



REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 9 | JUNE - 2019



THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

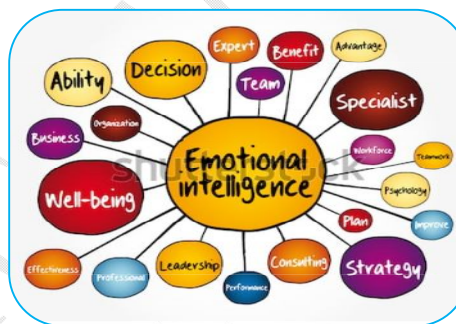
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ABSTRACT:

The present study Emotional Intelligence and Academic Achievement of secondary school students was probed to find the relationship between Emotional Intelligence and Academic Achievement of standard IX and X students. Data for the study were collected using Emotional Intelligence Questionnaire The investigator used stratified random sampling technique for selecting the sample. The sample consists of 300 standard IX and X students. For analyzing data 't' test and Pearson's product moment co-efficient were the statistical techniques used. Finding shows From the that there is a high level of Emotional Intelligence and academic achievement of secondary school students. No significant differences found in Emotional Intelligence and academic achievement with respect to the variables gender, class, type of institutions, locality and medium of instruction. There is a significant relationship exists between Emotional Intelligence and academic achievement and its sub variables.



KEYWORDS: Emotional Intelligence and Academic Achievement , medium of instruction.

I.INTRODUCTION:

Emotional Intelligence refers to a competence to recognize the meanings of feeling and their relationships and to motive and problem-solve on the idea of them. Emotional Intelligence is concerned within the capability to understand emotions, understand emotion-related feelings, observe the data of these emotions, and manage them. Researchers investigated dimensions of emotional intelligence by

measurement connected ideas, like social skills, social competency psychological maturity and emotional awareness, long before the term ' emotional intelligence ' came into use.

Academic achievement represents performance outcomes that indicate the extent to which a person has proficient exact goals that were the focus of activities in instructional environments, specifically in school, college,

and university. School systems mostly define cognitive goals that either apply across multiple subject areas like crucial assessment or include the attainment of knowledge and accepting in a specific academic domain like numeracy, literacy, science, history. Therefore, academic achievement should be considered to be an endowed construct that comprises different domains of learning. **Secondary school.** means **school** intermediate between

elementary school and college and usually offering general, technical, vocational, or college-preparatory courses .

II REVIEW OF RELATED LITERATURE

Melvina N. Amalui (2018) Passionate Intelligence as Predictor of Academic Performance among Secondary School Students in Makurdi Metropolis of Benue State International Journal of Scientific Research in Education, The investigation analyzed enthusiastic knowledge as an indicator of scholarly execution among optional school understudies in Makurdi Metropolis of Benue State. Result demonstrated that there is certain connection between passionate insight and scholastic execution.

T.Sivakalai , Mrs.Nalinilatha (2017) Emotional Intelligence And It Impact On Academic Achievement In Zoology Among Higher Secondary Students International Journal of Research – GRANTHAALAYAH . The study aimed to examine the Emotional intelligence and its impact on academic achievement in zoology among higher secondary students. . The findings reveal that it is inferred that there is a difference in the level of emotional intelligence and achievement in zoology among higher secondary students.

III. PLAN AND PROCEDURE

a. STATEMENT OF THE PROBLEM:

In this highly competitive world, the achievement record of the student is much focused for the betterment of life. Academic achievement is not a single entity. It is being influenced by so many factors. Among those factors, the investigator has selected Emotional Intelligence of the students and finds which contribute itself to the Academic Achievement either individually or combination. The study is entitled as *“The Influence of Emotional Intelligence on Academic achievement of secondary school students”*.

b. OBJECTIVES OF THE STUDY:

1. To find out the level of Emotional Intelligence and Academic achievement of secondary school students.
2. To study the difference in Emotional Intelligence with respect to Gender, Class, Locality , Types of Institutions and Medium of Instructions
3. To study the difference in Academic Achievement with respect to Gender, Class, Locality , Types of Institutions and Medium of
4. To find out the relationship between Emotional Intelligence and Academic achievement of secondary school students
5. To find out the relationship between Emotional Intelligence and Academic achievement of secondary school students with respect to Gender, Class, Locality , Types of Institutions and Medium of Instructions

c. HYPOTHESES:

