

Vol 7 Issue 2 Nov 2017

ISSN No : 2249-894X

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*Monthly Multidisciplinary  
Research Journal*

*Review Of  
Research Journal*

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RNI MAHMUL/2011/38595

ISSN No.2249-894X

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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## CERTAIN FACTORS IMPACT ON ACADEMIC ACHIEVEMENT OF COLLEGE GOING STUDENTS



### ABSTRACT:-

*It has been found that emotional intelligence is related to academic achievement of students in general. It is essential to find out the relationship between emotional intelligence and academic achievement of girl students. In this paper, Emotional intelligence, Academic Achievement and the relationship between them of a sample of 150 girl students and 150 boy students studying in XI standard in Hospete city is compared.*

**KEY WORDS:** *Emotional Intelligence, Academic Achievement, Self-Management, Social Awareness Relationship Management.*

### INTRODUCTION

Wayne Leon Payne (Hein 2007) used the term “emotional intelligence” in his doctoral thesis in 1985. This seems to be the first academic use of the term “emotional intelligence”. Hein also pointed out that authors on emotional intelligence identify four dimensions therein:

01. Emotional identification, perception and expression.
02. Emotional facilitation thought.
03. Emotional understanding.
04. Emotional Management.

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Emotional Intelligence (EI) is a term coined past decade. It has more than 3 million listings. Daniel Goleman wrote his famous book on “emotional intelligence in 1995. In this book he collected and presented a lot of interesting information in the brain, emotions, and behaviour. The EI model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive managerial performance, measured by multi ratter assessment and self- assessment. In working with emotional intelligence (1998), Goleman explored the function of EI. The four constructs defined by him are:

- ✦ **Self-Awareness:-** The ability to read one’s emotions and recognize their impact while using gut-feelings to guide decisions.
- ✦ **Self-Management:-** Involves controlling one’s emotions and impulses and adapting to changing circumstances.
- ✦ **Social Awareness:-** - The ability to sense, understands, and reacts to other’s emotions while comprehending social networks.
- ✦ **Relationship Management:-** - The ability to inspect, influences, and develops other while managing conflict.

### PROBLEM OF THE INVESTIGATION

This study is an attempt to boys and girls in standard XI in the collages in Hospete city are on the profiles of their emotional intelligence, academic achievement and the relationship between the two variables.

### OBJECTIVES OF THE INVESTIGATION

The following objectives were framed in the present investigation

**To compare boys and girls in XI standard on**

1. the profiles of their emotional intelligence
2. academic achievement and
3. Explore the relationship between emotional intelligence and academic achievement.

**HYPOTHESES**

1. There will be no significant difference between boys and girls in XI standard in their profile of Emotional intelligence.
2. There will be no significant difference between in the academic achievement boys and girls in XI standard.
3. There will be no significant difference in the magnitude of correlation between emotional intelligence and academic achievement in the case of boys and girls studying in XI th standard.

**Tool Used in the Present Investigation**

For this investigation, a questionnaire was prepared and given to the students. Emotional Intelligence Assessment Questionnaire, which was prepared by Shailendra Singh followed by Goleman’s EI model. The tool was administered to a sample of college going 300 students (150 boys and 150 girls) in three reputed colleges of Hospete city. For the positive questions, the score ranges from 5 to 1 and for the negative questions, the score ranges from 1 to 5. So the maximum score for the questionnaire is 490 and the minimum score is 98.

**RESULTS AND DISCUSSION**

Table.1 gives data on emotional intelligence and academic achievement of the boys and girls students (science) of XI standard.

**Table 1  
BOYS Vs GIRLS (SCIENCE)**

Sl. No.	Variables	Sex	Mean	S.D	‘t’ value	Level of significance
1	Academic Achievement	Boys	433.21	33.65	6.30	0.001
		Girl	394.09	51.16		
2	Self Awareness	Boys	78.71	7.68	1.62	N.S.
		Girls	76.80	7.74		
3	Self –Management	Boys	88.45	8.20	3.43	0.001
		Girls	83.69	8.85		
4	Social Awareness	Boys	51.32	8.20	2.40	0.05
		Girls	48.64	7.63		
5	Relationship Management	Boys	117.37	7.87	2.24	N.S.
		Girls	114.56	9.86		
6	Emotional Intelligence ( total)	Boys	335.83	22.25	3.44	0.001
		Girls	323.80	24.39		

From the table.1, it is inferred that there is no significant difference between boys and girls students (science) in the variables self-awareness and relationship management. There is significant difference between boys and girls (science) in the variables academic achievement and self management at 0.001 level of significance. The difference is in favour of boys. There is significant difference between boys and girls students (science) in social awareness at 0.05 level of significance, again the difference is in favour of Boys.

**TABLE 2**  
**BOYS V/s GIRLS (ARTS)**

Sl. No.	Variables	Sex	Mean	S.D	't' value	Level of significance
1	Academic Achievement	Boys	366.11	54.58	4.05	0.001
		Girl	326.35	56.78		
2	Self Awareness	Boys	75.68	10.51	0.31	N.S.
		Girls	76.19	10.26		
3	Self-Management	Boys	84.81	11.43	0.36	N.S.
		Girls	85.45	8.10		
4	Social Awareness	Boys	50.77	7.97	0.21	N.S.
		Girls	50.49	6.81		
5	Relationship Management	Boys	117.03	13.58	0.79	N.S.
		Girls	115.37	11.16		
6	Emotional Intelligence	Boys	328.79	37.12	0.23	N.S.
		Girls	327.53	27.28		

From the table.2, it is inferred that there is no significant difference between boys and girls (science) in the variables Self-Awareness, Self Management, Social Awareness and Relationship Management. There is significant difference between boys and girls students (science) in the variables Academic Achievement.

