

Relationship Between Emotional Intelligence and Academic Achievement Among Higher Secondary School Students

Manoj Haripal¹, Dr. Sanjukta Bhuyan²

¹Lecturer in Education, Burla N.A. C. College Burla, Sambalpur, Odisha

²Assistant professor, School of Education, GM university, Sambalpur, Odisha

ABSTRACT

The present study intended to assess the relationship between the emotional intelligence and academic achievement of higher secondary school students of Sonepur district of Odisha. The objectives of the present study were to find out the level of emotional intelligence and academic achievement as well as the significant relation between the emotional intelligence and academic achievement. This study was quantitative in nature and descriptive survey method was used. The sample comprised of 100 students, out of them 50 was boys and 50 were girls. The stratified-random sampling method has been adopted. Emotional intelligence scale by Anukool Hyde, Sanjyoth and Upinder Dhar (2002) was used by the investigator for collection of the data. Marks secured in last examination by the students was collected and considered as academic achievement score. Mean, SD, t-test and Pearson product moment correlation method was used as statistical techniques. It is found that significant difference exists in emotional intelligence between boys and girls. There exists significant positive relation between the emotional intelligence and academic achievement of higher secondary students.

Keywords: Emotional Intelligence, Academic Achievement, Higher Secondary Student

Background of the Study

In the era of science and technology, competition and difficulties were increasing rapidly in each and every sector including education. Different researchers have emphasized on factors affecting academic performance of the students starting from preschool education to higher education level. Researches revealed that numerous factors which affect the learning process and academic achievement of students in different subjects. Among these IQ (Intelligent Quotient) is a common factor. IQ is not the predictor of student's academic success (Craggs, 2005). Daniel Goleman, in his famous book "Emotional Intelligence" reported that 20% of an individual's success can be determined through his IQ (Goleman, 1995). This specific statement strikes a lot in the mind of researchers to find out the other factors contributing 80% to a person's academic success. Students with high emotionally intelligence (EQ) gets more grade point as compare to student with low emotionally intelligence (Abhisamra, 2000).

Emotional intelligence is an ability which can primarily affects all others ability by facilitating or interfering with them (Goleman, 1995). It is one type of social intelligence that regulate one's own and other's feelings and emotions to differentiate and to use the information to guide someone's physical and mental behaviour (Peter Solovey, Mari.A. Bracket, John.D and Mayer, 2004).

The relation between emotions and learning is very complex. Emotions are the broadcast station between sensory input and thinking (A.L.Arul Lawrence, T.Deepa, 2013). Emotions may be divided into two categories namely positive emotion and negative emotion. Negative emotions can be considered as the cause and effect of difficulties in learning (Candy Lawson, n.d). Sometime learning refers to the functions of emotional responses to a specific learning situation (Flood, 2003). Emotional Quotient is very much significant for achieving academic success (Nelson and Low, 2006). Emotional intelligence is a predictor of educational and occupational criteria, beyond that proportion of variance that general intelligence ability predicts. Emotional Intelligence has a significant role in improving the standard of performance as well as mental health in academic activities (Chernis, 2004). Emotional intelligence enables individuals to reduce negativity from their mind, making healthy relationship, effective communication, and creating a sound mental health. Students those who are come under high achievers are considered as emotionally sound (Namrata, 1992). Thus, EQ plays increasingly important role for society particularly to improve educational functioning in real life. Researches support that individual can live a happier and more fulfil life, if they are aware of their own emotions and emotions of others. Emotional intelligence has a significant role on academic achievement. From the reviews of literature it was found that less number of researches conducted in Odisha as compared to India. Most of the researches conducted in higher education level as compared to secondary level. A few number of researches conducted in rural area. No such study conducted in the rural area of Western Odisha. Therefore, the present study was an effort to examine the correlation between emotional intelligence and academic achievement among higher secondary school students living in rural areas of Sonepur district of Odisha.

Objectives of the Study

1. To find out the level of emotional intelligence of higher secondary school students.
2. To find out the level of academic achievement of higher secondary school students
3. To compare the emotional intelligence of higher secondary students in relation to their gender.
4. To find out the relation between the emotional intelligence and academic achievement of higher secondary school students

Hypotheses

H0₁: There is no significant difference in emotional intelligence between boys and girls higher secondary school students.

H0₂: There is no significant difference in academic achievement between boys and girls higher secondary school students.

H0₃: There exists no significant relation between emotional intelligence and academic achievement.

Methodology

Descriptive survey method was used to study the variation in emotional intelligence and academic achievement in relation to gender and relationship between emotional intelligence and academic achievement of students.

Sample and Sampling:

In this study, 100 higher secondary school students were selected from Panchayat Samiti Degree College

Ulunda, Sonapur district of Odisha as sample by using stratified random sampling technique consisting of 50 boys and 50 girls.

