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## EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF MALE AND FEMALE ADOLESCENT STUDENTS OF DISTRICT JAMMU

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### ABSTRACT:

Adolescence is the turbulent time changed with conflict and moods swings," with this perspective it is not hard to recognize that personality plays a big part in the overall development of adolescents. The prime objective of this piece of work was to study emotional intelligence and academic achievement of adolescent students of District Jammu on the basis of sex dichotomy. Sample of 200 students were selected for this study [male= 100, female =100]. The investigator has employed English version of Inventory developed by Tool of Dr.

S.K Mangal and Mrs. Shubra Mangal was used to collect the collect the data. Mean, S.D and t-test test was used to interpret the data. The study reveals that male and female adolescents do not differ significantly so far as self awareness is concerned. It cannot be said that whether male adolescents are more aware about their selves or female adolescents.

**KEYWORDS:** Adolescence; Emotional intelligence and academic achievement.

### INTRODUCTION

Adolescence is the turbulent time changed with conflict and moods swings with this perspective it is not hard to recognize that personality plays a big part in the overall development of adolescents. It is important to understand that almost all the theorists believe that adolescence is characterized as time of storm and stress. It certainly may have its ups and downs, but much of this normal reaction to the entire physical, emotional and social change taking place. In the field of learning, personality factors are

significantly influential. Educational pattern of today is undergoing complete transformation technologically as well as methodologically. Nothing is more important in educating students than to make them imbibe the right attitude towards teaching. This can be done when we explore into their energies and sentiments which govern their behavior. Emotional intelligence is one of the factors which effects academic achievement. It is generally found among those students who have good emotional intelligence will surely achieve more than others who don't have good emotional intelligence.

**EMOTIONAL INTELLIGENCE**  
The term emotional intelligence

was introduced in 1990 by two American university professors Dr.John Mayer and Dr.Peter Salavey in their attempt to develop scientific measures for knowing the differences in people's ability in the areas of emotion. However emotional intelligence goes to another American Psychologist Daniel Goleman (1998). Goleman (1995) gave a short of answer when he asserted that success depends on several intelligence and on the control of emotions. Specifically he asserted that intelligence alone is no more the measure of success. According to him intelligent account for only 20% of the total success, and the rest goes for emotional and social intelligence. According to Salovey and Mayer (1990), Emotional intelligence is being able to monitor one's own and other's

feeling and emotions. To discriminate among them, and to use this to guide one's thinking and actions. Again Salovey and Mayer(1993) wrote that emotionally intelligent person is skilled in four areas; identifying, using, understanding and regulating components, knowing one's emotions(self awareness) managing them, motivating self, recognizing emotion in other's(empathy and handling relationship).

The social scientists and other educational psychologists are beginning to uncover the study of emotional intelligence to phenomenon.

Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic.

### ACADEMIC ACHIEVEMENT

It is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is the educational goal that is achieved by a student, teacher or institution achieves over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another. Academic achievement is a term used in school when a student does well in academics. They achieve or do well in an area of school and do well in their studies.

The term academic achievement is made up of two words academic and achievement. Academic term has been derived from the word academy which is a school where special types of instructions are imparted. Achievement synonymies with the accomplishment or proficiency of performance in given skills of knowledge.

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Academic achievement is important because today's world is full of educated people. So the chances of getting a very good job are getting tougher day by day. Psychology definition accomplishment and achievement of education through higher learning principles.

Academic achievement has become an educational touchstone since the passage of the federal **No Child Left Behind Act** in 2001, requiring all educators - including school counsellors - to formally define how their jobs and programs impact students' academic growth and contribute to overall school success.

Academic achievement is important because today's world is full of educated people. So the chances of getting a very good job are getting tougher day by day. Companies now a day's do not take workers who are just educated. Psychology definition accomplishment and achievement of education through higher learning principles. Academic achievement has become an educational touchstone since the passage of the federal **No Child Left Behind Act** in 2001, requiring all educators - including school counselors - to formally define how their jobs and programs impact students' academic growth and contribute to overall school success.

