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## A STUDY ON THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF THE STUDENTS OF SECONDARY SCHOOLS IN MALDA DISTRICT

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### ABSTRACT:

The present study was conducted to study the relationship between emotional intelligence and academic achievement of the students of secondary level. The sample consisted of 800 students studying in the 10<sup>th</sup> standard from eight secondary schools of Malda district which were selected by simple random sampling method. The result shows there has not significant relationship between emotional intelligence and academic achievement of the students of secondary level. Boys and girls do not differ in emotional intelligence but significant differences were found in academic achievement of boys and girls of secondary level.



**KEYWORDS:** Emotional Intelligence, Academic Achievement.

### INTRODUCTION :

Academic achievement has always been an ultimate point and main centre of educational purpose. Today main goal of education is to make a pupil to be a successful achiever due to which he or she will achieve success throughout the life. Academic development of students is the primary concern and it is the unique responsibility of all educational institutions. Educationists and psychologists are creating different strategies for increasing academic achievement because the

present education system is achievement oriented. We are living in the age of globalization where our traditional ways of living are in transitional phase. Due to privatization, urbanization and liberalization the youth is in a dilemma where they find themselves unfit and unequipped. A rapid change in family life, pressures of peers and society, today life style and academic challenges etc are the factors where there is an increase in competition and stress. The youth is not able to cope up with the negative emotions which have become a stigma of their life. Students need to be aware of use the different psychological

strategies in order to increase development, so that they can use it easily. Emotional intelligence is one of the most important components.

### EMOTIONAL INTELLIGENCE:

The history of emotional intelligence is as old as the evolution of the human society. The dictionary meaning of emotional intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. Daniel Goleman, father of emotional intelligence referred it as the ability to identify and manage one's emotions

and the emotions of others. Emotional intelligent skills make a person a seek proper synthesis of the activities of head and heart for taking a suitable action, the situation leading to the betterment of performance and getting success in realizing of self-defined goals. It helps to the individuals in recognition and regulation of emotion in oneself and others for the better performance and adjustment also utilize the social skills associated with such type of intelligence.

Emotional intelligence helps individual in the utilization of emotions for the realization of the self-defined goals and accusing the capacity to know and manage the emotions of the self and others in a proper way. The abilities of intra personal to the art of knowing and managing the emotions and realize the proper way of self-defined goals.

### **ACADEMIC ACHIEVEMENT:**

Generally, the performance of the students' in semester, term or any other type of examination is considered as academic achievement. Academic achievement is determined by the students' marks on final examination (based on theory, practical and internal assessment) which were obtained from the educational institution/students marks sheet. In short it can be said that the definition of academic achievement refers to the level of schooling one have successfully completed and the ability to attain success in the particular assessment.

### **EMERGENCE OF THE PROBLEM:**

Academic achievement is the major concern of educational policy makers. It has been accepted the environment both inside and outside the school in which child grows has a great influence on the academic achievement of the students. Among them socio-economic status, learning styles, classroom climate, home environment, personality, anxiety, emotional intelligence, metacognition etc are some much variables. Emotional intelligence is the basic of all human performance and achievements. Emotional intelligences are sources of motivation, sources of enjoyment, sources of strength and endurance to body. Constant emotional tension may cause poor health like restlessness, headache, chronic fatigue, insomnia, lack of hunger etc. so care to be taken to increase the rate of achievement and find out the hindrances that decrease the achievement rate. Hence an attempt is made to relate emotional intelligence with academic achievement of secondary level students.

### **OBJECTIVE OF THE STUDY:**

The objectives of the study are as follow

1. To estimate the relationship between emotional intelligence and academic achievement of the students of secondary schools.
2. To compare the emotional intelligence of boys and girls of secondary schools.
3. To compare the academic achievement of boys and girls of secondary schools.

### **Hypothesis of the study:**

The following hypotheses were framed to achieve the objectives of the study.

Ho<sub>1</sub>. There is no significant relationship between emotional intelligence and academic achievement of the students of secondary schools.

Ho<sub>2</sub>. There is no significant difference in emotional intelligence between boys and girls of secondary schools.

Ho<sub>3</sub>. There is no significant difference in academic achievement between boys and girls of secondary schools.

### **POPULATION AND SAMPLE:**

The present study based on the population of secondary level students of different schools of Malda district, West Bengal. Simple random sampling technique was employed to select the students. The study was conducted on the sample of 800 students taken from eight secondary schools out of which 400 boys and 400 girls of 10<sup>th</sup> standard.

**TOOLS USED:**

The following tools were used for data collection.

- I. Mangal Emotional Intelligence Inventory (2012) by Dr. S.K. Mangal & Mrs. Subhra Mangal. Translated and standardized by the researcher before administrated.
- II. Achievement Test on the syllabus approved by West Bengal Board of Secondary Education to estimate the academic achievements of students.

