



## A STUDY ON THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN DINDIGUL DISTRICT

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### ABSTRACT

The main objective of this study was to find out the significant relationship between emotional intelligence and academic achievement of higher secondary school students. In this study, survey method was used. A sample of 200 students was chosen in Dindigul district. Emotional Intelligence by Dr. S.K. Mangal & Mrs. Mangal was used for data collection. Data was analyzed by t-test and r-value. Results found that there is significant difference in emotional intelligence and academic achievement of higher secondary school students with respect to gender and locality. Finding also showed that there is significant relationship between emotional intelligence and academic achievement of higher secondary school students.

**KEYWORDS:** Emotional Intelligence, Academic Achievement, Higher Secondary School Students.

### INTRODUCTION :

Emotional intelligence taps into a fundamental element of human behavior that is distinct from your intellect. There is no known connection between IQ and emotional intelligence; you simply can't predict emotional intelligence based on how smart someone is. Intelligence is your ability to learn, and it's the same at age 15 as it is at age 50. Emotional intelligence, on the other hand, is a flexible set of skills that can be acquired and improved with practice. Although some people are naturally more emotionally intelligent than others, you can develop high emotional intelligence even if you aren't born with it.

Emotional Intelligence is a very important aspect for children's future career. The absence of Emotional Intelligence indicates the weak personality. Emotional Intelligence is the ability to use one's emotions to live more effective life and to help one to solve problems. Emotional Intelligence involves awareness, regulation and the expression of a range of emotions. Emotional Intelligence includes what type of feelings you are having and how to use your feelings to make good decisions in everyday life.

The concept of Academic Achievement involves the interaction of the factors such as aptitude of learning, readiness of learning and opportunity of learning. Environment of the student is also influence on their Academic Achievement like family background, socio-economic status, interests and aptitudes. Academic Achievement is also influenced by demographic, cultural and environmental factors. High Academic Achievement in the school plays on important role in the life of a child to build self-confidence and leads to better adjustment in the group.

Academic Achievement is defined as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goals measured by examinations.

### SIGNIFICANCE OF THE STUDY

In the modern world, education is getting widened and there is cut-throat competition among students to excel. Students feel difficult to control their emotions in order to face various situations in school life. It is imperative to manage the stress and strain to keep pace with the demands of the worlds. The way of managing emotions is crucial for better performance. Even after they got into the field they desire, there Academic Achievement is not at all adequate. Success in academic performance through nurturing intelligence and they give tiniest importance to their emotions. Emotions of a student can affect him in many ways. Intelligence may help students in acquiring subject knowledge but only Emotional Intelligence can enrich their learning proficiency and make them efficient as well as achievers. Hence, the present study has been undertaken to study the Emotional Intelligence and Academic Achievement of higher secondary school students.

### OBJECTIVES OF THE STUDY

- To find out the significant difference in emotional intelligence of higher secondary school students with respect to gender and locality.
- To find out the significant difference in academic achievement of higher secondary school students with regard to gender and locality.
- To examine the significant relationship between emotional intelligence and academic achievement of higher secondary school students.

### HYPOTHESES

1. There is no significant difference in emotional intelligence of higher secondary school students in respect of gender.
2. There is no significant difference in emotional intelligence of higher secondary school students in respect of locality.
3. There is no significant difference in academic achievement of higher secondary school students in terms of gender.
4. There is no significant difference in academic achievement of higher secondary school students in terms of locality.
5. There is no significant relationship between emotional intelligence and academic achievement of higher secondary school students.

### Method & Sample

Survey method was used for the present study. Sample selected for the study consisted of 200 higher secondary students in Dindigul District. Purposive random sampling method was used for the study.

### Tools

- Emotional Intelligence by Dr. S.K. Mangal & Mrs. Mangal.
- For Academic Achievement, Examination Marks was taken.

### Analysis of Data

**Table 1: Emotional Intelligence of Higher Secondary School Students based on Gender**

Gender	N	Mean	SD	t-value	Level of Significance
Boys	100	42.80	11.182	4.377	Significant at 0.01 level
Girls	100	48.59	7.070		

From Table-1, the calculated t-value 4.377 is greater than the table value 2.58 at 0.01 level of significance. Hence the hypothesis-1 is rejected. Comparing the mean scores, girls are higher than the boys. It may be due to girls have high potential of emotional balance.

