



EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

Dr. K. Jayaraman¹ and Siju Abraham²

¹Assistant Professor & Project Director-ICSSR, Department of Educational Technology, Bharathidasan University .

²Research Scholar in Education, M.S University, Tirunelveli, Tamilnadu.

ABSTRACT

This study is aimed at assessing the impact of gender and nature of schools on emotional intelligence and academic achievement of higher secondary school students, besides the relationship between emotional intelligence and academic achievement. The results showed that there is no significant difference in emotional intelligence and academic achievement between subsamples based on gender and subsamples based on the nature of school. Also, no relationship between emotional intelligence and academic achievement of higher secondary school students was found.

KEYWORDS: *emotional intelligence, academic achievement of higher secondary school students.*

INTRODUCTION:

Research studies have established that emotional intelligence and study skills play a prominent role in academic achievement. Emotional intelligence is a relevant area of research in the Indian context. The growing interest in the construct of emotional intelligence can be attributed to the recent theories taking broader conceptualization of intelligence. Emotional Intelligence can be included as a member of emerging group of potential 'hot' intelligence that includes social intelligence, practical intelligence, personal intelligence and emotional creativity. Each of these forms a coherent sphere that partly overlaps with emotional intelligence, but separates human abilities in different ways. The present study tries to examine the relevance of the concept of emotional intelligence and its impact on academic achievement.

Emotional Intelligence allows us to think more creatively and use our emotions to solve problems. Daniel Goleman believes that Emotional intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communication skills as well as social and leadership skills that will be central to your success in life and personal relationships.

Daniel Goleman argues that men particularly need to develop emotional skills and gives many examples of men with high intelligence that was not successful because they had problems with their people skills. He found from his research that people with high emotional intelligence generally have successful relationships with family, friends and fellow workers. They are also successful because they persist in the face of setbacks and channel their emotional energy towards achieving their goals.

Academic achievement refers to the knowledge attained or skill developed in the school subjects usually designed by test scores or by marks assigned by teaches. It generally means the quality and quantity of mastery of the curriculum by students.

Academic achievement nevertheless depends upon so many variables. The relation between the emotional intelligence and academic achievement of the students of higher secondary course was investigated.



As far as this study is concerned, the investigator used the term 'Academic Achievement' to refer to the academic performance of the students in the examinations conducted by individually or jointly by the schools. For academic performance of the students, the scores (marks) obtained by the students in the examinations conducted in schools were considered.

OBJECTIVES

The following are the objectives of the present study.

1. To study the academic achievement of the students of higher secondary course.
2. To investigate the trait-wise emotional intelligence of the students of higher secondary course.
3. To study the whether there is any relationship between emotional intelligence and academic achievement of the students at the higher secondary level.

HYPOTHESES

1. There is no significant difference among the higher secondary level students of government, aided and self-finance institutions in their emotional intelligence traits.
2. There is no significant difference between the mean achievement scores of the students of government and aided higher secondary schools.
3. There is no relationship between the emotional intelligence and academic achievement of the students of higher secondary schools.

METHODOLOGY

Sample

The sample selected by the investigator represents the student population studying the higher secondary course in higher secondary schools of calicut district in the kerala state. The investigator applied stratified random sampling procedures to ensure adequacy of sample in each level of the independent variables selected for the analysis of collected data. This satisfies the assumptions of parametric statistics used in this study.

Tools

To measure the emotional intelligence the investigator used **Student Emotional Intelligence Scale (SEIS)** and in addition to this research tool, students academic achievement was also collected for which the quarterly examination marks (scores) were taken into account,

Statistical Techniques

Mean, standard deviation and 't' tests with regard to emotional intelligence and academic achievement were calculated for students and nature of schools and the correlation was also calculated between emotional intelligence and academic achievement of higher secondary schools students.

ANALYSIS AND INTERPRETATION

TABLE 1
Comparison of Academic Achievement Scores of Government and Aided Higher Secondary School Students

Nature of institution	N	Mean	SD	't'	Result
Government	200	48.87	19.969	0.196	Not Significant
Aided	200	48.505	17.1602		

The calculated value 0.196 is less than the table value. This reveals that there is no significant difference between the mean academic achievement scores of the students of government and aided institutions.

TABLE 2
Comparison of Academic Achievements Scores between Students of Government and Un-Aided Higher Secondary Schools

Nature of Institution	N	Mean	SD	't'	Result
Government	200	48.87	19.96915	0.023	Not Significant
Un-Aided	200	48.505	17.1602		

The calculated value 0.023 is less than the table value. This reveals that there is no significant difference between the mean academic achievement scores of the students of government and un-aided institutions.