### NEED AND SIGNIFICANCE OF THE PROBLEM

Education is said to be the most powerful equalizer of people's endowments, with which they expand the horizon of life choices, grasp economic opportunities, gain higher living standards, pursue happiness, and enjoy a life of well being. It acts as the foundation upon which one can build the rest of their life. Education is considered to be not only a means of improving one's own life but also that of others around one. Therein lies the importance of wholesome education in a child's life. In today's multi-cultural world, education necessitates adjustment. Children with different abilities, different skills, backgrounds and different cultures get educated together, providing them an opportunity to hone their adjustment skills thus acting as a training ground for the rest of their lives. During school life, a

child has to learn to co-exist and cooperate with students and teachers of different religions, different cultures, different opinions and a different outlook towards life.

The students enrolled in secondary classes are experiencing the 'storms and stresses' of adolescence, a very critical stage of their lives. Though adjustment is a major concern at all the stages, it becomes especially critical at the stage of adolescence. Being a phase of rapid growth and development during which physical, sexual and emotional changes occur, adjustment problems are at their peak during this period. In this context an attempt has been made by the researcher to study emotional intelligence and academic achievement of adolescent students of District Jammu on the basis of sex dichotomy.

### **SURVEY OF RELATED LITERATURE**

By reviewing the related literature one can avoid fruitful and useless areas in which positive finding are likely to result and this Endeavour would be likely to add the knowledge in a meaningful way. The most specific reason for reviewing the literature is to know about recommendations of previous researches for further research which they listed in their studies.

### **STUDIES OF EMOTIONAL INTELLIGENCE**

**Bhatia (2010)** in her study "emotional intelligence in teacher training programme" found that there is an increased awareness about the importance of emotional intelligence .Despite this, the teacher are unable to adopt it for leading a more successful life .In this fast changing and stressful situation that students and teacher in schools are facing .It has become absolutely essential for them to find tune their emotional skills. The teacher training curriculum hence must have a module on emotional intelligence for teachers to do.

**Akomolafe (2011)**, made an attempt to study the interactive and relative effect of Emotional Intelligence and locus of control on burnout among the secondary school teachers and has suggested that secondary school teachers should be managed by capable and qualified counselors for desired result to be achieved.

**Chamundeswari, Dr. S, (2013)**. Results show a positive significant correlation between emotional intelligence and academic achievement among the students. Further the students belonging to the central board schools have a higher level of emotional intelligence compared to students in state board but did not differ with students in matriculation board schools at the higher secondary level. Similarly, students belonging to central board schools are found to perform better in academics compared to students in state and matriculation board schools at the higher secondary level.

**Nwadinigwe & Azuka-Obieke**, aimed to examine the relationship between emotional intelligence and academic achievement among senior secondary school students .They revealed that there was a positive relationship between emotional intelligence skills and academic achievement such that developing emotional intelligence skills of a student would lead to the enhancement of his/her academic achievement.

**Nicholls et al.(2012)**, purposed to find the ability of subjects studying accounting at a Canadian University to purposely alter their results on two of the most frequently used emotional intelligence tests(Emotional Quotient Inventory and the Mayer-Salovey-Carsuso Emotional Intelligence Test).They found that subjects can purposely change their emotional intelligence scores to fit the job description and also concluded that neither instrument was clearly better than the other was in the hiring process and both required revision as potential applicants were able purposely to alter their scores.

**Singh Dharvinder & Gupta Karuna (2016)**. No significant gender differences in emotional intelligence among students were found. Significant positive relationship was found between emotional intelligence and academic achievement among secondary school students.

**Singh Dharvinder & Gupta Karuna (2016)**. Emotional Intelligence in Relation to Academic Achievement of Secondary School Students ; Shrinkhla Ek Shodhparak Vaicharik Patrika ; Vol-III \* Issue-VIII\* April-2016 ; RNI : UPBIL/2013/55327 ; P: ISSN NO.: 2321-290X

## PLAN AND PROCEDURE

This study was conducted in Jammu two weeks after the school middle term examination ended. Test instrument were distributed among 200 students. The students were briefed about the aims of the study, and were assured about the confidential treatment of their answer sheets were collected at the end of the class.

The present study includes the methods and procedure adopted for the study. It includes the information about the sample which has been the basis of research and provides a picture of the instrument used for collection of data and statistical techniques employed.

