Emotional Intelligence of Middle Stage Students in Relation to their Academic Achievement

Mukesh Kumar[1], S.S. Kushwaha[2]

[1]Research Scholar, Institute of Education, Bundelkhand University, Jhansi (U.P.)
[2]Associate Professor, V.M.L. Government Girls' Degree College, Jhansi (U.P.)

Abstract

The present study was conducted on middle stage students to analyse the relationship between their emotional intelligence and academic achievement which are very vital for success in life. Academic achievement is the most important goal of education in the mind of students and their parents as well in society. On the basis of descriptive survey method, the sample of 520 middle stage students was drawn from Kanpur Nagar and Kannauj districts of U.P. with the help of stratified random sampling technique. Emotional Intelligence scale prepared by A. K. Singh and Shruti Narayan was utilised for collection of data. The academic achievement was measured through the previous year annual exams results scores. With the help of SPSS Pearsons product moment correlation coefficient 'r' was calculated between the two variables. The positive low correlation was revealed.

Key terms: Emotional Intelligence, Academic Achievement and Middle Stage

Introduction

In todays' economic world, every country is in walk of industrialization, computerization, internet and ICT. They are in haste to surpass other nations. The people are being oriented towards the achievement for economic world. People are also running behind money, wealth and status. By the side the personal factors are being neglected. This one-sided development has created a huge gap between economic and human development. The progress of a nation depends on its citizen. The pattern of this development is leading to fragmentation in personality which resulting in mounting incidence of psychosis, intolerance, violence, crime and corruption in society. Values, cultural patterns and emotional feelings are going down. It cannot be expected that a society composed of individuals with poorly developed personality having inadequate human value, incapable to adjust in environment and having poor emotional intelligence and self-concept will be able to maintain progressive trend. The Indian society is becoming more and more materialistic, emotional pressure increasing day by day. There is need to minimize rather check these mall factors at early stage of life.

Therefore, the researcher thought it appropriate to select one effective factor that is emotional intelligence and locate its relationship with academic achievement which is very important in today's progressive life. The academic achievement is an image of student about his performance in study. The study subjects will be of middle stage students. In middle stage of schooling, the students fall in early stage of adolescence which is the crucial period of human life. So far, many studies have been done on both variables, like Gakhar (2003) conducted a study on emotional intelligence and socio-demographic variables and

achievement. Study revealed significant difference in the emotional intelligence of students due to urban-rural institutional difference. Akbar & Shah et al. (2011) during their investigation on the relationship between emotional intelligence and academic achievement among students of higher secondary schools and found significant positive correlation between the two.

It means better emotional intelligence exhibit better academic performance.

Statement of the Problem

"A Study of Emotional Intelligence of Middle Stage Students in Relation to their Academic Achievement."

Definition of the Terms
Emotional Intelligence

Etymologically, the word emotion is derived from the Latin word 'emovere' which means 'to stir up' or 'to excite'. Emotion can thus be understood as an agitated or excited state of our mind and body.

The term emotional intelligence was introduced in 1980 by two American University's Professors Dr. John Mayer and Peter Salovery in their attempt to develop a scientific measure for knowing the difference in people's ability in the area of emotions. According to them it is the ability of self-awareness, managing emotions of self and others, recognizing emotions in others and handling relationships.

Daniel Goleman (1996) of The New York Times, adopted it and introduced it in his Emotional Intelligence: Why It Can Matter More Than IQ? According to him IQ accounts for only about 20% of a person's success in life. The balance i.e. 80% can be attributing Emotional Intelligence. Goleman describes emotional intelligence as "managing feelings so that they are expressed appropriately and effectively towards their common goal. Thus, emotional intelligence is the ability of self-awareness, self-management, social awareness and relationship management.

Academic Achievement

Academic achievement has always been a crucial area and the main topic of educational research. Academic Achievement in general referred to the degree or level of success or proficiency attained in academic work or in some specific area concerning scholastic work.

Good (1998) refers to academic achievement as "the knowledge attained or skills developed in the school subjects usually designed with test scores or marks assigned by the teacher".

According to Oxford Advanced Learner's Dictionary (2000): Achievement is the thing somebody has done successfully, especially using his/her own efforts and skills.

Middle Stage

As per National Education Policy-2020: new structure of school education design (5+3+3+4: foundational stage, preparatory stage, middle stage and secondary stage respectively), the **'middle stage'** covers grades 6th, 7th and 8th (covering students of age 11 to 14 years).

Objective

To explore the relationship between emotional intelligence and academic achievement of middle stage students.

Hypotheses

1. There is no significant difference between the emotional intelligence of middle stage students having high and low academic achievement.
2. There would be no significant relationship between emotional intelligence and academic achievement of middle stage students.

Methodology

Descriptive research design was used. A comprehensive survey of the middle stage students of Kanpur Nagar and Kannauj districts of U.P. was carried out.

Sample

A sample of 520 (270 male and 250 female) of grade VIII was selected from the various schools of Kanpur Nagar and Kannauj districts of U.P. was selected by using Stratified random sampling technique.