**Statistical Technique used:**

The following statistical techniques were used for the analysis of the data.

- i. Co-efficient of correlation was employed to examine the relationship between emotional intelligence and academic achievement.
- ii. 't'-test was applied to test the significance of differences between boys and girls.

**Analysis and interpretation of data:**

Analysis of data pertaining to hypothesis- 01

[H<sub>01</sub>: There is no significant relationship between emotional intelligence and academic achievement of the students of secondary schools.]

**Table no. 01**  
**Showing the co-efficient of correlation between academic achievement and emotional intelligence and its significance.**

variable	N	Mean	SD	Co-efficient of correlation	tr	Level of significance
Academic achievement	800	76.5	13.39	0.050	1.42	N.S.
Emotional intelligence		56.02	7.56			

**Interpretation:**

The above table reveals that the value of '*r*' is not significant .05 level. Meaning thereby both the variables do not associated significantly. So the null hypothesis is accepted. Result leads to infer that emotional intelligence and academic achievements of students of secondary schools do not associated significantly.

Analysis of data pertaining to hypothesis- 02

[H<sub>02</sub>: There is no significant difference in emotional intelligence between boys and girls of secondary schools.]

**Table no. 02**  
**Showing 't' between mean score of emotional intelligence of boys and girls of secondary schools.**

Group	N	Mean	SD	SED	t	Level of significance
Boys	400	56.15	7.5	.80	.51	N.S.
Girls	400	55.90	8.11			

**Interpretation:**

The above table represents that the value of 't' is not significant at .05 level. Meaning thereby both the group do not differ significantly on their emotional intelligence. So the null hypothesis is accepted, that means boys and girls do not differ on the nature of emotional intelligence significantly.

Analysis of data pertaining to hypothesis- 03

Ho<sub>3</sub>: There is no significant difference in academic achievement between boys and girls of secondary schools.

**Table no 3.**

**Showing 't' between mean scores of Academic Achievement of Boys and Girls of secondary level.**

Group	N	M	SD	SED	't'	Level of significance
Boys	400	78.05	12.80	.93	2.13	0.05
Girls	400	76.53	13.80			

**Interpretation:**

The above table indicates that the value of 't' is significant at 0.05 level, meaning thereby both the group differ significantly in their academic achievements. So the null hypothesis is rejected. So the boys and girls differ significantly in their academic achievements.

**FINDINGS OF THE STUDY:**

- **Findings pertaining to - Ho<sub>1</sub>**

There is no significant relationship between academic achievement and emotional intelligence of the students of secondary schools. Findings lead to infer that the null hypothesis is retained.

- **Finding pertaining to Ho<sub>2</sub>**

It is observed from the result that 't' between urban boys and girls to their emotional intelligence is not significant at .05 level. Therefore both the group do not differ significantly in their metacognition. Findings lead to infer that the null hypothesis is retained.

- **Findings pertaining to Ho<sub>3</sub>**

The value of 't' between boys and girls to their academic achievements differ significantly, meaning thereby both the group differ significantly in their academic achievement level. Findings lead to infer that the null hypothesis is rejected.

**DISCUSSION:**

In the present study, it is found there is not positive and significant relationship between emotional intelligence and academic achievement. Emotional intelligence may be very useful to social relation, family relation, and personal relation to other. Also in other development of students like healthy personality, stay away from stress, staying free from depression, build good relationship with peers, helps maintain a healthy mental state. But emotional intelligence skills may be important for academic success. Some studies in this regard are found positive and significant. Emotional intelligence influences academic performance and children mental stability. **S.C. Gahar & K.D. Mahsneh (2006)** investigated on emotional intelligence, creativity, and academic achievement. The result was found positive correlation between academic achievement and emotional intelligence. That means students having high emotional intelligence have better academic achievement and vice versa. **Poonam Mishra (2012)** revealed that emotional intelligence is positively correlated to academic achievement of senior secondary students. Some studies related to emotional intelligence and academic achievement are not found positive and significant. A study of **T. Deepa and A.S. Arul Lawrence (2013)** found there was no significant relationship between emotional intelligence and academic achievement of high school students. It also shows no significant relationship between emotional intelligence and socio-economic status. Another study of **Ruchi Dubey (2008)** on relationship between emotional intelligence and

achievement among undergraduate students resulted in that there was no significant relationship between emotional intelligence and achievement among arts and science stream and no relationship between emotional intelligence and academic achievement in various subjects.

### CONCLUSION:

In this study found that there is no significant relationship between emotional intelligence and academic achievement of secondary schools. Also found no significant difference between boys and girls on their emotional intelligence, but significant difference found in their academic performance. Girls are lagging behind boys; several reasons may be, like negative attitude towards girls in the family, awareness, lack of infrastructure and lack of interest for future carrier than boys etc. Many steps from family and administration are needed for girls to increase academic performance to be a successful achiever.

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