



A STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

Smt. Shilpa V. N.¹ and Dr. A.G. Hemant Kumar²

¹Research Scholar , Dept. of Studies in Education, KSAWU, Vijayapur.

²Research Guide , Dept. of Studies in Education , KSAWU, Vijayapur.

ABSTRACT

Emotional intelligence (EI; the ability to perceive, integrate, understand, and manage emotions) may influence appraisals of stressful tasks and subsequent task performance. This study examined the relationship of Emotional intelligence with academic achievement. Researcher expected high levels of EI would promote a good academic performance, whereas low EI levels would foster the minimal performance. Sample of 500 secondary schools of Shimoga and Chikkamangalore districts were examined. A tool developed and standardized by Dr. S.K. Mangal and Subhia Mangal was used for the study. This descriptive survey reveals that emotional intelligence influence on academic achievement of secondary school students.



KEYWORDS: **Academic Achievement:** Academic achievement is defined as “success in completion with standard of excellence”. This is also defined as the desire to get success complication of the academic year. **Emotional intelligence:** Emotional intelligence is the capacity to react intelligently in the situation. It involved the capacity to perceive emotions assimilate emotion understand and manage the emotion. It is very important to react to society, the emotional intelligence factor also effect on academic achievement.

INTRODUCTION

Emotional Intelligence

The root of the word emotion is *moovere*, the Latin verb “to move”, plus the prefix “e” to connote “move away”, suggesting that a tendency to act is implicit in every emotion. Emotion refers to a feeling and its attendant thoughts, psychological and biological states, and range of impulses to act. The Oxford English Dictionary defines emotion as “any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state”

There is a long – standing debate about which emotions should be considered primary – the blue, red, any yellow of feeling from which myriad blends come – or if there are primary emotions at all. The argument for a set of core emotions is based to some extent on studies that suggest there are universally recognized facial expressions for four emotions: fear, anger, sadness, and enjoyment. The universality of facial expressions of emotion was probably first noted by Darwin, who saw it as evidence that these signals have been stamped by evolution into the central nervous system. According to some theorists the following families of emotion are universal.

Anger: fury, outrage, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility and perhaps at the extreme, pathological hatred and violence.

Sadness: grief, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair and when pathological, severe depression.

Fear: anxiety, apprehension, nervousness, concern, consternation, misgiving, wariness, qualm, edginess, dread, fright, terror; as a psychopathology, phobia and panic.

Enjoyment: happiness, joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, whimsy, ecstasy, and at the far edge, mania.

Love: acceptance, friendliness, trust, kindness, affinity, devotion, adoration, infatuation, agape.

Surprise: shock, astonishment, amazement, wonder.

Disgust: contempt, disdain, scorn, abhorrence, aversion, distaste, revulsion.

Shame: guilt, embarrassment, chagrin, remorse, humiliation, regret, Mortification and contrition.

Each of these categories has a basis emotional nucleus at its core, with its variants rippling out in myriad mutations. In the outer ripples are moods, which, technically speaking, are more muted and last far longer than an emotion (it is relatively rare to maintain rage all day, for example, but less rare to be in an irritable mood, during which shorter bouts of anger are easily triggered). Beyond moods are dispositions, the temperamental proclivity to evoke a given emotion or mood such as melancholy, anxiety, or cheer. Further beyond such inclinations are the disorders of emotion such as clinical depressive disorders or generalized anxiety disorder, in which an individual feels chronically trapped in a toxic state.

Academic Achievement

Achievement refers to the scholastic or academic achievement of the student at the end of an educational programme. A good number of variables such as personality characteristics of the learners, the socio-economic status, the organizational climate of the school, curriculum planning etc., influence achievement in different degrees. These variables are generally referred to as correlates of achievement.

The factors which influence on academic achievement of students are many that is, students IQ, health, peer group, past experience, attitude towards the school subjects and teachers, the emotional care, parents love and affection, family environment, socio-economic status etc., are some of the factors which affect the academic achievement of students.

Meaning and Definition of Academic Achievement

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of the knowledge. Academic achievement means knowledge attained and skill developed in the school subjects usually designed by teachers, by test scores or by marks by the teachers or by both achievement can be measured with help of test verbal or written of different kinds since academic achievement in the criteria for selection promotion or recognition in various walks of life the importance of academic achievement cannot be ignored there are several factors that influence the academic achievement of an individual like personality intellectual ability mental health and environment etc.

