

---

## A STUDY OF RELATIONSHIP AMONG EMOTIONAL AND ACADEMIC ACHIEVEMENT OF THE HIGHER SECONDARY SCHOOL STUDENTS

### Article Particulars

Received: 07.02.2018

Accepted: 23.02.2018

Published: 27.03.2018

### G. NARAYANAMOORTHY

Research Scholar, Alagappa University  
Karaikudi, Tamil Nadu, India

### Dr. J. E. MERIN SASIKALA

Assistant Professor, AUCE  
Alagappa University, Karaikudi, Tamil Nadu, India

### Abstract

*The present study aims to investigate emotional intelligence and academic achievement of students at the higher secondary level. Using random sampling technique 200 students from higher secondary level in different systems of education, namely Government, Government Aided and Matriculation schools are chosen. The Emotional Intelligence (Inventory prepared and standardized by Mangal S.K and Mangal. S(2004) has been used to assess the emotional intelligence and the marks scored in Maths were taken from their half yearly performance. The data collected is subjected to statistical analysis, namely, mean, standard deviation, 't' – test, 'F' – ratio, Karl Pearson's Product Moment Correlation Co-Efficient 'r'. Results show a positive significant correlation between Emotional Intelligence and Academic Achievement among the students. Further the students belonging to Matric schools have higher level of emotional intelligence compared to students in state board. Similarly students belonging to Government Aided schools are found to perform better in academics compared to students in Government and Matriculation schools at higher secondary level.*

**Keywords:** Emotional intelligence, Academic Achievement

---

### Introduction

#### Emotional intelligence

Emotional intelligence is grounded primarily in psycho-biology and modern neuroscience. Harvard psychologist, Howard Gardner (1983) was the first one to point out the distinction between intelligence and emotional capacities and introduced his theory of multiple intelligence.

Later on Sternberg (1988) also carried out the concept of social intelligence in the name of contextual intelligence through his Diarchic theory of intelligence. Emotional Intelligence is a relevant and recent behavioral model, rising to prominence with Daniel Goleman (1995). According to Daniel-Goleman Emotional Intelligence does a collection of capacity have to do with knowledge of emotions, control of emotions

and sensitivity to one's own emotional status. He considered Emotional Intelligence as a master aptitude, a capacity that profoundly affects all other abilities either facilitating or interfering with them. Salovey and Mayer (1990) considered Emotional Intelligence as a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions. Emotional Intelligence refers to abilities to adjust with the situations.

According to Dunn (2003) components of Emotional Intelligence which can be regarded as key to success in life are as follows:

- Self-awareness and self-honesty
- Knowledge about causes of emotions
- Empathy
- Motivation and good decision-making
- Creative and flexible thinking.

### **Need and Importance of the Study**

Today we are living in a competitive world of Hi-tech. due to heavy population people are suffering out of better job for peaceful, healthy and wealthy life settlement. To achieve this we are in need of extra brilliancy, education etc., our Tamilnadu education system is based on the examination marks only. A student having very low marks and achievement is pulled down in his life position where he loses his respect, status etc., and pushed to a low economic level.

In order to avoid these problems we should develop the student's knowledge and academic performance for their best future carrier. Parents support is very important to the child's education. This will also help our students to progress in their studies.

For any student the high school level is the starting point to develop their intelligence, knowledge and interest in their subject. If a student develops all these in his younger stage itself then he automatically comes up in his life.

### **Review of Related Literature**

#### **Studies conducted on Emotional Intelligence in Abroad:**

**Cover & Murphy (January 2000)** conducted, "A Study on the relationship between self-identity and achievement in a counter stereotypical domain." The study revealed that the higher self-concept and self-schema, the more positive the self-descriptions, the better Academic Achievement at 18. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement.

**Tapia and Marsh (2001)** found an overall significant main effect of gender and two-way interaction of gender-GPA on Emotional Intelligence.

**Amber Faros (2003)** has been made to investigate the effect of Emotional Intelligence on academic performance of student. Today it is generally believed that obtaining good academic results are not only primarily determined results are not only primarily determine by higher "Emotional Intelligence of students. Emotional Intelligence in corporate the important aspect of interpersonal and intrapersonal relationships, adaptability, moods and stress management skills, which have a profound effect on the academic performance of students.

**Harrod and Scheer (2005)** found that Emotional Intelligence levels were positively related to females, parents' education and household income.

### **Studies conducted on Emotional Intelligence in India**

**Annaraja and Jose (2005)** found that rural and urban students did not differ in their self-awareness, self-control, social skills and Emotional Intelligence.