Tools Used:

In the present study, the investigator used following tools:

1. Emotional Intelligence scale developed by Anukool Hyde, Sanjyoth and Upinder Dhar,(2002)-. This is a standardised tool consists of 34 positive statement. It measures self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self- development, etc. Each statement is to be rated on a five-point scale ranging from strongly agree (5) to strongly disagree (1).
2. Academic Achievement Score Card-it was prepared by the investigator where the marks obtained by higher secondary school students in their last examination were noted down.

Statistical Techniques: Simple percentage was used for levelling the emotional intelligence and academic achievement score. Mean, SD and t-test were used to examine the difference of emotional intelligence level and academic achievement between boys and girls. At last, the investigator used Pearson's product moment correlation to find out the significant relationship between emotional intelligence and academic achievement of higher secondary students.

ANAYSIS AND INTERPRETATION

The present study was an attempt to investigate relationship between the emotional intelligence and academic achievement of higher secondary students. In this research, emotional intelligence considered as the independent variable and the academic achievement as the dependent variable. Objective wise analysis was done.

Objective- 1

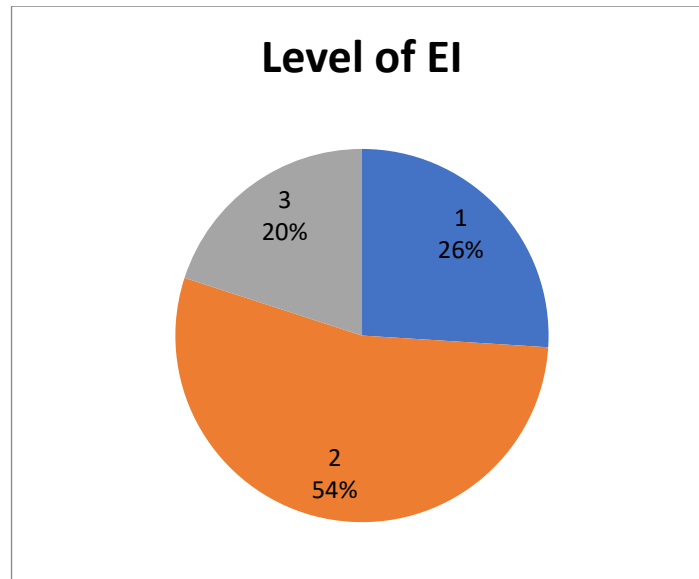
1. To find out the level of emotional intelligence of higher secondary school students.

In order to measure the emotional intelligence a standardized tool was used. The level of emotional intelligence was shown in table-1

Table -1 Distribution of Emotional Intelligence

Levels of EI	Level	NO.	Percentage
High	120-170	26	26%
Average	86-119	54	54%
Low	34-85	20	20%
Total		100	100%

Student those who obtained score in between 34 – 85 were considered as low emotional intelligent. Student those who obtained score in between 86 – 119 were considered as average emotional intelligent and student those who obtained score in between 120 – 170 were called as high emotional intelligent.



Picture-1 Level of Emotional Intelligence of higher secondary students

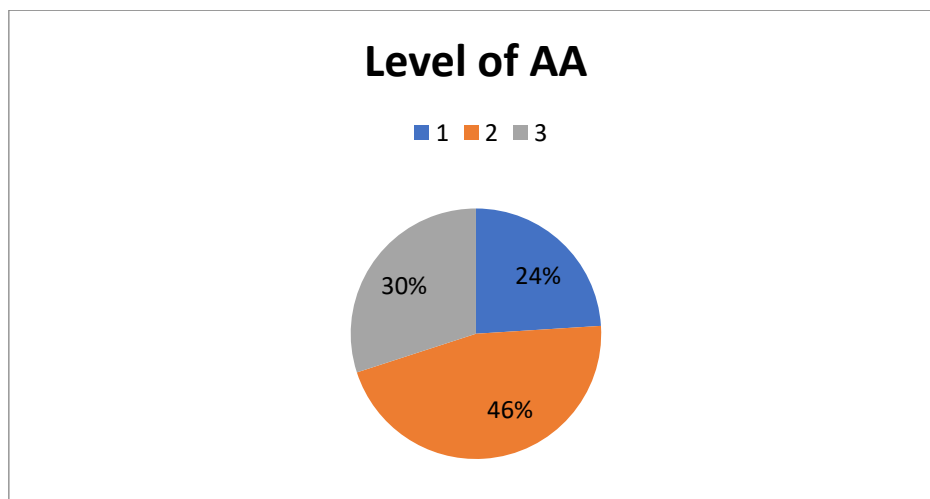
Objective- 2

2. To find out the level of academic achievement of higher secondary school students.

Table-2 Level of Academic Achievement of students

Levels of AA	Level	NO.	Percentage
High	400 & above	24	24%
Average	300-400	46	46%
Low	Below 300	30	30%
Total		100	100%

In case of academic achievement the student those who obtained below 300 out of 600 were considered as low achiever, the student those who obtained marks in between 300 – 400 were considered as average achiever and lastly those who obtained marks in between 400 – 600 were come under high achiever category.