The term academic achievement has been made up of two words, that is academic and achievement. The term academic has been derived from the word 'academy'. The meaning of the term academy is a school where special types of instructions are imparted and knowledge is acquired.

The term academic achievement was defined by two terms

- a) Academic: It was pertaining to school subject or to fields of liberal arts or to the sphere of ideas and abstractions.
- b) Achievement: It was denoted by knowledge attained or skills developed by pupils usually in the schools, measured by test scores or by marks assigned by teachers.

The term achievement refers to the acquisition of all the behavior changes belonging to the cognitive, affective and psychomotor domains.

It is an instrument designed to measure relative accomplishment in the specified areas of learning.

According to Taneja's Dictionary of Education (1989) Academic achievement refers to performance in school or college in standardized series of educational test.

Ladson Billings, G (1997) Stated that at its best academic achievement represents intellectual growth and the ability to participate in the production of knowledge. At its worst, academic achievement represents inculcation and mindless indoctrination of the young into the canons and orthodoxy.

According to Oxford Advanced Learners Dictionary of Current English (2002) The term academic means relating to education or to an academy or other educational institutions.

According to Oxford Advanced Learners Dictionary of Current English (2002) Achievement is a thing done successfully especially with effort and skill. Thus achievement is a person's level of skill or range or breadth or information and what he has accomplished in designed area of learning or behavior.

Therefore, academic achievement has been considered as a measure of understanding or skills in a specified subject or group of subjects. Hence, academic achievement is concerned with quantity and quality of learning attained or knowledge acquired in a subject of study or group of subjects, after a period of instructions.

REVIEW OF RELATED LITERATURE:

Mahajan Monica (2011). "Academic Achievement in relation to emotional intelligence and spiritual intelligence". Hoshiarpur, Punjab.

This study was designed to study academic achievement in relation to emotional intelligence and spiritual intelligence. A sample of 140 students studying in class XI from four schools of District Hoshiarpur was taken for the collection of data. The technique employed was multistage randomization of clusters at school and section level. B-variate coefficients of correlation and t-ratio were used to analyze the data. The findings were: there exists no significant difference between the emotional intelligence of boys and girls. There exists no significant difference between the spiritual intelligence of boys and girls. There exists positive and significant relational between academic achievement and emotional intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between academic achievement and spiritual intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between emotional intelligence and spiritual intelligence of boys and girls.

Singh Amit and Kumar Dinesh (2011). "Emotional intelligence and academic achievement of college students". Jindo, Haryana.

The present study was conducted to know the emotional intelligence and academic achievement of college students of Rohini in Delhi. The sample of 100 college students was taken (50 boys and 50 girls) form Rohini. The study indicated that the emotional intelligence of (Science, Art 192 and Commerce stream) college boys and girls were similar while the academic achievement of science boys and girls were not similar, and study also indicated that there was positive relationship between emotional intelligence and academic achievement.

The sample of the present investigation comprised 200 B.Ed. students of Guru Nanak Dev University, Amritsar. Emotional intelligence is measured through an adaptation of Personal Profile Survey. Surabhi purohit has developed the Personal Profile Survey. The test has six measured of emotional intelligence namely, self-awareness, self-regulation, internality, motivation, empathy and social skills.

OBJECTIVES OF THE STUDY:

- 1) To study the relationship between academic achievement and emotional intelligence of urban school's Secondary school students.

2) To study the relationship between academic achievement and emotional intelligence of rural school's Secondary school students.

Hypothesis of the Study:

1. There is a significant relationship between academic achievement and emotional intelligence of urban school's Secondary school students.
2. There is a significant relationship between academic achievement and emotional intelligence of rural school's Secondary school students.

Sample:

In the present study the research investigator has taken 500 sample size. The entire population refer to the students of Secondary School of Shimoga and Chikkmaglore District.

The random sampling technique is founded to be most suitable for the present study.

Research Tools:

Emotional Intelligence Inventory was constructed by S.K. Mangal and Shubhia Mangal (2004) for the measurement of emotional intelligence of 16+ years age of school going students (total as well as separate) in respect of four areas or aspects of emotional intelligence namely, Intra-personal Awareness (knowing about one's own emotions) Inter-personal Awareness (knowing about others emotions), Intra-personal Management (managing one's own emotions) and Inter-personal Management (managing others emotions) respectively.

Data Collection:

Researcher personally visited the schools to collect the data. Before collecting the data all the needful information's given to students to fill the data sheet without errors.