**Table 2: Emotional Intelligence of Higher Secondary School Students based on Locality**

Locality	N	Mean	SD	t-value	Level of Significance
Rural	100	43.22	9.82	4.634	Significant at 0.01 level
Urban	100	49.14	8.17		

Table-2 shows that the calculated t-value 4.634 is greater than the table value 2.58 at 0.01 level of significance. Hence the hypothesis-2 is rejected. Comparing the mean scores, urban students are higher than rural students. It may be due to urban students have higher emotional support from their parents and the school teachers.

**Table 3: Academic Achievement of Higher Secondary School Students based on Gender**

Gender	N	Mean	SD	t-value	Level of Significance
Boys	100	46.77	5.067	3.231	Significant at 0.01 level
Girls	100	52.08	15.633		

From Table-3, the calculated t-value 3.231 is greater than the table value 2.58 at 0.01 level of significance. Hence the hypothesis-3 is rejected. Comparing the mean scores of girl's achievement is higher than boys. It shows that girls have higher balanced emotional intelligence and thus it is reflected in their academic achievement.

**Table 4: Academic Achievement of Higher Secondary School Students based on Locality**

Locality	N	Mean	SD	t-value	Level of Significance
Rural	100	45.77	6.21	5.498	Significant at 0.01 level
Urban	100	51.09	7.42		

Table-4 depicts that the calculated t-value 5.4983 is greater than the table value 2.58 at 0.01 level of significance. Hence the hypothesis-4 is rejected. Comparing the mean scores, urban students have higher academic achievement than rural students. It shows that urban students have higher motivational factors than the rural students.

**Table 5: Relationship between Emotional Intelligence and Academic Achievement of Higher Secondary School Students**

Emotional Intelligence vs. Academic Achievement	N	'r' value	Remark
	200	0.212	Significant at 0.01 level

From Table-5, the r-value is 0.212 which is greater than the table value 0.181 for df 198 at 0.01 level of significance. Therefore the hypothesis-5 is rejected.

## DISCUSSION

The relationship between emotional intelligence and academic achievement was planned to investigate in this study at higher secondary school certificate level among students. To achieve this objective, the study was conducted over the 200 students. The academic achievement was taken by the students in the form of obtained marks at their HSSC examinations. Through demographic sheet, other

information including gender, rural urban living status were taken in to account, the effects of demographic variables on emotional intelligence and academic achievement.

Emotional intelligence would be positively related with academic achievement” was supported as there is satisfactory relationship between said variables. The finding was in line with past research (Richardson & Evans, 1997; Abraham, 1999; Parker & Majeski, 2002; Pool, 1997). Researches indicated that emotionally sound students have high academic profile. The second hypothesis anticipated that “female students would have high level of emotional intelligence scores on Emotional Quotient Inventory as compared to male students”. In the current investigation this hypothesis was supported by observed gender difference. Mean difference was significant and indicated that female students are more emotionally sound as compared to the male students. Herbrt and Stepik (2005) found that the female students had higher academic achievement and Emotional Intelligence than male. Bar-on and Cohen, (2003) findings on gender difference also support this hypothesis that girls have better emotional stability comparatively than boys.

Prezerakors (2015), the Aim of the study is to observe the connection between Emotional Intelligence and Academic Achievements. In total 300 students (both boys and girls) from higher secondary schools of this area. The results of the study showed that the overall emotional intelligence as a trait is not strongly related to the students that are girls when compared to boys had a higher overall score in emotional intelligence.

The study related to investigate the sample of 400 students studying XI Std in Kaniyakumari district that were selected randomly. There is no significant difference between male and female students in their emotional intelligence students.

Due to my research compare the above discussion of the study in Dindigul District Students (both boys and girls) has a positive association between academic performance and emotional intelligence has significant relationship that will influence student’s academic achievement. In my study there is no significant difference between emotional intelligence of boys and girls. Girls have high potential of emotional intelligence similarly urban students also have higher emotional intelligence. In academic performance girls achievement is higher than the boys and also in urban students.

### IMPLICATION AND CONCLUSION

The result from this study is estimated to be a positive association between academic performance and emotional intelligence among boys and girls and also rural and urban students. Emotional Intelligence is a key factor to build the career success. Academic Achievement is no use if we cannot develop emotional intelligence to support it. This study is expected to that emotional intelligence has significant relationship that influences student’s academic achievement. This study found that emotional intelligence has been found to successfully predict academic achievement. And also the study recommends that teachers and counseling and psychologist should encourage the development of emotional intelligence in the students through the provision of appropriate counseling intervention programmes and enabling environment. By so doing the academic performance of the students could be improved barring all other teaching-learning obstacles.

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