1. There is no significant difference in Emotional Intelligence of secondary school students with respect to Gender, class, Locality , Types of Institutions and Medium of Instructions
2. There is no significant difference in Academic Achievement of secondary school students with respect to Gender, class, Locality , Types of Institutions and Medium of Instructions
3. There is significant relationship between Emotional Intelligence and Academic Achievement of secondary school students.
4. There is significant relationship between Emotional Intelligence and Academic Achievement of secondary school students with respect to Gender, class, Locality , Types of Institutions and Medium of Instructions

d. METHODOLOGY OF RESEARCH:

The study will adopt a Normative Survey Method. The variables studied are the Emotional Intelligence, and Academic Achievement.

e. SAMPLE:

The sample consists of 300 IX and X standard students from both Government Aided and Unaided schools in Thanjavur Educational District.

f. TOOLS:

1. Emotional Intelligence Scale developed and validated by the *Balasubramanain and Shanty* in 2005 will be used for the study.
2. Academic Achievement scores obtained from the school by the student is to be used for this study.

IV DATA ANALYSIS

i. DESCRIPTIVE ANALYSIS

Table 4.1
shows the Mean and SD of Variable Emotional Intelligence and its sub-variables

variable	No.	Mean	SD
Emotional Intelligence	300	103.37	10.24
Boys	112	101.67	9.14
Girls	118	104.39	10.74
IX	233	103.08	10.19
X	67	104.39	10.44
Rural	200	103.23	10.23
Urban	100	103.66	10.32
Govt.	50	102.42	7.54
Aided	120	101.93	11.41
Unaided	130	105.08	9.81
Tamil	170	102.07	10.4
English	130	105.08	9.81

Figure - 4.1

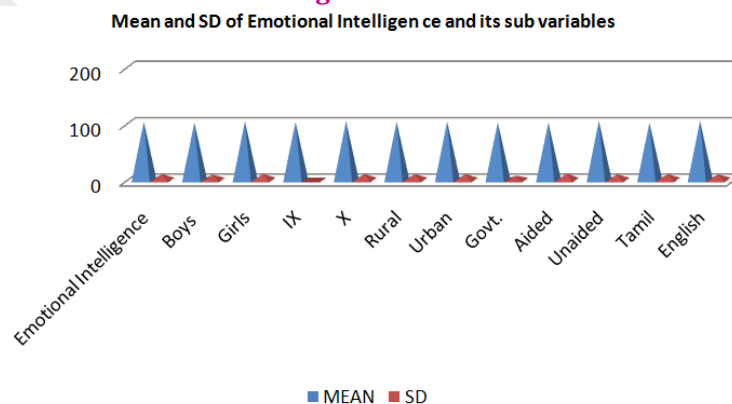


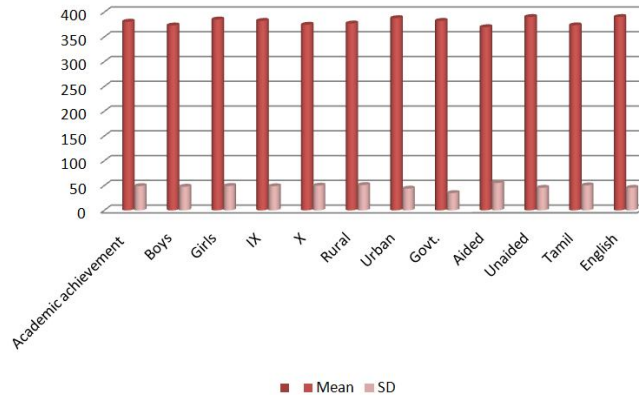
Table 4.2
shows the Mean and SD of Academic Achievement and

its sub-variables

variable	No.	Mean	SD
Academic achievement	300	380.71	48.94
Boys	112	373.152	47.69
Girls	118	385.22	49.24
IX	233	382.47	48.64
X	67	374.61	49.84
Rural	200	377.09	51.02
Urban	100	387.96	43.84
Govt.	50	382.48	34.84
Aided	120	369.67	55.24
Unaided	130	390.23	45.48
Tamil	170	373.44	50.35
English	130	390.23	45.48