### Selection of tools

In the present study, the instruments employed for the collection of data are  
b) Emotional Intelligence Inventory by **Dr. S.K MANGAL**

### III.2 (b) MANGAL'S EMOTIONAL INTELLIGENCE INVENTORY

The investigator has employed English version of Mangal emotional intelligence. Inventory developed by Dr. S.K Mangal and Mrs. Shubra Mangal. These are responded by the student either in (Yes) or (No). A score of one is awarded to each 'Yes' response which is indicative of emotional intelligence and zero to "No". The higher score in the test indicates the higher level of emotional intelligence and low score reveals low emotional intelligence. The possible range of score on the test is 0-100.

In the present study sex includes male and female students studying in govt. and private schools.

### OBJECTIVE OF THE STUDY

The primary objective of this research was to study emotional intelligence and academic achievement of adolescent students of District Jammu on the basis of sex dichotomy.

### HYPOTHESES

- I) There is a significant difference between male and female adolescent students on emotional intelligence.
- II) There is a significant difference between male and female adolescent students on academic achievement.

### MATERIALS AND METHOD

This research was designed to study the emotional intelligence and academic achievement of adolescent students of District Jammu on the basis of sex dichotomy, as such descriptive method was employed for the study.

### Sample

The sample for the present study was collected randomly from ten higher secondary schools of District Jammu, Jammu. The sample of 200 students were selected for this study [male= 100, female =100].

### Statistical treatment

The data collected was subjected to the following statistical treatment

1. Mean
2. S.D
3. t-test

### Analysis and interpretation

Adolescence is the turbulent time changed with conflict and moods swings," with this perspective it is not hard to recognize that personality plays a big part in the overall development of adolescents. The prime objective of this piece of work was to study emotional intelligence and academic achievement of adolescent students of District Jammu on the basis of sex dichotomy. Sample of 200 students were selected for this study [male= 100, female =100]. The investigator has employed English version of Inventory developed by Tool of Dr. S.K Mangal and Mrs. Shubra Mangal was used to collect the data. Mean, S.D and t-test test was used to interpret the data. Analysis and interpretation are as under :-

**Table - 1**  
**Emotional intelligence of male and female adolescents (composite score)**

S.No.	Gender	N	Mean	Std. deviation	t- value	Level of Significance
1.	Boys	100	90.63	7.62	1.78	Not significant
2.	Girls	100	88.36	5.46		

**The table - 1** reveals that the mean score of boys is 90.63 and mean score of girls is 88.36 respectively. It means that mean score of boys is higher than that of girls. Further the measure of standard deviation for boys and girls is 7.62 and 5.46 respectively. The calculated t-value (1.78) is less than the tabulated t-value (1.96) at 0.05 level of significance, which depicts that there is no significant difference between male and female adolescent students on emotional intelligence (composite score). Thus from the confirmation of the results from the above table, the hypothesis which reads as, "There is a significant difference between male and female adolescent students on emotional intelligence (composite score)." stands rejected.

**Table - 2**  
**Academic achievement of male and female adolescents (composite)**

S.No.	Gender	N	Mean	Std. deviation	t- value	Level of Significance
1.	Boys	100	40.94	4.04	1.19	Not significant
2.	Girls	100	40.22	4.71		

**The table -** reveals that the mean score of boys is 40.94 and mean score of girls is 40.22 respectively. It means that mean score of boys is higher than that of girls. Further the measure of standard deviation for boys and girls is 4.04 and 4.71 respectively. The calculated t-value (1.19) is less than the tabulated t-value (1.96) at 0.05 level of significance, which depicts that there is no significant difference between male and female adolescent students on academic achievement (composite score). Thus from the confirmation of the results from the above table, the hypothesis which reads as, "There is a significant difference between male and female adolescent students on academic achievement (composite score).", stands rejected.

### CONCLUSION

There has been found no significant difference between male and female adolescent students on composite score of their emotional intelligence. It can be concluded that regarding the present sample of male and female adolescents either of the two are emotionally intelligent on the basis of composite score. It has also been found that male and female adolescents do not differ significantly so far as self awareness is concerned. It cannot be said that whether male adolescents are more aware about themselves or female adolescents.

**Implications of the study:** The present study implies that the males being more self motivated is helpful for themselves to cope with their aggression and have beneficial effect on the family as an independent head. The study also explores that females with good self development and management of relations have positive effect on their married life. Taken in combination, the study findings increases our understanding of relationship between various factors of emotional intelligence on male and female adolescents and their achievement in school and latter on success in future life

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