



A Study of Emotional Intelligence in Relation to Academic Achievement of Senior Secondary Students

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ABSTRACT: Emotional Intelligence appears to be a core ingredient that has wide- ranging benefits in learning, relationships, and wellness. We educate student with one main objective in mind that is their success or achievement which encompasses student's ability to perform in various school subjects. Thus, the purpose of this study is to find out the relationship of emotional intelligence and academic achievements among senior secondary students. The findings showed that there are significant gender differences in emotional intelligence and Academic achievement of senior secondary students. Emotional intelligence is significantly correlated with academic achievement. It is suggested that the emotional development aspect should be incorporated in our present educational system.

KEYWORDS: Senior Secondary, Emotions, Interpersonal skills, Academic Achievement.

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I. INTRODUCTION

With the dawn of the new century, intelligence and success are viewed under new light. New theories of intelligence have been introduced which are gradually replacing the traditional theories. The student is at the centre of concern, not only his reasoning capacities, but also his creativity, emotional and interpersonal skills (Sharma, 2011). From this confluence of thoughts a new concept of 'emotional intelligence' has emerged. The term emotional intelligence was first described by Salovey and Mayer (1990) as a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. It was made popular by Goleman (1995) who defined it as the ability to sense, understand, value and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence. Since then, the general notion of emotional intelligence became widely popular and a good quantity of work i.e. articles, books, researches and models have been carried out in this domain of knowledge. IQ alone is no more the only measure for success; emotional intelligence, social intelligence and luck also play a big role in the person's success and adjustment (Goleman, 1998). The literature suggests that emotional intelligence plays a key role in determining success in life and it becomes more important as people progress up the career ladder (Kolb & Hanley-Maxwell, 2003). Emotional Intelligence is not, in itself, sufficient to create optimal outcomes for adolescents. However, the way of emotional intelligence being used, both by adolescents and those who support them have a powerful effect on their lives. Emotional Intelligence appears to be a core ingredient that, when developed and well employed, has wide- ranging benefits in learning, relationships, and wellness. We educate student with one main objective in mind: their success or achievement which encompasses student's ability to perform in various school subjects. Students in senior secondary school are in their second decade of life which is marked by the onset of puberty. Stanley Hall opined that it is a period that is characterized by "storm and stress". Clearly, there is reason to be concerned about the well-being of early adolescents. Educators often underestimate the importance of developing student's abilities to adapt or adjust and get along with people; however, students learning ability depends up on their experience and ability to adjust and cope with people (Elias, 2001). Emotional intelligence impacts adaptability. Students with high emotional intelligence have high degree of adaptability, due to which they are well adapted in their environment enabling them to perform well in their academic subjects (Sharma, 2011). Thus, emotions are the driving force, which help adolescents to cope with circumstances and have a vibrant life.

There is a huge concern among the Principals, teachers and parents that the academic achievement is deteriorating day by day. Therefore, discussing the means and ways through which academic achievement could be increased is the need of the hour. Achievement is intricately related to human growth, intellectual, emotional, social and physical development as it reflects the whole child. Low and Nelson (2005) reported that Emotional Intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively. Sharma (2011) reported that the student having high emotional intelligence are well adjusted in their life and show better academic achievement. Emotional Intelligence is positively related with academic achievement of selected respondents. Similarly, to achieve better, the learner should have knowledge about himself-that is the self-emotions. Unless he knows about himself, and understands his own strengths and weaknesses, he may not perform well. But in most of the schools it is observed that the children are compelled to take up certain works though they are incapable of doing them. In order to realize this, teachers are advised to plan their instructional process with a sound background of the learners' growth and development. Hence there exists a need to know the influence of psychological factors in increasing the vim and vigor of the learner.

Therefore, it was proposed to study emotional intelligence in relation to academic achievement of students of the teenage group.

1.1 Significance of Study

It is worth recalling the four pillars of learning i.e., "learning to know, learning to do, learning to be, learning to live together as mentioned in UNESCO's historic report of the "International Commission on Education in the 21st Century". The last two pillars clearly indicate the 'Emotions' to be evolved and strengthened among students through suitable learning strategies. In short the formation of emotional skills is much easier in the formative years from birth to the late teens; schools in the Indian context would be the right place to inculcate emotional skills in children.

School teachers and parents always have been concerned about children's academic success. Students with low emotional intelligence may lack self esteem, display poor social skills and experience troublesome interpersonal relationships with peers and with the administration. Their deficiency in academic performance compounds the problem by raising the level of frustration for student and teacher. However, the combination of IQ and EQ makes one successful in various aspects of general life including examinations. Thus it would not be wrong to say that emotions, not IQ, may be the true measure of human intelligence.

After reviewing the literature, it has been found that less work has been done in India on Emotional Intelligence and academic achievement at the school level. The purpose of this paper is study the relation of emotional intelligence and academic achievements and how they are interrelated.

1.2 Statement of Problem

'A study of emotional intelligence in relation to academic achievement of Senior Secondary Students'

1.3 Objectives

The main objective is spelt out as given below.

- 1) To study the Emotional Intelligence of Senior Secondary Students.
- 2) To find out the relationship among Emotional Intelligence and Academic Achievement of Senior Secondary Students.
- 3) To find out if there is any significant difference in Emotional Intelligence among the sub samples based on the selected variables.

1.4 Hypotheses

The following hypotheses are framed:

- 1) There will be significant difference in Emotional Intelligence of senior secondary boys and girls.
- 2) There will be significant difference in Academic Achievement of senior secondary boys and girls.
- 3) There will be significant relationship between emotional intelligence and academic achievement of senior secondary students.

