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## A STUDY OF EMOTIONAL INTELLIGENCE AMONG HIGHER SECONDARY LEVEL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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### **ABSTRACT:-**

**E**motional Intelligence has obtained an intense attention in psychological research and the researches of many social science disciplines during the last decade and many issues have been attributed to Emotional Intelligence. Rapid physical and mental development



happen in adolescence. A high Emotional Intelligence can help to maintain a state of harmony in the youngsters of adolescence. The present paper aims to study the Emotional Intelligence of Higher Secondary level students in relation to their Academic Achievement. Simple random sampling was used in the selection

of sample, which comprised 100 boys and 100 girls of class XII in two government aided schools in West Bengal. Emotional Intelligence scale (Singh and Narain, 2014) was used as tool for collecting data on Emotional Intelligence. Personal interviews were taken to collect data on Academic Achievement. The collected data was analysed by t-test and Karl Pearson's Coefficient of correlation ( $r$ ). It was found that overall Higher Secondary level girl students had higher Emotional Intelligence scores than H.S level boy students. Academic Achievement was not differ significantly according with their gender and there was no statistically significant correlation between Emotional Intelligence and Academic Achievement of H.S level students.

**KEYWORDS:** Emotional Intelligence, Academic Achievement, Adolescence, Higher Secondary level, Gender.

### **INTRODUCTION :**

Emotional Intelligence has obtained an intense attention in psychological research and the researches of many social science disciplines during the last decade and many issues have been attributed to Emotional Intelligence. The term was first used by researchers in the 1920s as in the case of Thorndike, and later by researchers such as Weschler in the 1940s, up to the eighties with Gardner and Sternberg, key representatives from that time (Antoñanzas, J.L et al. 2014). Goleman, Salovey, Meyer and many other thinkers attempted to define Emotional Intelligence as significant and important as IQ in achieving success in life. Emotional Intelligence refers to the mental processes involved in the recognition, use, understanding and management of one's and other's emotional state required in solving problems and regulating behaviour (Ciccarelli & Meyer, 2006). According to Salovey and Mayer (1990) Emotional Intelligence means "The ability to monitor one's own feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (p.189). Goleman (1998) also define Emotional Intelligence in the same tune as "the ability of identifying our own feelings and those of others, for inspiring ourselves, and for handling emotions well in ourselves and in our

relationships" (p.317).

Stanley Hall once mentioned adolescence as the period of "storm and stress". The span of adolescence is nearly from 12 years to 19 years. Rapid physical and mental development happen in this period. Nowadays adolescents have to handle many complex situations and matters to face the wave of globalization. A high Emotional Intelligence can help to maintain a state of harmony in themselves. The ability to control the emotions, self-awareness, motivating oneself, recognising emotions in others have become important to get success in life.

In this materialistic world, academic achievement comes first for the measurement of teaching-learning outcomes. In our country, Higher Secondary level (class XI and class XII) is a vital academic period of adolescence. After completing class XII final exam, students have to enter college for more specific studies or job oriented courses. So Higher Secondary level students' Academic Achievement is very much significant to get admission for further studies and to get a prosperous future.

Some studies revealed that there is a positive correlation between Emotional Intelligence and Academic Achievement while many other studies show a negligible correlation between Emotional Intelligence and Academic Achievement. The present study was an attempt to study the Emotional Intelligence among Higher Secondary level students in relation to their Academic Achievement.

From this particular point of view, the researcher had identified the following objectives of the study-

### OBJECTIVES OF THE STUDY

- i. To study gender differences among Higher Secondary level students with respect to Emotional Intelligence.
- ii. To study gender differences among Higher Secondary level students with respect to academic achievement.
- iii. To study the correlation between emotional intelligence and academic achievement of Higher Secondary level students.

### Hypotheses

**For exploring the above objectives, following null hypotheses were formulated —**

$H_{01}$ : There is no statistically significant difference between Emotional Intelligence scores of girls and boys at the Higher Secondary level.

$H_{02}$ : There is no statistically significant difference between the Academic Achievement scores of girls and boys at the Higher Secondary level.

$H_{03}$ : There is no statistically significant correlation between Emotional Intelligence and Academic Achievement of Higher Secondary level students.