Picture -2 Distribution of Academic Achievement of students

Objective- 3

3. To compare the emotional intelligence higher secondary students in relation to their gender. In order to achieve this objective, Null hypothesis was formulated. Mean, SD and t test were employed. Data are given in table-3

TABLE- 3 Comparisons of emotional intelligence's mean score between boys and girls

Gender	N	M	SD	t- value	remarks
Boys	50	107.16	17.49	3.75	Significant at .05 level
Girls	50	101.92	19.92		

The mean score of boys is 107.16, whereas the mean score of girls is 101.92. The SD score of boys is 17.49, whereas the SD score of girls are 19.92. The calculated the t value is greater than the table value. So null hypothesis is rejected and alternative hypotheses is formulated i.e., that mean value of boys is greater than the mean value of girls in relation to their emotional intelligence. Figure 3 also supports the findings.

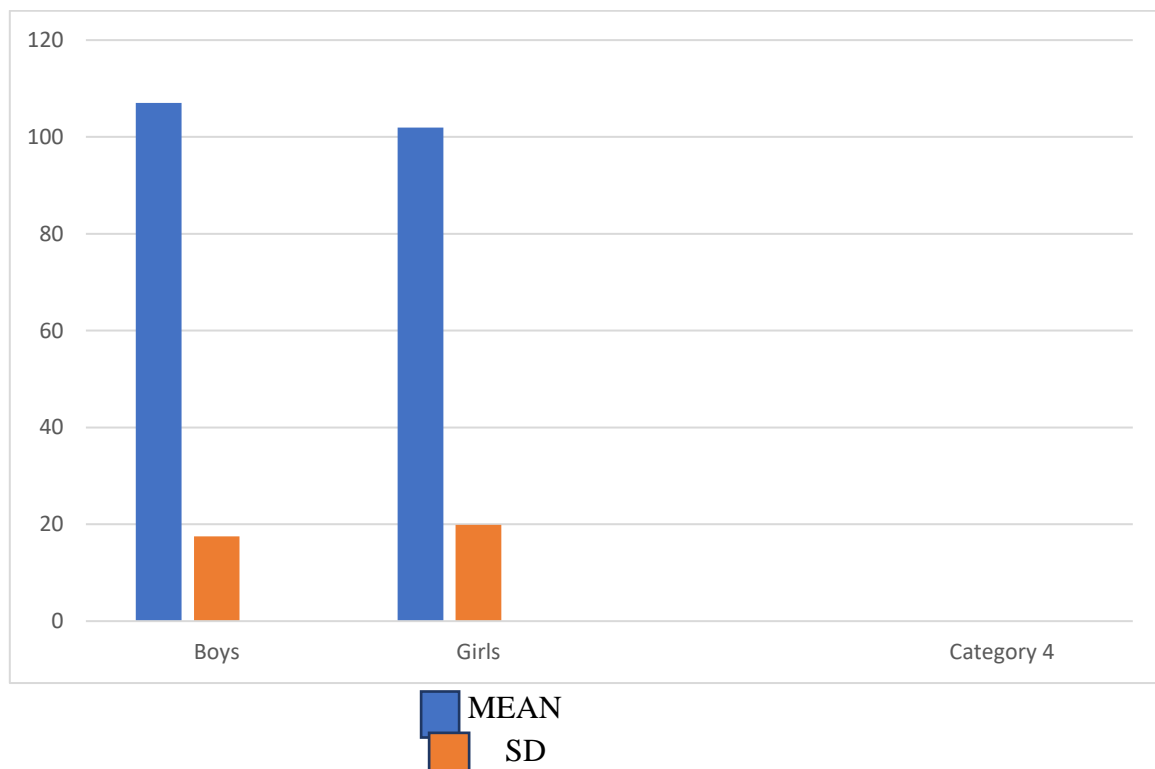


Figure: 3 Gender wise distribution of Emotional Intelligence

Objective- 4

4. To find out the relation between the emotional intelligence and academic achievement of higher secondary student.

In order to determine the significant relation between the emotional intelligence and academic achievement of higher secondary students, the investigator has used Pearson's co-efficient of correlation statistical technique and calculated the r value.

TABLE – 4 Coefficient of correlation between emotional intelligence and academic achievement

variables	N	df	Calculated “r” value	Table value	Remark
Emotional intelligence and academic achievement	100	98	0.38	0.19	Significant at 0.05level

The table no-4 reveals that r value is greater than the table value for 98 degrees of freedom at 0.5 level of significant. So, null hypothesis is rejected i.e., there exists no significant relation between the emotional intelligence and academic achievement of higher secondary school students. Therefore the alternative hypothesis is formulated i.e., there exists significant relationship between emotional intelligence and academic achievement of higher secondary school students.

