

“ACADEMIC ACHIEVEMENT IN RELATION TO EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS”

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Introduction

What transpires when there are more than 3 million kids on the streets in a nation? Or do more than 150 million kids serve as bonded labourers? Or does one out of every six girls not make it to the age of 15? What occurs when barely 50% of children have access to education in India despite there being a national policy requiring all children to attend primary school as well as a policy against child labour? India has a 77.7 percent literacy rate, with male literacy standing at 84.7 percent and female literacy at 70.3 percent. Why are half of India's children illiterate even 60 years after gaining independence?

Despite designating basic child education as a major focus area and having one of the world's biggest networks of schools, the responsibility of the nation is extensive. While the world can't change in a day, the society must take steps in all the possible ways to improve a student's life. This study is an exploration of the area of emotional intelligence to enhance the learning and understanding process so that students can academically achieve.

Academic Achievement

The term "achievement" refers to an accomplishment or a successful performance made by an individual or group to complete an intellectual, manual, personal or social task. Excellence in all academic fields, sports, conduct, communication abilities, arts, culture and extracurricular activities constitutes academic accomplishment. At school, college, or university, individuals work on accomplishment of academic goals in the classroom, library or lab. Accomplishment refers to all the behavioral modifications that an individual undergoes as a result of diverse learning experiences. The term "Academic Achievement" is typically used to describe a child's academic standing across all disciplines". Dictionary of Psychology by Chaplin defines Academic Achievement as "Specified level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by a combination of both." According to the Encyclopaedia of Psychology, "Achievement is a general term for the successful attainment of some goals requiring certain effects." Academic achievement is usually defined in three ways:

- The grades earned by students in the school
- Performance in the standardized tests in the school
- Number of years completed in the school

There are number of factors that affect academic performance such as intelligence, motivation, creativity, orientation, self-esteem, locus of control, self-concept, emotional intelligence, self-efficacy, adjustment problems, study habits, home environment, school environment, anxiety, depression, stress, learning styles etc. Academic success is the cornerstone of educational development. It boosts kids' self-assurance and independence in the classroom. The improvement of educational facilities, individual adjustments and appropriate individual success define the growth of the country.

Emotional Intelligence

The term "Emotional Intelligence" encompasses the complex facets of both emotions and intelligence. While intelligence rules the brain, emotions dominate the heart. The complementary traits are intertwined and have a significant impact on people's lives. Emotional Intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. According to Bar-on (1997), Emotional Intelligence can be defined as "an array of non-cognitive talents, competencies, and skills that affect one's success in managing pressure and environmental demands". Mayer and Salovey (1990) coined the phrase in an effort to provide a quantitative assessment of people's emotional intelligence. The capacity to observe and assess one's own and other people's

thoughts and emotions, to distinguish between them, and to utilise this knowledge to inform one's thinking and behaviour is what Mayer and Salovey (1990) refer to as emotional intelligence. Emotional intelligence includes the capacity to properly recognize, evaluate, and show emotions, as well as the capacity to access and produce feelings when they support ideas. Goleman (1995) expanded the framework of Emotional Intelligence and suggested five components i.e. self-awareness, self-regulation, motivation, empathy, and social skills. Goleman (1995) describes it as a collection of characteristics or skills related to one's emotional well-being. According to Cooper and Sawaf (1997), emotional intelligence is the capacity to recognize, comprehend, and use the force and wisdom of emotions as a source of human energy, knowledge, connection, and influence.

Studies have shown that emotional intelligence and study techniques are crucial for academic success. Williams and Sternberg (1988) linked performance to emotional intelligence. Bharadwaj (1977) put a lot of emphasis on how crucial it is for children with disabilities to be able to express and manage their emotions appropriately. One's likelihood of success in life is said to be mostly predicted by emotional intelligence.

Adolescence

Student's life is a rollercoaster of adolescence period. The students' and their families' anxiety and stress levels have increased throughout this transitional stage. The teenage years are crucial for people to resolve time for people to work out their disputes and concerns. The period of a young person's life between the apparent start of puberty and the end of bone development is known as adolescence. Early adolescence is defined as the years 12 to 15, middle adolescence as the years 15 to 18, and late adolescence as the years 18 to 22.

In the adolescent years of a person's life, society stops considering them to be children but does not yet see them as complete adults. Adolescents make critical choices about their careers, social standing, and romantic relationships. They are in precarious situations for which they are ill-prepared and neither have the sheltered position of childhood, from which they have partially gained emancipation, nor the responsible position of maturity.