### Delimitation of the study

**Following are the delimitation of this study—**

1. The study was conducted at the Higher Secondary level.
2. It was conducted only at Class XII.
3. Only 200 students selected as sample, of whom 100 were boys and 100 were girls.
4. Samples were collected from two Government aided schools of West Bengal.
5. Students' last examination marks percentages were taken to grant as Academic Achievement.

### RESEARCH DESIGN OF THE STUDY

A descriptive survey research framework was adopted in the present study, in which the researcher tried to study the Emotional Intelligence and Academic Achievement of Higher Secondary level students studying in Class XII of two Higher Secondary schools in West Bengal.

### Sample

The sample of the study consisted of 100 Boys and 100 Girls from class XII. Samples were collected from two Government aided schools of West Bengal.

**Data collection tool**

The investigator used Emotional Intelligence Scale (2014) by Arun Kumar Singh and ShrutiNarain. There are 31 items in total in the scale and all items are into four areas (i) understanding emotions, (ii) understanding motivation, (iii) empathy, (iv)handling relations. The scale can be administered on 12 years and above aged student. The reliability (test-retest method) of the scale is 0.86 alfa coefficient and it is significant at 0.01 level. The concurrent validity of the scale is 0.86 andsignificant at 0.01 level.

**Data collection procedure**

Simple random sampling was used in the selection of sample, which comprised 100 boys and 100 girls of class XII in two government aided schools in West Bengal. Researcher used personal interview to know the obtained percentages of last examination marks from the sample.

**Analysis and interpretation**

Descriptive and inferential statistics were used to analyse and interpret the hypotheses.

**H<sub>01</sub>:** There is no statistically significant difference between Emotional Intelligence scores of girl students and boy students at the Higher Secondary level.

**Table-1.**

T test for equality of Means								
Dependent variable	Gender	N	Mean	S.D	σd	D	T value	.05 level significance
Emotional Intelligence	Boys	100	21.07	2.55	0.31	-4.66	-15.03	Significance
	Girls	100	25.73	1.74				

Table 1 shows that the calculated t-value is -15.03 which is much greater than critical t-value 1.96at 0.05 level of significance. So the null hypothesis H<sub>01</sub> is rejected. The result shows that H.S level girl students have more Emotional Intelligence than H.S level boy students.

**H<sub>02</sub>:** There is no statistically significant difference between the Academic Achievement scores of girl students and boy students at the Higher Secondary level.

**Table-2.**

T test for equality of Means								
Dependent variable	Gender	N	Mean	S.D	σd	D	T value	.05 level significance
Academic Achievement	Boys	100	78.58	11.32	1.46	-0.11	-0.08	Not Significance
	Girls	100	78.69	9.18				

Table 2 shows that the calculated t-value is -0.08 which is much lower than critical t-value 1.96 at 0.05 level of significance. So the null hypothesis H<sub>02</sub> is accepted. The result shows that H.S level girl students' Academic Achievement does not significantly differ from H.S level boy students' Academic Achievement.

**H<sub>03</sub>:** There is no statistically significant correlation between Emotional Intelligence and Academic Achievement of Higher Secondary level students.

**Table-3.**

Correlation between Emotional Intelligence and Academic Achievement of H.S level students			
		Emotional Intelligence	Academic Achievement
<b>Emotional Intelligence</b>	Pearson Correlation	1	0.022**
	Sig. (2-tailed)		0.756
	N	200	200
<b>Academic Achievement</b>	Pearson Correlation	0.022**	1
	Sig. (2-tailed)	0.756	
	N	200	200

Table -3 indicates that the co-efficient of correlation is negligible. Hence the null hypothesis is accepted. Results lead to infer that there is no statistically significant correlation between Emotional Intelligence and Academic Achievement of Higher Secondary level students.

**CONCLUSION**

Emotional Intelligence is very much important factor for dealing with various problems properly. There are lots of researches on Emotional Intelligence in social sciences. The present study shows that Higher Secondary level girl students have more Emotional Intelligence than boy students. However, their Academic Achievement is not differ significantly according with their gender and the study shows that there is statistically no significant correlation between Emotional Intelligence and Academic Achievement of Higher Secondary level students.

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