Results and Discussion

In this present study the investigator has tried to find out the relation between the emotional intelligence and academic achievement. For this purpose the researcher has collected data from 100 higher secondary student of P.S degree college Ulunda. Emotional Intelligence scale developed by Anukool and Hyde was employed to collect data. Further the marks obtained by the students in previous examination were taken as academic achievement. After completion of the study it was found that boys had higher emotional intelligence than girls .It is also found that there exists significant relation between emotional intelligence and academic achievement, as there is positive relation between the two variables. The finding was fully supports by the findings of researchers. (Abhisamra, 2000; Nelson and Law, 2006; Chernis, 2004; Namrata, 1992). The present study also revealed that the majority of higher secondary students studying in PS degree college having average level of emotional intelligence as well as average academic achievement.

Majority of the study found positive relation between emotional intelligence and academic achievement. On the basis of above findings the emotional intelligence can be considered as one of the principal predictor of academic achievement.

Major Findings

1. The majority of higher secondary students of PS Degree college Ulunda were having average level of emotional intelligence.
2. The majority of higher secondary students of PS Degree college Ulunda were having average level of academic achievement.
3. There exists significant difference between the level of emotional intelligence between boys and girls. Boys had higher emotional intelligence than girls.
4. There exists significant relation between the emotional intelligence and academic achievement of higher secondary students of PS Degree college, Ulunda (Lawrence et al 2013, Chernis 2004, Namrata 1992).

Educational Implication of the study

An educational research is fruitful with its wrathful educational implications. So, the present study is suggesting some important implication for parents, teacher, students and educational policy maker.

1. The policy makers of education should design the system of higher secondary education in such a manner that the students become more aware about their own weakness and strengths.
2. The teachers should provide an appropriate environment thorough the instructional system so that the student can be able to manage his own emotions in an effective way. For these proper training facilities should be arranged to equip the teachers.
3. The parents should take care of the home environment so that it can't create any obstacle in the emotional intelligence of the students.
4. Steps should be taken from the institutions for workshops and other training programme relating to the management of study habits, learning style which could help them to become more efficient in managing their emotions, their academic work and achieve good performance.
5. The curriculum planner should develop the curriculum with proper placement of work methodology, academic challenges, achievement anxiety which can enhance the emotional intelligence among students.
6. All the stakeholders of education should concentrate their efforts to inspire the students to compete and get excel in the goals of their life.

Conclusion

The variables of psychological construct such as emotional intelligence play an important role for better learning performance. The steps should be taken to improve the emotional intelligence both students and teachers. In school the teacher should behave with the child in a loving, friendly and cooperative manner so that the child feels himself as safe and secure. For better teaching performance teacher should control their emotions and having positive nature. Emotional intelligence is significantly correlated with academic achievement.

References

1. Salovey, P., Mayer, J.D. *Emotional intelligence: Imagination, Cognition, and Personality*, 1990; 9: 185–211.
2. Goleman D. *Emotional Intelligence*. New York: Bantam; 1995.
3. Goleman D. *Working with Emotional Intelligence*. New York: Bantam Books; 1998.
4. Bar-On R. *Bar-On Emotional Quotient Inventory: Technical manual*. Toronto: Multi-Health Systems; 1997.
5. Bar-On R. Emotional and Social Intelligence: Insight from the emotional quotient inventory. *The Handbook of Emotional Intelligence* (pp. 343–362). Sanfransciso: Jossey-Bass; 2000.
6. Goleman D, Boyatzis R, McKee A. *Primal leadership: Learning to lead with emotional intelligence*. Boston: Harvard Business Schools Press; 2002.
7. Salvia J, Ysseldyke JE. *Assessment*. 8th ed.; New York: Houghton Mifflin; 2000.
8. Jamali M, Noroozi A, Tahmasebi R. Factors Affecting Academic Self-Efficacy and Its Association with Academic Success among Students of Bushehr University Medical Sciences 2012–13. *Iranian Journal of Medical Education*, 2013; 13: 629–41. (In Persian)
9. Parker JDA, Summerfield LJ, Hogan MJ, Majeski S. Emotional Intelligence Academic Success: Examining the Transition from High School to University. ERIC Clearing House; 2002.
10. Low GR, Nelson DA. Emotional Intelligence: Effectively bridging the gap between highschool and college. *Texas Study Magazine for Secondary Education*, Spring Edition; 2004.

11. Parker JDA, Summerfeldt LJ, Hogan MJ, Majeski S. Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and Individual Differences*, 2004; 36: 163–172.