Figure 4.2

Mean and SD of Academic Achievement and its sub variables



ii DIFFERENTIAL ANALYSIS
Emotional Intelligence

Table 4.3

shows the Mean SD and 't' value of Emotional Intelligence and its sub-variables

variable	No.	Mean	SD	't'	S
Boys	112	101.67	9.14	0.02	NS
Girls	118	104.39	10.74		
IX	233	103.08	10.19		
X	67	104.39	10.44	0.367	NS
Rural	200	103.23	10.23		
Urban	100	103.66	10.32		
Govt.	50	102.42	7.54	0.74	NS
Aided	120	101.93	11.41		
Govt.	50	102.42	7.54		
Unaided	130	105.08	9.81	0.055	NS
Aided	120	101.93	11.41		

Unaided	130	105.08	9.81		
Tamil	170	102.07	10.4	0.368	NS
English	130	105.08	9.81		

Academic Achievement

Table 4.4
shows the Mean ,SD and 't' of Academic Achievement and its sub-variables

variable	No.	Mean	SD	't'	S
Boys	112	373.152	47.69	0.037	NS
Girls	118	385.22	49.24		
IX	233	382.47	48.64	0.256	NS
X	67	374.61	49.84		
Rural	200	377.09	51.02	0.057	NS
Urban	100	387.96	43.84		
Govt.	50	382.48	34.84	0.041	NS
Aided	120	369.67	55.24		
Govt.	50	382.48	34.84	0.224	NS
Unaided	130	390.23	45.48		
Aided	120	369.67	55.24	0.002	NS
Unaided	130	390.23	45.48		
Tamil	170	373.44	50.35	0.003	NS
English	130	390.23	45.48		

iii.CORRELATION ANALYSIS

Table 4.5

Variable	No.	'r'	S
Emotional Intelligence and Academic Achievement	300	0.745	S
Boys	112	0.726	S
Girls	118	0.751	S
IX	233	0.769	S
X	67	0.692	S
Rural	200	0.71	S
Urban	100	0.85	S
Govt.	50	0.754	S
Aided	120	0.694	S
Unaided	130	0.799	S
Tamil	170	0.7	S
English	130	0.799	S

V FINDINGS, RECOMMENDATIONS AND CONCLUSION

A. FINDINGS

DESCRIPTIVE ANALYSIS**EMOTIONAL INTELLIGENCE**

- The level of Emotional Intelligence of secondary school students seems to be high level.
- Mean score of Girls' Emotional Intelligence is greater than the Boys
- The students studying in X std are at a higher level than the students studying in IX std. with respect to Emotional Intelligence
- The students studying in Government schools are at a higher level than the students studying in Aided schools with respect to Emotional Intelligence
- The students studying in unaided schools are at a higher level than the students studying in Government schools with respect to Emotional Intelligence
- The students studying in unaided schools are at a higher level than the students studying in aided schools with respect to Emotional Intelligence
- Mean score of urban school students Emotional Intelligence is same compared to the rural schools students.
- Mean score of English medium school students Emotional Intelligence is same when we compare to Tamil medium schools students.

ACADEMIC ACHIEVEMENT

- ✓ The level of Academic Achievement of secondary school students seems to be high level.
- ✓ Mean score of Girls Academic Achievement is greater than the boys The students studying in IX std are at a higher level than the students studying in X std. with respect to Academic achievement students.
- ✓ The students studying in Government schools are at a higher level than the students studying in Aided schools with respect to Academic achievement
- ✓ The students studying in Unaided schools are at a higher level than the students studying in Government schools with respect to Academic achievement
- ✓ The students studying in unaided schools are highest level of students studying in aided schools with respect to Academic achievement
- ✓ Mean score of urban school students Academic Achievement is greater than the rural schools students.
- ✓ Mean score of English medium school students Academic Achievement is higher than the Tamil medium schools students.

