.; A comparative study of higher primary and higher secondary schools may be under taken with same design of this study; A comparative study of higher secondary and college students may be under taken with same design of this study.; A comparative Hindi and non-Hindi speaking students migrated may be carried out with the same design; This design of the study may be extended to other areas.

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