



EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS

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Abstract: *The aim of the study is to examine the Emotional Intelligence and Academic Achievement among Adolescents. The sample comprised of 100 college students ranging in age between 16-17 years studying in Junior and Senior Intermediate in Tirupati town. The sample consisted of 50 Boys and 50 Girl Adolescents. The participants were administered with Emotional Intelligence scale developed by Mangal and Mangal (2004). Chi – square test was used for analysis of the data. The results of the study indicate that there is significant difference between Emotional Intelligence and Academic Achievement among Adolescents.*

Key words: *Emotional Intelligence, Academic Achievement, Intelligence quotient*

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INTRODUCTION

The rapid development of the era is challenging the adolescents to face the wave of globalization. Thus, the ability to control the emotions has become important for not carried away by the flow of negative and evil elements. A high emotional intelligence helps to maintain a state of harmony in oneself and finally be more self-confident in dealing with the challenges of living and learning in educational institutions. Emotional Intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands and pressures (Bar-On, 2006). It is that part of the human spirit which motivates us to perform, which gives us energy to demonstrate behaviours such as intentionality, persistence, creativity, impulse control, social deftness, compassion, intuition and integrity (Kapp, 2002). Lam and Kirby (2002) are of the opinion that emotional intelligence involves perceiving, understanding, and regulating emotions.

High emotional intelligence can contribute to a student in the learning process (Goleman, 1996; Elias, Ubricco, Reese et al., 1992, Svetlana, 2007). Students low on emotional intelligence may find failure more difficult to deal with, which undermines their academic motivation (Drago, 2004). Academic motivation is defined as enthusiasm for academic achievement which involves the degree to which students possess certain specific behavioural characteristics related to motivation (Hwang et al, 2002). It is the orientation to the actions which is important to compel with the perfect standards. Goc (2010) has stated the factors affecting students

achievement motivation as; effectiveness of the teacher, friends, the individual's attitude towards school, students' perceptions about their own abilities, past experiences (positive or negative), the importance given to the student's success, parents approaches towards their children and school.

For many years educators, professionals and the public alike have been focusing on the intellectual achievement of individuals. In the past, perceived cognitive potential, more than any other factor has been seen as a predictor of academic achievement. It has, however, been established that despite an individual having the intellectual potential to succeed at institutions of higher education, he/she may experience difficulty dealing with emotional



issues, have poor relationships, and be ineffective in his/her decision making (Goleman,1995). These observations, among others, have led to the realization that individuals from changing populations may require more than intellectual abilities to exist and thrive academically.

All students experience frustration and failure to achieve their goals. They depend on the strength of fortitude to control their negative thoughts and feelings. If they are able to control emotions, they will achieve the academic goals as well (Dweck, 1996). Finnegan (1998) argued that school should help students learn the abilities underlying the emotional intelligence. This he believes could lead to achievement from formal education years of the child. Likewise, Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools' curricula. Parker et al (2004) in their study found that highly successful students scored higher than the unsuccessful group on emotional intelligence. In the same vein, Low and Nelson (2004) reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively. A study conducted by Rode et al (2007) predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, majority of academic work is self-directed, requiring high levels of self-management. Therefore, individuals with high emotional intelligence would perform better academically. Similarly, a study conducted on children aged 4 years found that controlling the impulses of action have shown their ability in achieving good academic and good social skills when they are in their adolescence (Shoda, Mischel, and Peake, 1990). Contribution of emotional management to academic performance was also supported by research done by Mac Cann et al (2011). The results suggest that better educational outcomes might be achieved by targeting skills relating to emotion management and problem-focused coping. Svetlana (2007) suggests the need to incorporate emotional intelligence training into secondary education curricula, due to a significant relationship between emotional intelligence and academic achievement.

