



A STUDY OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract: *This study examined the relationship of emotional intelligence and the academic achievement of the secondary school students of Rohtak city. Emotional intelligence and Academic Achievement are the two facets of students' life that determines the success of life. These are helpful in shaping the personality traits, creativity, behavior and achievement of students if well analyzed on time. Emotional Intelligence is an important element to driving innovation at educational institutions. The study used a sample of population from the secondary school students of IX class. The study found that emotion regulation ability enables students to maintain higher positive affect (e.g., excitement and enthusiasm) while emotion facilitation ability enables students to use their positive affect to enhance their academic skills, as measured at the time of investigation. The study reveals that there exists a significant and positive relationship in academic achievement of secondary school students with respect to their emotional intelligence. The students should be motivated by their teachers and parents to maintain their academic achievement level. For the progress and development of our nation we need youth in every field. Therefore, we should take due care to enhance their academic achievement. Students can also be trained to increase their abilities and managing their emotional states and responses to academic requirements.*

Keywords: *Emotional Intelligence, Academic Achievement, Secondary Schools.*

INTRODUCTION

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the unfoldment of learner's potentialities, enlargement of their competencies and values. Recognizing such an enormous potential of education, all progressive societies have committed themselves to the universalization of education with an explicit aim of providing "quality education for all". According to T. Raymont "Education is that process of development which consists the passage of human being from infancy to maturity, the



process whereby he adapts himself gradually in various ways to his physical and spiritual environment”.

UNESCO has declared Education as a human right, which means, Education is the right of the people living in a particular country and it is the duty of the Government to make provisions for imparting education to the people living in that country. In order to achieve this aim of Education as a human right, the education has been made free, compulsory and universal: at the primary level as a first step in this direction. Moreover the primary education has also been made as a fundamental right. At present, the education comes under the directive principles, but after a bill being passed in the Parliament, the primary education will become the fundamental right, where it is the right of the children to receive education between the age 6-14 years at the primary level and the Government has to make the provisions for the same. Formal system of education has not been able to provide education to all, who come within the age group of 6-14 years, because of the explosion of population. Therefore, we have to think of alternatives to provide education to all the children, who come within this age group. The alternative to formal education appears to be non-formal mode of education, where we can impart education to the children of this age group from a distance. That is why distance education is gaining a rapid momentum. So we can say that distance education, non-formal education, correspondence education all have emerged as alternatives to the formal system of education, which can help in achieving the aims of education as a fundamental right and also education for all, who come within this age group. Aristotle once said, the difference between educated and illiterate persons is the same as we find between the living and non-living. Aristotle here compared illiterate persons as non-living beings because they do not contribute anything useful for the progress of the society.

Every child is born with some intellectual potential which grows and develops with the help of maturity and experiences. Similarly one is also born with some innate emotional intelligence in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. This potential is liable to be developed or damaged as a result of one's experiences. The difference here is between the development pattern of innate emotional intelligence and general intelligence as a result of maturity and



experiences. Where general intelligence is generally not subjected to decline or damage with life experiences, the emotional intelligence can be either developed or destroyed depending upon the type of environmental experiences one gets in one's future life. However here are enough chances that unhealthy environmental influences or lessons taught by the parents, teachers and other models may lead to the declining or damaging of one's innate or previously held level of emotional intelligence. In this way, whatever a person's emotional intelligence at a particular time in life is that level of his emotional intelligence which is with him at that time as a result of the ongoing emotional lessons or life experiences. This level or potential of one's emotional intelligence is relatively measured through some tests of situations in life, resulting in one's emotional quotient (E.Q.), a relative measure of one's emotional intelligence or potential. Therefore, a high emotional intelligence helps to maintain a state of harmonies and quiet in oneself and finally one becomes more self-confident in dealing with the challenges of living and learning.

"Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life." Research in brain-based learning suggests that emotional health is fundamental to effective learning. According to a report from the National Center for Clinical Infant Programs, the most critical element for a student's success in school is an understanding of how to learn i.e. Emotional Intelligence. The key ingredients for this understanding are confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate and ability to cooperate. These traits are all aspects of emotional intelligence. Basically, a student who learns to learn is much more apt to succeed. Emotional intelligence has proven a better predictor of future success than traditional methods like the GPA, IQ, and standardized test scores. Hence, the great interest in emotional intelligence on the part of corporations, universities, and schools nationwide is needed. Building one's emotional intelligence has a lifelong impact. Many parents and educators, alarmed by increasing levels of conflict in young school children-from low self-esteem to early drug and alcohol use to depression, are rushing to teach students the skills necessary for emotional intelligence.



Since emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them (Goleman, 1995). In the modern world, education is getting widened and there is a cut-throat competition among students to excel. Students feel difficult to control their emotions in order to face various situations in school life. It is imperative to manage the stress and strain to keep pace with the demands of the world. Success in academics can be predicted more by emotional measures.

STATEMENT OF THE PROBLEM

A study of relationship between emotional intelligence and academic achievement of secondary school students

SAMPLE

The sample for this study consisted of 200 students of secondary schools affiliated to C.B.S.E. of Rohtak city. Firstly, a detailed list of all secondary schools of Rohtak city was collected from the office of the District Education Officer. Each school was written on a separate chit and each chit was folded and then was put in a box along with other chits. Now four chits were randomly selected for selection of the schools. After selection of the schools, the investigator reached the school and got assembled all the students of 9th class and list such students who were found present were prepared for data collection. However, academic achievement of the students was determined on the basis of marks obtained in 8th class of Board Examination.

TOOLS USED FOR THE STUDY

The following tools were used for the study:

Mangal emotional intelligence inventory developed by Mangal and Mangal (2004) and the Academic Achievement: Academic achievement data consisted of the total percentage of marks obtained in their previous year annual examination

OBJECTIVES OF THE STUDY

Objective 1: To find out the relationship between emotional intelligence and academic achievement of secondary school students

Hypothesis 1: There is no significant relationship between emotional intelligence and academic achievement of secondary school students



Table 4.1 Coefficients of Correlation (r) between Emotional Intelligence and Academic Achievement of Secondary School Students

Sr. No.	Variables	N	Coefficients of Correlation (r)
1.	Emotional Intelligence	200	0.182**
2.	Academic Achievement	200	

** Significant at 0.05 level of significance

The Table 4.1 reveals that coefficient of correlation (r) between emotional intelligence and academic achievement of secondary school students is 0.182 which is positive and significant at 0.05 level of significance. So the null hypothesis “There is no significant relationship between emotional intelligence and academic achievement of secondary school students” is rejected. Thus it can be interpreted that there is significant and positive relationship between emotional intelligence and academic achievement of secondary school students. So it can be concluded that more the emotional intelligence more the academic achievement.

Objective 2: To find out the relationship between emotional intelligence and academic achievement of male secondary school students

Hypothesis 2: There is no significant relationship between emotional intelligence and academic achievement of male secondary school students

Table 4.2 Coefficients of Correlation (r) between Emotional Intelligence and Academic Achievement of Male Secondary School Students

Sr. No.	Variables	N	Coefficients of Correlation (r)
1.	Emotional Intelligence	110	-0.120 (NS)
2.	Academic Achievement	110	

NS= Not Significant

The Table 4.2 reveals that coefficient of correlation (r) between emotional intelligence and academic achievement of male secondary school students is -0.120 which is negative and not significant at 0.05 level of significance. So the null hypothesis “There is no significant relationship between emotional intelligence and academic achievement of male secondary school students” is accepted. Thus it can be interpreted that there is no significant relationship between emotional intelligence and academic achievement of male secondary school students.



Objective 3: To find out the relationship between emotional intelligence and academic achievement of female secondary school students

Hypothesis 3: There is no significant relationship between emotional intelligence and academic achievement of female secondary school students

Table 4.3 Coefficients of Correlation (r) between Emotional Intelligence and Academic Achievement of Female Secondary School Students

Sr. No.	Variables	N	Coefficients of Correlation (r)
1.	Emotional Intelligence	90	0.252**
2.	Academic Achievement	90	

** Significant at 0.05 level of significance

The Table 4.1 reveals that coefficient of correlation (r) between emotional intelligence and academic achievement of secondary school students is 0.252 which is positive and significant at 0.05 level of significance. So the null hypothesis “There is no significant relationship between emotional intelligence and academic achievement of female secondary school students” is rejected. Thus was interpreted that there is significant and positive relationship between emotional intelligence and academic achievement of female secondary school students.