II. METHODOLOGY

The descriptive survey method has been adopted in this study.

2.1 Sample

Present study was conducted on 80 senior secondary students from different government schools of Patiala district (Punjab)

2.2 Tool Used

Emotional Intelligence scale developed by Schutte et.al. (1998) was used in this study. Internal consistency on cronbach's alphas is 0.90 and Reliability for test-retest is 0.78. The predictive validity is 0.32. Academic achievement was percentage of the marks attained by students in the Secondary School Leaving Certificate (SSLC) examination.

2.3 Delimitations of the Study:

1. The present study was confined to Co-Ed. Senior Secondary students only.
2. The sample was restricted to 80 students from class XI.
3. The present study was confined to government schools only.
4. Sample for schools were confined to Patiala district only.

III. RESULTS AND INTERPRETATION

In order to achieve the objectives of the study, the data was collected and analyzed with the help of statistical techniques. The presentation, interpretation and discussion of the data is as follow:

Table-1 Emotional Intelligence and Academic Achievement of Senior Secondary Students

Variable	Number	Mean	Median	Mode	Range
Emotional Intelligence	80	125.25	127	124	79-168
Academic Achievement	80	60.07	60	69	35-92

1. It is evident from table-1 that the observed mean scores on emotional intelligence of entire sample was 125.25, range came out to be 79-168. The median, mode values were 127 and 124 respectively. While, the Academic Achievement mean score of entire sample was 60.07, Range came out to be 35-92. The median, mode values were 60 and 69 respectively.

Table-2 Emotional Intelligence among Senior Secondary Students in Relation to Gender

Gender	N	Mean	SD	Value
Girls	40	129.6	13.05	9.22*
Boys	40	121.3	19.49	

*Significant at 0.05 level

2. It is clear from the table no. 2 that mean score on emotional intelligence of girls was 129.6 with SD 13.05 and that for boys was 121.6 with SD 19.49. The t-value came out to be 9.22 which is significant at 0.05 level. This shows that senior secondary girls and boys differed significantly in emotional intelligence. Therefore the hypothesis no. 1, “There will be significant difference in Emotional Intelligence of senior secondary boys and girls” was retained. Results revealed significant gender difference in the emotional intelligence of senior secondary students.

Table -3 Academic Achievement among senior secondary students in Relation to Gender

Gender	N	Mean	SD	Value
Girls	40	62.4	14.7	5.57*
Boys	40	57.73	13.46	

* Significant at 0.05 level

3. It can be seen from table no. 3 that mean score of Academic Achievement of Girls students of senior secondary school was 62.4 (SD-14.7) as compared to mean score of Academic Achievement of boy students which was 57.73 (SD 13.46). The t-value calculated for this group was 5.57 which was significant at 0.05 level. Hence the hypothesis no. 2, “There will be significant difference in Academic Achievement of senior secondary boys and girls” was accepted. All these findings reveal that girl students have higher academic achievement than boy students.

Table-4 Coefficient Correlation of Emotional Intelligence and Academic Achievement of Senior Secondary students (N=80)

Variable	Coefficient Correlation
Emotional Intelligence	.011 * Significant at 0.05 level
Academic Achievement	

4. It is understood from the table-4 that the relationship of emotional intelligence with academic achievement of senior secondary students was exist. The coefficient of correlation was 0.011 which was significant at 0.05 level. Thus, the hypothesis no 3 “There will be significant relationship between emotional intelligence and academic achievement of senior secondary students” was accepted. Hence, results of study revealed that there was a significant relationship between emotional intelligence and academic achievement of senior secondary students.

IV. DISCUSSION

1. Results of the present study revealed that there are significant gender differences in emotional intelligence of senior secondary students. Senior Secondary girls possessed more emotional intelligence than boys. This may be because they are brought up with values of care and empathy. These results are in line with the findings of Kasavan (2009), Ebrahimi (2013) Patel (2013). It is concluded that gender plays significant role in emotional intelligence.
2. The results of present study also revealed significant difference in academic achievement with respect to gender. Girl students have high academic achievement than boys. It may be due to equal educational opportunities, Career orientation and hard work towards studies bring girls forefront. These results are in accordance with the findings of Vasanthi, A. (2010). It is concluded that girl students are intelligent than boys.
3. Emotional intelligence is significantly correlated with academic achievement. This may be because emotional intelligence built healthy relationship and develop personality. This further enhances focus and concentration in studies. This finding supports the findings of Kasavan (2009), Sharma (2011), Fayombo (2012) Mishra (2013). It is concluded that emotional intelligence and academic achievement are positively correlated.

V. RECOMMENDATIONS

All over the world, Parents, Teacher, stakeholders are findings ways and means to improve the student's academic achievement. Research's are carried on this aspect and found that academic achievement is dependent on various factors. Thus, the findings of present study may help to improve the academic achievements of students. It is observed from findings that emotionally intelligent students perform better in studies. Therefore, there is need to incorporated the emotional development aspect in our present educational system. Good practices, life skills, mindfulness techniques should be included in curriculum at various level.

VI. CONCLUSION

Today's education focuses on balanced development of personality. It equally emphasizes intellectual aspect as well emotional aspect of students. Emotional intelligence is as important as intellectual intelligence or even more when we observe successful people. Successful people in the world have more EI level than IQ level. Present study results revealed that emotional intelligent students achieve high score. Hence, there is a need to develop emotional intelligence among students.

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