The circumstances that cause emotion to arise during puberty are as complex as life itself. Everything an adolescent is interested in involves emotion. A teenager experiences emotion when his wishes are granted or when he is injured or in danger. In addition to the more subdued emotional stream that runs through every aspect of their lives, adolescents experience various emotional surges and storms.

This research will uncover the relationship between emotional intelligence and academic achievement among secondary school students.

The details of the research aim and objectives of the current study have been described in length below;

The emergence of the problem

Emotional intelligence is the ability to motivate oneself, recognize one's own and other people's feelings, and effectively manage emotions in one-self and interpersonal interactions. Students encounter a variety of issues at various phases of their development. Students' problems worsen daily as they go into higher grades. For success in this area of life, emotional intelligence is necessary. Students usually struggle with challenges in their daily lives when emotional stress rises.

A number of studies have established significant positive relation between Academic Achievement and Emotional Intelligence (Malik, (1977); BurManiRupa, (1991); Masi, (1994); Williford, (2000); Oyesojl and AdeyinkaTella (2003); Singh, et al. (2004); Panigrahi, (2005); Sridevi, et al. (2008); Subramanyam, and Rao, (2008); Uma Devi, (2009); Usha (2009); Mahajan, (2011).

It has been found that girls are more emotionally intelligent than boys (Anshu (1986); Goleman (1995); Schuttle, et al. (1998); Petrides and Furnham (2000); Tyagi, (2004); Harrod and Scheer (2005); Noorjeha and Wajiha,(2009); Subramanyam, (2011). It is concluded that there is no significant difference between boys and girls with regard to their academic achievement.

Students with high academic scores have high emotional intelligence (Mayer, Perkins, Curuso, and Salovey (2001); Salaski and Carty weight (2002); Dewan, (2003); Subramanyam, and SreenivasaRao, (2008).

Thus keeping in mind the above mentioned review of literature, the present study “Academic achievement in relation to Emotional Intelligence among Secondary School Students” was planned with the following objectives.

Objectives

1. To study the relationship between Academic Achievement and Emotional Intelligence among Secondary School Students
2. To study and compare the Emotional Intelligence of high and low achievers
3. To study the gender differences on Academic achievement and Emotional Intelligence.

Hypothesis

- There will be no relationships between Academic Achievement and Emotional Intelligence of students.
- There will be no significant difference in the Emotional intelligence of high and low achievers of secondary schools.
- There will be no significant gender difference on the Academic Achievement and Emotional Intelligence of secondary schools.

Delimitation of the problem

- The sample consists of two hundred students from private and Govt. Secondary schools of Gurdaspur District only.
- The present study was limited to the science and humanity groups.
- Academic achievement of the previous class will be taken into consideration.

Selection of sample

A sample of 200 Senior Secondary Schools students (Boys: N=100 and Girls: N=100), were randomly selected from the different schools of District Gurdaspur affiliated with CBSE and PSEB. The age range of all the students was 15 to 17 years.

Measures used

To collect the data, the following tools were used:

- Emotional Intelligence Scale (Anukood Hyde, SanjyotPethe, UpinderDhar).
- Academic achievement of the students was assessed on the basis of marks obtained by them in the 10th standard. The marks of the 10th standard were recorded from school records with the permission of competent authorities.

RESULTS AND DISCUSSION

Correlation Analysis:

Pearson Product Moment Correlation was calculated to study the relationship between Academic Achievement and Emotional Intelligence. The value reported in the Table 1 clearly indicate that there is a significant positive correlation ($r=0.17$) between Academic Achievement and Emotional Intelligence. It means that enrichment of Emotional Intelligence leads to improvement in Academic Achievement. Hence, Hypothesis 1 “There will be no significant correlation between Academic Achievement and Emotional intelligence is not accepted”.

Table 1: Showing Correlation between Academic Achievement and Emotional Intelligence.

S. No.	Variables	N	r	Significant
1	Academic Achievement	200	0.17	Significant at 0.01 and 0.05 Level of significance
2	Emotional Intelligence	200		
Significant Value 0.14 at 0.05 Level of significance				

The total sample of 200 students was divided into two groups of High Achievers (50 Subjects) and Low Achievers (50 Subjects). The percentage of scores obtained by the students in the 10th standard was arranged in the ascending order. The upper 50 subjects and lower 50 subjects were considered as the High and Low Achievers. These two groups were compared with regard to Emotional Intelligence because

contrasting groups always provide translucent results. It is evident from the values reported in the Table 2 that there is a significant difference between High and Low Achievers. High Achievers (M=136.72) have scored significantly higher on Emotional Intelligence as compared to Low Achievers. It means that Emotional Intelligence play a significant role in the enhancement of Academic Achievement. Hence, the Hypothesis 2” There will be no significant difference in the Emotional Intelligence of High and Low achievers of Secondary schools” is not accepted.