Objective 4: To find out the relationship between emotional intelligence and academic achievement of rural secondary school students

Hypothesis 4: There is no significant relationship between emotional intelligence and academic achievement of rural secondary school students

Table 4.4 Coefficients of Correlation (r) between Emotional Intelligence and Academic Achievement of Rural Secondary School Students

Sr. No.	Variables	N	Coefficients of Correlation (r)
1.	Emotional Intelligence	88	0.145 (NS)
2.	Academic Achievement	88	

NS= Not Significant

The Table 4.1 reveals that coefficient of correlation (r) between emotional intelligence and academic achievement of rural secondary school students is 0.145 which is positive but not significant at 0.05 level of significance. So the null hypothesis “There is no significant relationship between emotional intelligence and academic achievement of rural secondary school students” is accepted. Thus it is interpreted that there is no significant relationship



between emotional intelligence and academic achievement of rural secondary school students.

Objective 5: To find out the relationship between emotional intelligence and academic achievement of urban secondary school students

Hypothesis 5: There is no significant relationship between emotional intelligence and academic achievement of urban secondary school students

Table 4.5 Coefficients of Correlation (r) between Emotional Intelligence and Academic Achievement of Urban Secondary School Students

Sr. No.	Variables	N	Coefficients of Correlation
1.	Emotional Intelligence	112	0.218**
2.	Academic Achievement	112	

** Significant at 0.05 level of significance

The Table 4.5 reveals that coefficient of correlation between emotional intelligence and academic achievement of urban secondary school students is 0.218 which is positive and significant at 0.05 level of significance. So the null hypothesis “There is no significant relationship between emotional intelligence and academic achievement of urban secondary school students” is rejected. Thus it is interpreted that there is significant and positive relationship between emotional intelligence and academic achievement of urban secondary school students.

FINDINGS OF THE STUDY

- A significant and positive relationship is found between emotional intelligence and academic achievement of secondary school students
- No significant relationship is found between emotional intelligence and academic achievement of male secondary school students.
- A significant and positive relationship is found between emotional intelligence and academic achievement of female secondary school students.
- No significant relationship is found between emotional intelligence and academic achievement of rural secondary school students.
- A significant and positive relationship is found between emotional intelligence and academic achievement of urban secondary school students



- No significant relationship is found between emotional intelligence and academic achievement of urban male secondary school students.
- No significant relationship is found between emotional intelligence and academic achievement of urban female secondary school students.
- No significant relationship is found between emotional intelligence and academic achievement of rural male secondary school students.
- No significant relationship is found between emotional intelligence and academic achievement of rural female secondary school students

EDUCATIONAL IMPLICATIONS

The study reveals that there exists significant and positive relationship in academic achievement of secondary school students with respect to their emotional intelligence. The students should be motivated by their teachers and parents to maintain their academic achievement level. For the progress and development of our nation we need youth in every field. Therefore, we should take due care to enhance their academic achievement .In nutshell, a child's emotional life has an impact on child's academic success and social adaptation both in and out of the classroom. Teaching emotional skills and social skills is very important at school. It can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long term effect on achievement. The emotions, feeling and values are for a person's achievement in life. Quality emotions and feeling help students to show their best potentials in the classroom. The study will help the policy makers and educationists to provide better provisions and opportunities to the students to achieve their goals in all areas from early schooling.

The study reveals the need for implementing certain strategies in schools to enhance the student's performance with a good amount of emotional intelligence. School is a place where environment is created for students, to learn desirable behaviour. It is generally said that start with a child from where he is in other words anyone who is trying to create effective learning environment for his students should know the present status of them and should improve his students' study habits. The teachers should know the nature of his students.



The study will also help the curriculum designers to modify the present curriculum and make it more activity oriented by supplementing it with aids, advice and facilities related to curriculum activities to enhance the non academic achievement of the students.

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