DIFFERENTIAL ANALYSIS**EMOTIONAL INTELLIGENCE**

- There is no significant difference between boys and girls with respect to Emotional Intelligence among secondary school students.
- There is no significant difference between IX and X std. with respect to Emotional Intelligence among secondary school students.
- There is no significant difference between Government and Aided with respect to Emotional Intelligence among secondary school students.
- There is no significant difference between Government and unaided with respect to Emotional Intelligence among secondary school students.
- There is no significant difference between Aided and unaided with respect to Emotional Intelligence among secondary school students.
- There is no significant difference between Tamil and English Medium school with respect to Emotional Intelligence among secondary school students.

ACADEMIC ACHIEVEMENT

- ✓ There is no significant difference between boys and girls with respect to Academic Achievement among secondary school students.

- ✓ There is no significant difference between IX and X std. students with respect to Academic Achievement among secondary school students.
- ✓ There is no significant difference between Government and Aided with respect to Academic Achievement among secondary school students.
- ✓ There is no significant difference between Government and unaided with respect to Academic Achievement among secondary school students.
- ✓ There is no significant difference between Aided and unaided with respect to Academic Achievement among secondary school students.
- ✓ There is no significant difference between Tamil and English Medium school with respect to Academic Achievement among secondary school students.

CORRELATION ANALYSIS

- ✚ There is a significant relationship between Emotional Intelligence and Academic achievement of secondary school students.
- ✚ There is a significant relationship between Emotional Intelligence and Academic achievement of secondary school students with respect to boys
- ✚ There is a significant relationship between Emotional Intelligence and Academic achievement of secondary school students with respect to Girls.
- ✚ There is a significant relationship between Emotional Intelligence and Academic achievement of secondary school students with respect to class IX.
- ✚ There is a significant relationship between Emotional Intelligence and Academic achievement of secondary school students with respect to class X.
- ✚ There is a significant relationship between Emotional Intelligence and Academic achievement of secondary school students with respect to Government school.
- ✚ There is a significant relationship between Emotional Intelligence and Academic achievement of secondary school students with respect to aided school
- ✚ There is a huge connection between Emotional Intelligence and Academic accomplishment of optional school understudies regarding provincial school
- ✚ There is a huge connection between Emotional Intelligence and Academic accomplishment of optional school understudies regarding urban school
- ✚ There is a huge connection between Emotional Intelligence and Academic accomplishment of optional school understudies regarding Tamil Medium,.
- ✚ There is a noteworthy connection between Emotional Intelligence and Academic accomplishment of auxiliary school understudies as for English Medium.

B. DELIMITATIONS OF THE STUDY

Certain delimitations of the study must be considered. They are listed below:

1. The study has been delimited to a sample of 300 students studying in IX and X standard.
2. The sample used was confined to Sivagangai Educational district of Tamillnadu State
3. The data collected was self-reported and, therefore, subject to the limitations of that process.

C. RECOMMENDATIONS

In light of the discoveries, the accompanying proposals were made:

- Students ought to be created compassion and arranging aptitudes to determine clashes and advance their own and others learning; and
- Emotional remainder should what's to come. Likewise EI preparing system ought to be presented at each dimension of instructive segment for better comprehension of feeling by the understudies and instructors in order to accomplish more noteworthy stature in their scholarly part.

D. CONCLUSION

Focus on educational outcomes has increased in the past decade with state wide high stakes testing and nationwide school accountability programs. In an effort to improve the academic success of students, it has become necessary to examine all components of the educational process in order to maximize the performance of students. Emotion is the basis of all interests and motivations and so is directly related to all human performances and achievements. Emotions are source of motivation, source of enjoyment source of strength and endurance to body. Constant emotional tension may cause poor health like lack of sleep, restlessness, headache, chronic fatigue, insomnia, lack of appetite. Emotional tensions affect the efficiency of the individual, shifts of moods and inconsistency in behaviour. It also affects the memory, increase in forgetting, the individual cannot reason, think and concentrate on a problem. Constant emotional pressure disturbs learning ability. Emotional intelligence is being able to monitor our own and others' feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions. The school personnel, members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school.

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