Gender Differences:

Table 2: Showing Significant differences on Emotional Intelligence of High and Low Achievers.

Achievement	N	Mean	S.D	t-value	Significant
Low Achievers	70	128.61	25.64	2.33	nificant at 0.05 Level of significance
High Achievers	70	136.72	13.74		
significant at 0.05 Level of significance					

It is very important to study gender differences and t-test was applied to study the gender differences. It is very transparent from the values reported in the Table 3 that there are significant gender differences with regard to Emotional Intelligence. The girls (M=138.2) have scored significantly higher than boys. It means that girls have better emotional Intelligence than boys.

Table 3: Showing Statistical Gender difference between Means on Academic Achievement and Emotional Intelligence

Gender	N	Mean	S.D	t-value	Significant
Boys	100	125	29.05	3.19	nificant at 0.05 Level of significance
Girls	100	138.2	13.37		
significant at 0.05 Level of significance					

Hypothesis-III:-It is evident that there is a gender difference when it comes to emotional intelligence. Girls are said to possess greater emotional intelligence than guys. Girls in our culture are ready for a much harsher and more discriminatory society. Girls, therefore, possess greater adaptability than guys.

Kafetsios (2004) found a statistically significant difference on gender basis with female scoring high on emotional intelligence. According to some studies girls have strong emotional intelligence than male (Patel, 2017). Rao and Komala (2017) asserts that in their study on youth the male showed higher emotional intelligence than female but the result was statistically non-significant. While according to other studies male had higher emotional intelligence than female (Ahmad, Bangash, & Khan, 2009). Naghavi, and Redzuan, (2011) have concluded that although female have shown greater emotional intelligence yet other studies have shown contradictory results, therefore more research was needed in this area. The results of this study contradict that of Kafetsios (2004) and Patel (2017). There was also a significant difference concerning emotional intelligence for males than females. While, it is in agreement with that of Rao and Komala (2017), males had higher emotional self-regulation than females (Ahmad, Bangash & Khan, 2009). Similarly male performed higher on emotional self-awareness than female students. On the basis of interpersonal skills no significant difference was found.

Conclusions

1. The academic success of secondary school students is significantly correlated with emotional intelligence. To test the hypothesis, the Pearson product-moment correlation was used. The

magnitude of r turns out to be a negligible 0.17. This demonstrates that kids who have strong emotional intelligence also perform well academically.

2. Students who perform well in secondary school do not significantly vary from those who perform poorly in terms of emotional intelligence. This hypothesis is tested using the T-test. At the 0.05 threshold of significance, the magnitude of 't' was determined to be 2.33, which was significant. This indicates that high achievers are more emotionally sophisticated than poor achievers.
3. The emotional intelligence of secondary school males and girls differs significantly. This hypothesis is tested using the t-test. At the 0.05 and 0.01 thresholds of significance, the magnitude of t was found to be 3.19, which is significant. This indicates that the emotional intelligence of males and girls is different.

Educational implications

According to the current study, emotional intelligence has a negligible effect on accomplishment, as indicated by the aforementioned finding. A person with high emotional intelligence does better on accomplishment tests than someone with poor emotional intelligence. Academic performance is significantly influenced by emotional intelligence. As a result, it is important to incorporate emotional intelligence while evaluating academic performance. In order to regularly assess the kids' emotional intelligence scores, counseling sessions should be undertaken. High and low performers seem to differ significantly in terms of emotional intelligence. High emotional intelligence results in a person who is always focused and driven, which raises their accomplishment levels. To improve emotional intelligence, a student should thus always be supported and encouraged in order to see a noticeable change in his accomplishment results. In the case of emotional intelligence, there is a gender difference. Girls are said to possess more emotional intelligence than guys. Girls in our culture are prepared for much more challenging and discriminatory society. Girls, therefore, possess greater adaptability than guys. Boys in our community should always have emotional intelligence on par with females, even though girls typically have stronger emotional intelligence than boys. Therefore, it is essential to establish an environment in schools where boys and girls are equal in terms of emotional intelligence.

Suggestions for further research

- The present study was confined to government and private schools. Perhaps more variable outcomes can be achieved by including other schools like Navodya Vidyalayas and model schools.
- A similar study can be conducted by taking more variables and on a large sample.
- A similar type of study can be conducted by involving lower classes as well as high class students.
- A similar type of research can be conducted by giving equal weightage to urban and rural area students.

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