**Devi and Uma (2005)** found that the parental education, occupation had significant and positive relationship with dimensions of Emotional Intelligence like social regard, social responsibility, impulse control and optimism.

**Renuka Sharma (2007)** conducted a study that compared "Emotional Intelligence and Creativity of students in three types of schools. Gurukulas, Public Schools and single schools and found best performance in public schools. The findings cannot be considered fully generalisable findings, more large scale studies with control of genetic, familial and socio cultural variables are required.

**Kumar Sunil (2009)** conducted a study on "Role of Emotional Intelligence in Managing Stress and Anxiety at work place." The phenomenon of Emotional Intelligence is growing topic for behavioural investigation as researches strive to understand its influence on various social interactions.

### **Studies conducted on Academic Achievement in Abroad**

**Okepala, Comfor O.Ellis, Richard (2000)** conducted a study on "Academic efforts of micro economic course." Academic efficiency and the study significant explained achievement. The amount of study time had no significant impact, test scores and credit hours explained achievement of average students.

**Ronald E. Creque Sr., (2003)** conducted a study on Academic Achievement in high school. Academic performance has been largely associated with many factors. Most of the students in high schools are daily confronted with challenges of coping with their academics under serious strains occasioned by long walk to school, poor school environment and been taught by unmotivated teachers.

**Aremu (2004)** conducted a study on dimension to the determinant of Academic Achievement. In spite of the seeming exhaustiveness of literature on the determinants of Academic Achievement of learners, there seems to be more area of interest to be investigated.

## Studies conducted on Academic Achievement in India

**Keeves (2005)** in his study found out that socio economic backgrounds of young people affect their Academic Achievement.

**Seetha (2006)** conducted "A study on psychological and social factor affecting Academic Achievement." The major finding was the study of Academic Achievement in that high achievers had better study habits.

**Mani (2007)** conducted "A study of the profiles of High and Low Achievement at Higher Secondary level in Coimbatore District." This study founds out the profile of high and low achievers at higher secondary level, the factors which are responsible for high achievements and factors in which achievement among higher secondary students.

### Statement of the Research Problem

An exhaustive review of related literature on emotional intelligence and academic achievement of students has been conducted in order to evolve a research study. The problem for research was based on the following research questions:

- Does emotional intelligence affect academic performance?
- Do the students in different categories of school differ significantly in their emotional intelligence and academic achievement?

### Based on the questions generated the following major objectives were extrapolated:

To investigate if there is any significant difference in emotional intelligence and academic achievement among students studying in Govt, Govt Aided and Matriculation schools at the higher secondary level and To investigate if there is any significant relationship between the select variables among students studying in Govt, Govt Aided and Matriculation schools at the higher secondary level. Thus the problem is stated as Emotional Intelligence and Academic Achievement among students at the higher secondary level.

## Methodology

### Population and sample characteristics

The target population for the present study is the students in different categories of schools following different systems of education at the higher secondary level. From the target population a sample of 200 students (68 Govt, 68 Govt Aided and 64 Matric) are chosen.

### Analysis of Variance of the emotional intelligence and Academic of higher secondary school students based on type of school

Variable		Sum of squares	Df	Mean squares	F value	L.S
Emotional Intelligence	Between groups	3,789.767	2	1,894.884	24.556	0.01
	With in groups	15,201.541	197	77.165		
	Total	18,991.308	199			

<b>Academic Achievement</b>	Between groups	2,610.943	2	1,305.472	10.084	0.01
	With in groups	25,503.630	197	129.160		
	Total	28,114.573	199			

### Interpretation

From the above table it is observed that the calculated 'F' value of Emotional Intelligence 24.556 is greater than the table value 3.8951 and the 'F' value of Academic Achievement 10.084 is greater than the table value 5.0567. Hence the difference is significant at 0.01 level. So the null hypothesis is rejected. The Emotional Intelligence of Higher secondary school students is different based on type of school.

### Findings

There is significant difference between the Emotional Intelligence and Academic Achievement of Higher Secondary school students based on type of school. Students from different type of school differ in their Emotional Intelligence and Academic Achievement.