TABLE 3
Comparison of Academic Achievements Scores between the Students of Aided and Un-Aided Higher Secondary Schools

Nature of institution	N	Mean	SD	't'	Result
Aided	200	48.50	19.96915	0.226	Not Significant
Un-Aided	200	48.87	17.1602		

The calculated value 0.226 is less than the table value. This reveals that there is no significant difference between the mean academic achievement scores of the students of aided and unaided institutions.

TABLE 4
Analysis of Trait- Wise Mean Emotional Intelligence Scores of the Male and Female Higher Secondary School Students

S.NO	TRAITS OF EMOTIONAL INTELLIGENCE	Male	Female
1	Intrapersonal	34.35*	33.79**
2	Interpersonal	33.29*	33.42*
3	Adaptability	34.74*	34.64*
4	Emotion management	35.24**	34.27*
5	Social competence	37.5**	37.03**
	Grand Total Traits Average	35.03	34.76

**** Greater than GTTA – strong * Less than GTTA - weak**

The above table indicates the emotional intelligence scores obtained by the male and female students in different traits of emotional intelligence. From the above scores, it is identified that the male students have maximum mean score 37.5 in the social competence and minimum score 33.29 in the interpersonal. The grand total traits average of all the five traits of emotional intelligence of male students is 35.03. The female students have maximum mean score 37.03 in the traits of emotional intelligence – social competence and minimum score of 33.42 in the traits of emotional intelligence-interpersonal. The grand total traits average of the five traits of emotional intelligence for the female students is 34.76.

TABLE 5
Comparison of Emotional Intelligence Scores of Students of Government and Aided Higher Secondary Schools

Nature of institution	N	Mean	SD	't'	Result
Government	200	33.26	4.66	3.3720	Significant at 0.01level
Aided	200	34.92	5.16		

The calculated value 3.3720 is higher than the table value. The test of significance between the mean scores the students of government and aided institutions reveals that there is a significant difference between mean emotional intelligence scores of the students of government and aided institutions at the higher secondary level.

TABLE 6**Comparison of Emotional Intelligence scores of Students of Government and Un-Aided Higher Secondary Schools**

Nature of Institution	N	Mean	SD	't'	Result
Government	200	33.26	4.6670	1.7082	Significant at 0.01level
Un-Aided	200	34.04	4.4629		

The calculated value 1.7082 is higher than the table value. The test of significance between the mean scores the students of government and un-aided institutions reveals that there is a significant difference between mean emotional intelligence scores of the students of government and un-aided institutions at the higher secondary level.

TABLE 7**Comparison of Emotional Intelligence scores of Students of Aided and Un-Aided Higher Secondary Schools**

Nature of institution	N	Mean	SD	't'	Result
Aided	200	34.92	5.16	1.8229	significant at 0.05level
Un-Aided	200	34.04	4.46		

The calculated value 1.8229 is higher than the table value. The test of significance of difference between the mean scores of the students of aided and un-aided institutions reveals that there is a significant difference between mean emotional intelligence scores of the students of aided and un-aided institutions.

CORRELATION ANALYSIS

In this section, the investigator made an attempt to find out the relationship between the academic achievement and emotional intelligence of higher secondary school students.

TABLE 8**Analysis of Relationship between the Academic Achievement and Emotional Intelligence of Higher Secondary School Students**

Variable	Number of Students	Coefficient of correlation('r')	Result
Academic Achievement	600	0.175	Negligible Relationship
Emotional Intelligence	600		

The table explains the relationship between the teacher academic achievement and emotional intelligence of the students of higher secondary schools. The correlation coefficient between the academic achievement and emotional intelligence of higher secondary level shows no relationship and therefore, the null hypothesis "There is no relationship between academic achievement and emotional intelligence of higher secondary school students" is accepted.

CONCLUSION

It is generalized that the nature of the institution has not influenced the emotional intelligence and academic achievement of higher secondary schools students. No relationship between emotional intelligence and academic achievement of higher secondary school students was identified. As the present study was confined to the nature of school and gender only, the study has a lot of limitations and several constraints that were not taken in to consideration.

REFERENCES

- Goleman. D (1995). Emotional Intelligence, New York, Bantam Books.
 Narayana Rao (1974)- Students performance and adjustment, Published by Sri Venkateswara University, Tirupati.
 Goleman. D (1998). Working with Emotional Intelligence, New York, and Bantam Books.
www.wikipedia.com
www.google scholar.com