**TABLE 3**  
**ARTS Vs SCIENCE (entire sample)**

Sl. No.	Variables	Sex	Mean	S.D	't' value	Level of significance
1	Academic Achievement	Science	413.65	47.41	11.95	0.001
		Arts	344.73	58.49		
2	Self Awareness	Science	77.75	7.74	1.69	N.S.
		Arts	75.93	10.36		
3	Self-Management	Science	86.07	8.83	0.93	N.S.
		Arts	85.13	9.88		
4	Social Awareness	Science	49.98	7.05	0.82	N.S.
		Arts	50.63	7.39		
5	Relationship Management	Science	115.97	9.00	0.19	N.S.
		Arts	116.20	12.62		
6	Emotional Intelligence	Science	329.81	24.01	0.53	N.S.
		Arts	328.16	32.47		

From the table.3 it is Inferred that there is no significant difference between Arts and Science group students in the variables Self Awareness, Self Management, Social Awareness, Relationship Management and Emotional Intelligence as a whole. There is significant between two streams in the variable academic achievement at 0.001 levels at significance in favour of the Science stream students.

**TABLE 4**  
**BOYS Vs GIRLS (entire sample)**

Sl. No.	Variables	Sex	Mean	S.D	't' value	Level of significance
1	Academic Achievement	Boys	398.16	57.26	6.93	0.001
		Girl	360.22	63.69		
2	Self Awareness	Boys	77.19	9.30	0.69	N.S.
		Girls	76.49	9.06		
3	Self-Management	Boys	84.57	8.50	1.81	N.S.
		Girls	86.63	10.08		
4	Social Awareness	Boys	49.56	7.11	1.71	N.S.
		Girls	51.05	7.25		
5	Relationship Management	Boys	117.03	13.58	1.84	N.S.
		Girls	115.37	11.61		
6	Emotional Intelligence	Boys	328.79	37.12	2.01	N.S.
		Girls	327.53	27.28		

From the table.4, it is inferred that there is no significant difference between boys and girls students (global) in any of the dimensions of emotional intelligence as well as aggregate score on Emotional Intelligence. There is significant difference between in boys and girls (global) in the variables academic achievement at 0.001level of significance in favour of boys.

**TABLE 5**  
**ARTS Vs SCIENCE (Girls)**

Sl. No.	Variables	Sex	Mean	S.D	't' value	Level of significance
1	Academic Achievement	Science	394.09	51.16	7.51	0.001
		Arts	326.35	56.78		
2	Self Awareness	Science	76.80	7.74	0.14	N.S.
		Arts	76.19	10.23		
3	Self-Management	Science	83.69	8.85	1.35	N.S.
		Arts	85.45	8.10		
4	Social Awareness	Science	48.64	7.63	0.82	N.S.
		Arts	50.49	6.81		
5	Relationship Management	Science	114.56	9.86	0.48	N.S.
		Arts	115.37	11.61		
6	Emotional Intelligence	Science	323.80	24.39	0.94	N.S.
		Arts	327.53	27.28		

From the table 5, it is inferred that there is no significant difference between Arts and Science students (Girls) in the variables academic achievement at 0.001 level in favour of science stream girls. There is significant difference between Arts and Science students (Girls) in the variable Self Management at 0.05 level of significance in favour of Arts students (Girls).

**TABLE 6**  
**CORRELATIONS BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE**

Group / Variable	Science Girls	Arts Girls	Science Entire Sample	Arts Entire Sample	Girls Entire Sample	Total Sample
Academic Achievement	1	1	1	1	1	1
Self Awareness	0.24	0.15	0.27	-0.05	0.02	0.11
Self-Management	0.29	0.06	0.26	0.05	0.09	0.14
Social Awareness	0.20	0.13	0.19	0.04	0.07	0.06
Relationship Management	0.02	0.15	0.12	0.07	0.06	0.07
Emotional Intelligence	0.25	0.06	0.28	0.04	0.08	0.12

From the table 6, it is inferred that, the relationship between the criterion variable, i.e. the academic achievement and dimensions of emotional intelligence and described. The whole sample is divided in to five groups namely Science (Girls), Arts (Girls), Science stream (Boys & Girls) Arts stream (Boys & Girls), and Girls (Arts & Science).

Academic achievement has low positive relationship with emotional intelligence in the aggregate as well as its dimensions among the Girls in the Science stream the highest correlation is 0.29 with self management. The correlation between academic achievement on the one hand and emotional intelligence in the aggregate as well as its dimensions in this stream is consistently lower than it is the case with the science stream girls.

The science stream students (that is the boy and the girl together in this stream) have consistently higher correlation between their academic achievement and the emotional intelligence score in the aggregate as well as dimension wise than the Arts stream students as a while. The correlation between academic achievements emotional intelligence and its dimension for the entire sample is less than 0.15.

## CONCLUSION

Girl's students in the Science group need more emotional balance and they should be trained for that. Girl's students in Arts group seem to be equal to Boys in emotional intelligence but lower in academic achievement than boys. In the total sample boys are equal in maintaining relationship management; but girls are low self awareness and they should be trained for it. When comparing the girls of Arts and Science groups, there is no gap in emotional intelligence between the two groups.

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