### Comparison of mean scores of emotional intelligence of higher secondary school students studying in different type of school by pairs

Variable	Type of school	N	Mean	S.D	t-value	L.S
<b>Emotional intelligence</b>	Govt	68	39.63	11.944	5.569	0.01
	Government Aided	68	48.66	6.011		
	Government	68	39.63	11.944	5.414	0.01
	Matric	64	48.98	7.164		
	Government Aided	68	48.66	6.011	0.281	NS
	Matric	64	48.98	7.164		
<b>Academic Achievement</b>	Govt	68	44.49	3.815	3.639	0.01
	Government Aided	68	52.82	18.508		
	Government	68	44.49	3.815	8.406	0.01
	Matric	64	51.06	5.049		
	Government Aided	68	52.82	18.508	0.755	NS
	Matric	64	51.06	5.049		

### Interpretation

From the above table it is observed that the calculated 't' value for Emotional Intelligence and Academic Achievement of Higher Secondary School students in the Government and Government Aided school is 5.569 and 3.639 which is greater than

the table value 2.58. Hence the difference is significant at 0.01 level. The mean score of Emotional Intelligence and Academic achievement of Government Aided school students is greater than the Government school students.

From the above table it is observed that the calculated 't' value for Emotional Intelligence and Academic Achievement of Higher Secondary School students in the Government and Matric school is 5.414 and 8.406 which is greater than the table value 2.58. Hence the difference is significant at 0.01 level. The mean score of Emotional Intelligence and Academic achievement of Matric school students is greater than the Government school students. From the above table it is observed that the calculated 't' value for Emotional Intelligence and Academic Achievement of Higher Secondary School students in the Government Aided and Matric school is 0.281 and 0.755 is lower than the table value 2.58 and 1.96. Hence the difference is not significant.

### **Findings**

The matriculation scored higher in Emotional Intelligence and the Government Aided school students achieved higher in Academic Achievement.

### **Major Findings of the Study**

- The present study revealed that 70% of the students possess average, 19% high and 11% low level of Emotional Intelligence. Likewise 75% of the students possess average, 15% high and 10% low level of Academic Achievement.
- There is a significant positive relationship between Emotional Intelligence and Academic Achievement but the relationship is low.
- Matriculation school students scored higher in Emotional Intelligence.
- Government Aided school students scored higher in Academic Achievement.

### **Implication of the Study**

- The study on the relationship among emotional intelligence and academic achievement would be a contribution to the field of educational research.
- Increase in the level of emotional intelligence would enhance the academic achievement of XI standard students.
- High achievement in schooling is one of the best and most accessible mechanism to achieve in life.
- Success in the examination would be an indicator of increase in knowledge and skill which is essential for social and economic advancement.
- The Emotional Intelligence is a predictor of Academic Achievement. It is necessary for the curriculum developers to integrate Emotional Intelligence in to the school curriculum of the higher secondary school.
- With the help of parent teachers association parents should be motivated to involve the academic works of their children which would increase the academic achievement.

## Conclusion

Based on findings from this study it is recommended that teachers and counseling and psychologist should encourage the development of Emotional Intelligence in the students through the Provision of appropriate counseling intervention programmes and enabling environment. By so doing the academic performance of the students could be improved barring all other teaching-learning obstacles.

## References

1. Abisamra, N. (2000) the relationship between Emotional Intelligent and Academic Achievement in Eleventh Graders. Research in Education, (FED. 661).
2. Academic Achievement Indian Educational Review Vol (XXVCi) Page (13 – 20).
3. Agarwal J.C. Educational Research, New Delhi. Ariya Book Depot, (1966).
4. Bhatt, B.D. and Prakash, R. (1994) Modern Encyclopedia of Educational Technology, New Delhi.
5. Buch, M.B. (1974) Forthsurvey of Research in Education, Society of Educational Research and Development, Baroda.
6. Culver, D. (1998) A Review of Emotional Intelligence by Daniel Goleman; Retrieved from <http://fie.engrng.pitt.edu/fie98/papers/1105.pdf>
7. Devi, U.L. and Uma, M. (2005) Relationship between the dimensions of emotional intelligence of adolescents and certain personal, Social variables Indian Psychological Review 64, 01, 11 - 20.
8. Effect of Emotional Intelligence on Academic Achievement International Educator 22 (June 10)
9. Kumar Suni, Role of Emotional Intelligence in Managing Stress and Anxiety at work place, Volume 16 Number 1, ASBBS Annual Conference, February 2009.
10. Ludy, M. (2004) "The relationship between Emotional Intelligence and Academic.
11. Renuka Sharma, Emotional Intelligence and Creativity of school Students, Edu tracks 5, 10, 4 – 20.
12. Renuka Sharma., Emotional Intelligence and creativity of school students. Edu Tracks 5, 10, (4 – 20).
13. Research and Reflections on Education (Volume 09). (March 2011).