Data Analysis:

Summary of Linear Multiple Regression Analysis: Emotional Intelligence on academic achievement of male secondary school students

Independent variables	Regression coefficient	SE of Regression coefficient	t-value	p-value	Sig.
Constant	60.275	13.381	4.504	.000	S
Emotional Intelligence (X4)	.186	.036	5.168	.000	S

R=.324, R²=.105, Adjusted R²=.090, F=7.185, p<0.05, S, Std. Error of estimate: 9.0131

From the results of the table No. 22, it is observed that

The influence of independent variables such as **Emotional Intelligence (X4)** on Academic achievement of male secondary school students are found to be positive and significant at 0.05% level of significance, indicating **Emotional Intelligence (X4)** is influencing positively on Academic achievement of male secondary school students

Further, the multiple linear regression equation predicting the academic achievement of male secondary school students in terms of Emotional Intelligence (X4) was found as given below Academic achievement =60.275+ .103 (X1) - 012(X2)-.022(X3) +.186(X4)

The multiple R of the linear regression equation is 324, for testing multiple correlation coefficients the F- ration (7.185) were found to be significant at 0.05% level of significance. Thus, then null hypothesis is rejected and alternative hypothesis is accepted. Significant R suggested that estimation of academic achievement of secondary school students is possible on the basis of the predictor variables Emotional Intelligence of male secondary school students. Further, the regression equation shows personality factors (X1) and Emotional Intelligence(X4) can be used as predictors of academic achievement of male secondary school students under study.

Summary of Linear Multiple Regression Analysis: Independent Variables that are, Personality Factors, Study Habits, Self-Concept and Emotional Intelligence on academic achievement of female secondary school students

Independent variables	Regression coefficient	SE of Regression coefficient	t-value	p-value	Sig.
Constant	60.275	13.381	4.504	.000	S
Emotional Intelligence (X4)	.186	.036	5.168	.000	S

R=.324, R²=.105, Adjusted R²=.090, F=7.185, p<0.05, S, Std. Error of estimate: 9.0131

From the results of the above table, it is observed that

The influence of independent variables such as **Emotional Intelligence (X4)** on Academic achievement of female secondary school students are found to be positive and significant at 0.05% level of significance, indicating **Emotional Intelligence (X4)** is influencing positively on Academic achievement of female secondary school students Emotional Intelligence (X4) was found as given below

Academic achievement =60.275+ .103 (X1) - 012(X2)-.022(X3) +.186(X4) The multiple R of the linear regression equation is 324, for testing multiple correlation coefficients the F- ration (7.185) were found to be significant at 0.05% level of significance. Thus, then null hypothesis is rejected and alternative hypothesis is accepted. Significant R suggested that estimation of academic achievement of female secondary school students is possible on the basis of the predictor variables like Emotional Intelligence of female secondary school students. Further, the regression equation shows Emotional Intelligence(X4) can be used as predictors of academic achievement of male secondary school students under study.

FINDINGS:

1. The influence of independent variables such as Emotional Intelligence (X4) on Academic achievement of male secondary school students are found to be positive and significant at 0.05% level of significance, indicating Emotional Intelligence (X4) is influencing positively on Academic achievement of male secondary school students
2. The influence of independent variables such as Emotional Intelligence (X4) on Academic achievement of female secondary school students are found to be positive and significant at 0.05% level of significance, indicating Emotional Intelligence (X4) is influencing positively on Academic achievement of female secondary school students

CONCLUSION:

This study reveals that there is a significant influence of level od emotional intelligence on the level of academic achievement. Emotional intelligence plays a vital role on academic achievement.

BIBLIOGRAPHY:

- Abraham, R. (2004). Emotional Competence as Antecedent to Performance: A Contingency Framework. *Genetic, Social and General Psychology Monographs*, 130 (2), 117-143.
- Bahmanabadi, M. and Jafari, M. (2014). Emotional Intelligence and job performance: *Evidence from railroad industry. Management Science Letters*, 4(8), 1693-1698.
- Callahan, J. L., Hasler, M.G., and Tolson,H. (2005). Perception of emotion expressiveness: *Gender differences among senior executives. Leadership and Organization Development Journal*, 26 (7), 512-528.
- Jordan, P. J. and Troth, A. C. (2004). Managing emotions during team problem solving: *Emotional intelligence and conflict resolution. Human Performance*, 17, 195-218. 137. Jordan, P. J., Ashkanasy, N. M