Measures

1. The EI will be measured through Emotional Intelligence Scale constructed by Arun Kumar Singh & Shruti Narain (2019).
2. For the purpose of Academic Achievement, previous grade annual result scores of the students was used.

Statistical Techniques

For the analysis of the data the Mean, Standard Deviation, CR test and coefficient of correlation were used.

Results and Discussion

In order to study the emotional intelligence of middle stage students in relation to their Academic Achievement, high and low achievers middle stage students were compared on the basis of their emotional intelligence.

To categorize the total sample into two categories as high and low, the mean and standard deviation of academic achievement scores were considered. The middle stage students who scored 68% & above were considered as high in academic achievement while middle stage students who scored below 68% were considered as low in academic achievement. To compare the two groups of students on their emotional intelligence, the critical ratio test was applied. The results obtained are shown in the table given below:

Table 1: Statistical values of emotional intelligence of middle stage students having high and low academic achievement

Group	N	M	SD	CR-value	df	p
High Achiever	255	21.46	4.45	4.34	518	significant at 0.01 level
Low Achiever	265	19.80	4.25			

The obtained results shown in the above table clearly depicts that the data consists of 255 high achievers and 265 low achievers. The mean emotional intelligence score for high achievers is 21.46, while for low achievers, it's 19.80. The "CR" value of 4.34 has been calculated, and it's mentioned that this value is significant at the 0.01 significance level. The "df" (degrees of freedom) is given as 518. This implies that the calculated "CR" value exceeds the critical value required to reject the null hypothesis at the 0.01 level of significance.

As a result, the conclusion drawn is that there is significant difference in the mean emotional intelligence scores between high achievers and low achievers among middle stage students. The null hypothesis, which likely stated that "there is no significant difference between the emotional intelligence of middle stage students having high and low academic achievement", is rejected based on the results of this analysis. This conclusion suggests that, according to this analysis, high achievers and low achievers are considered to be not equal in emotional intelligence in the middle stage. This study is consistent with the general findings of other studies. This study is in consonance with the study of Sharma & Pinku (2007).

The relationship between the emotional intelligence and academic achievement of middle stage students was further studied by computing the coefficient of correlation. The results are presented in Table 2.

Table 2: Coefficient of correlation between emotional intelligence and academic achievement

Variables	N	r	p-value
Emotional Intelligence	520	0.23	significant at 0.01 level
Academic Achievements			

It is clear from Table 2 that the coefficient of correlation between emotional intelligence and academic achievement among middle stage students is calculated to be 0.23. This coefficient indicates the strength and direction of the linear relationship between the two variables. The correlation coefficient of 0.23 is noted to be significant at the 0.01 level. This means that the observed correlation is unlikely to have occurred by random chance alone. The null hypothesis, which likely stated that "there's no significant relationship between emotional intelligence and academic achievement among middle stage students", is rejected based on the significant correlation coefficient. The magnitude of the correlation coefficient (0.23) indicates a low but significant positive correlation between emotional intelligence and academic achievements. This suggests that there is a positive trend between these two variables, but the relationship is relatively weak. In other words, as students' emotional intelligence improves, their academic performance tends to improve as well.

In summary, based on the correlation analysis, it's concluded that there is a statistically significant positive correlation between emotional intelligence and academic achievement among middle stage students.

While the correlation is described as low, it's still meaningful and suggests that an increase in emotional intelligence tends to coincide with an increase in academic achievement.

Conclusions and Implications

It's evident from the study that a significant positive correlation exists between emotional intelligence and academic achievement among the participants. Given this finding, there are several implications and recommendations:

Enhancing Emotional Intelligence: The study suggests that efforts should be directed towards improving the level of emotional intelligence among students. By doing so, it's anticipated that academic achievement can also be enhanced. This indicates that factors contributing to better emotional intelligence could lead to improved academic performance.

Addressing Low Academic Achievements: For students who are experiencing lower levels of academic achievement, focusing on improving their emotional intelligence might be a valuable approach. Enhancing their ability to improve emotional intelligence, engage with their studies, and manage challenges could lead to improved academic outcomes.

Practical Applications: The study's findings can have practical implications for various stakeholders in the education field, including policy makers, educationists, counselors, teachers, and parents. These findings can guide decision-making and interventions aimed at improving students' educational experiences and academic outcomes.

Curriculum and Planning: School planners and administrators can consider restructuring the curriculum and educational programs to promote better emotional intelligence among students. This might involve incorporating strategies that help students adapt to the learning environment, manage stress, and develop effective study skills.

Positive Attitude and Focus: The study's conclusions can be used to help students develop a positive attitude towards education and encourage them to stay focused on their academic pursuits. Understanding the connection between emotional intelligence and academic achievement could motivate students to take their studies seriously and engage more actively in the learning process.

In essence, the study's results underscore the importance of emotional intelligence in influencing academic achievement. By recognizing and acting upon this correlation, educational institutions and stakeholders can create an environment that supports students' overall well-being and academic success.

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