The intent of this study was to examine the relationship between emotional intelligence (EI) and academic achievement motivation among adolescents. Scant research exists on the relationship of emotional intelligence and academic achievement motivation in India. There



are two major reasons for this. First, the emotional intelligence [EI] construct is relatively new (Mayer & Salovey, 1990). Second, a century of research on general intelligence and cognitive performance has overshadowed the role of non-cognitive EI factors that may effect academic achievement. This has led to a consensus among educators that cognitive factors, like high scores on intelligence tests, predict student performance in college (Jensen, 1998). Yet, many students still fail to live up to their true potential despite their Intelligence Quotient or previous academic performance. Conversely, some college students with mediocre grades have managed to complete a college or university education. Both of these examples suggest that other factors, specifically non-cognitive Emotional Intelligence factors, may be at work. In essence, the importance of emotional intelligence on academic achievement motivation has been found to be very significant. Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the relationship of emotional intelligence to academic achievement motivation most especially in country like India, where most researchers are yet to show interest in the construct. Investigations that address the interrelatedness of emotional intelligence and elements of academic achievement at institutions of higher education will strengthen the relationships between these constructs.

OBJECTIVE

- To study the relationship between Emotional Intelligence and academic achievement among Adolescents.

HYPOTHESIS

- There is no significant difference between Emotional Intelligence and Academic Achievement

METHODOLOGY

The sample of the study consisted of 50 Boys and 50 Girls in the age group of 16-17 years. The sample were selected by using stratified random sampling technique with respect to the geographical back ground. The following grades like Above average, Average and Below Average was marked according to the grades achieved in 10th class for 16 years age group and junior intermediate grades were considered for 17 years age group. The sample consisted of several areas. Emotional Intelligence scale developed by Mangal and Mangal (2004) was used to measure Emotional Intelligence of the participants. The tool consisted of



100 items measuring the emotional intelligence. The respondents were marked to respond either Yes or No. The scoring was one mark for Yes and Zero mark for No Response.

RESULTS

Table 1: Distribution of sample according to Gender, class and Age

S.No.	Variable		Number	Per cent
1	Gender	Boys	50	50
		Girls	50	50
		Total	100	100
2	Class	Junior Inter	50	50
		Senior Inter	50	50
		Total	100	100
3	Age	16 years	50	50
		17 years	50	50
		Total	100	100

Table 1 presents data regarding the distribution of sample according to Gender, Class and Age. A sample of 50 Boys and 50 Girls were selected in Junior and senior Intermediate in the age group of 16 and 17 years.

Table 2: Distribution of grades according to academic achievement.

S.No	Grades	Frequency	Percent
1	Above Average	26	26
2	Average	41	41
3	Below Average	33	33

The above table shows that among 100 adolescents 41 per cent have secured average grades and 33 per cent have below average and 26 per cent have above average grade. Majority of the students have above average grade.

Table 3: Distribution of Gender and Academic Achievement among adolescents

S.No.	Grades	Gender				Total
		Boys	Percent	Girls	Percent	
1	Above Average	7	14	19	38	26
2	Average	23	46	18	36	41
3	Below Average	20	40	13	26	43
	Total	50	100	50	100	100

Table -3 shows the distribution of Gender and academic achievement among adolescents. Among Boys 46 per cent have secured average and 40 per cent are below average and only



14 per cent have above average grades. Among girls 38 per cent are above average and 36 per cent average and 26 per cent are below average. It is evident that majority of the girls had above average grades than boys.

Table 4: Distribution of Academic Achievement and Emotional Intelligence among Adolescents

Emotional Intelligence	Grade			Total	Chi-square value
	Above Average	Average	Below Average		
Good	11	0	0	11	79.908 ($p < 0.000$)
Average	15	35	07	57	
Poor	0	6	23	29	
Very poor	0	0	3	3	
Total	26	41	33	100	

From the table it is clearly evident that there is significant association between Emotional Intelligence and Academic Achievement among Adolescents. The chi – square value was found to be 79.908 which was significant at 0.05 level. Therefore the hypothesis is rejected.

CONCLUSION

Students with high emotional intelligence show better academic performance than the students with low emotional intelligence.

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