



EFFECT OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study was carried out to investigate the effect of emotional intelligence on academic achievement of senior secondary school students. The study was conducted on 605 senior secondary school students of two districts namely Aligarh and Faizabad (Uttar Pradesh). The sample comprised of 301 students from Aligarh and 304 students from Faizabad. The study revealed that there exist no significant difference between male and female in their emotional intelligence, but emotional intelligence of students differ significantly according to their place of living. It was found that male students from rural areas are higher on emotional intelligence scale than their male counterparts living in urban and semi-urban areas. Female students from urban areas are higher on emotional intelligence scale than their female counterparts living in rural and semi-urban areas. It was revealed from the study that the contribution of the predictor variable (Emotional Intelligence) on academic achievement was significant. Further, it was calculated that 1% variance was explained by emotional intelligence on students' academic achievement.

Keywords: emotional intelligence, academic achievement, senior secondary students

Introduction:

With the technological advancement familial, social and economic patterns have also undergone a sea change. Due to these changes human life became more complicated and full of stress. To reduce these complications there is immense need to study the value of emotional intelligence. The rapid expansion of science and technology poses many challenges to individuals at every step of their life, thus they have to struggle more in order to

make their life peaceful. Therefore, capability to manage emotions has become important in one's life. Only those individuals will survive and succeed who are emotionally intelligent. Occurrence of anxiety, frustration and unrest are common in all spheres of life. In order to make life comfortable, emotional intelligence play a very important role. Emotional intelligence is a combination of different competencies like depth of emotions, sufficient expression, control of emotions, ability to manage emotional problems, ability to perform with emotions and encouragement of positive emotions. It is one of the most considerable aspects in vocational success that will increase competence and individual satisfaction.

Education includes all knowledge and practices that a human being attains inside and outside the school. It not only provides insight but also develops the personality, adds knowledge and skills, inculcates moral values in an individual. It is the most significant source to enable us to make efforts regarding undisturbed survival in multiplicity, reinforces spirituality and equality in search of honesty and uniformity for the society as a whole, which encourages nationwide cooperation and appreciation for society members. Excellence in performance of the students is the prime concern of parents, educators and society as a whole.

Operational Definitions of the Key Terms:

1. Emotional Intelligence

According to Goleman (1998), "Emotional intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and our relationship".

According to Mayer & Salovey (1997) "Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth".

Bar-on (1996) defined emotional intelligence as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures". He proposed following major areas of skills to evaluate emotional intelligence: Intra-personal skill, Interpersonal skill, Adaptability skill, Stress-management skill, General mood.

In the present study, emotional intelligence of senior secondary school students has been examined with regard to their academic achievement; meaning thereby that how students are managing their studies along with other challenges of life.

2. Academic Achievement

According to Good (1973), “Academic achievement is the knowledge attained or skills developed in school subjects, usually designated by test scores or marks assigned by teachers or by both”.

Kohli (1975) defined academic achievement as “the level of academic proficiency attained in academic work or as formally acquired knowledge”.

In the present study the investigator used the total marks achieved by the students of senior secondary school in their previous year’s final examination result as their academic achievement from student’s school records.

3. Senior Secondary Students: Students of senior secondary school are more sensitive at this age and begin to manage their emotions themselves. They learn to resolve conflicts, develops cooperative skills and empathy. In the present study, senior secondary schools students of class 11th and 12th were selected randomly from two districts of Uttar Pradesh, namely Aligarh and Faizabad.

Objectives of the study:

1. To find out the difference in emotional intelligence of senior secondary school students in relation to their gender and place of living.
2. To find out the effect of emotional intelligence on academic achievement of senior secondary school students.

Hypothesis:

1. There is no significant difference in emotional intelligence of senior secondary school students in relation to their gender and place of living.
2. There is no effect of emotional intelligence on academic achievement of senior secondary school students

Methodology:

In order to accomplish the objectives of the present study, inferential statistical techniques were used.

Population and Sample of the study:

Senior secondary school students of private and government schools, located at Aligarh and Faizabad districts of Uttar Pradesh, constituted population of the present study. From this

population, a sample of 605 students (304 from 7 schools of Faizabad and 301 from 7 schools of Aligarh) was taken by applying Multi-stage random sampling technique.

Tool Used:

“Mangal Emotional Intelligence Inventory (MEII)” developed and standardized by Dr. S.K. Mangal and Dr. Shubhra Mangal (2008) was used to collect the data from students.

Statistical Techniques Used:

In this study, the investigators used inferential statistical techniques like ANOVA and simple linear regression.

Analysis and Interpretation of data:

Objective 1: To find out the difference in emotional intelligence of senior secondary school students in relation to their gender and place of living.

Ho1: There is no difference in emotional intelligence of senior secondary school students in relation to their gender and place of living.

To test the above hypothesis, Two-way ANOVA has been used. The description is shown in Table 1.1.

Table 1.1: Summary of Two-way ANOVA for the scores of Emotional Intelligence according to Gender and Place of Living

Source		N	Mean	Sum of Square	d.f.	Mean square	F	Sig.
Gender	Male	301	63.91	243.31	1	243.31	1.84	0.175
	Female	304	62.47					
Place of Living	Rural	197	64.98	850.92	2	425.46	3.22*	0.041
	Urban	316	62.73					
	Semi urban	92	61.85					
Gender × Place of Living				2043.09	2	1021.54	7.73**	0.000
Error				79113.38	599	132.07		
Total				2513711.00	605			

**Significant at 0.01 level

*Significant at 0.05 level

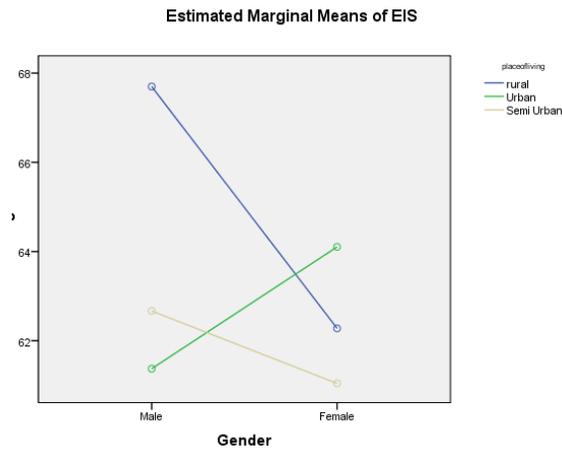


Figure 1.1

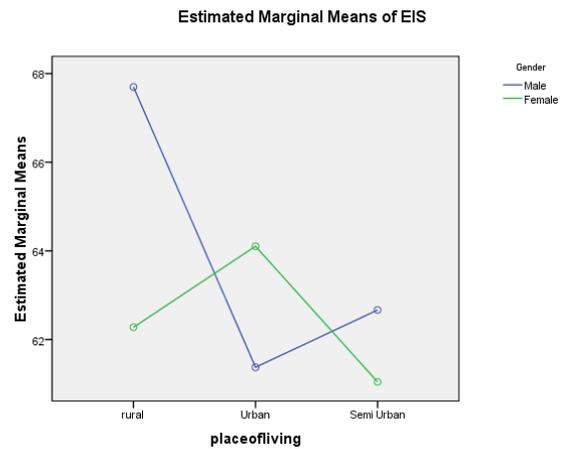


Figure 1.2

From Table 1.1, it is clear that the difference in the values for gender ($F=1.84$, $P>0.05$) is not significant at 0.05 level, which indicates that there is no significant difference between male and female in their emotional intelligence. Whereas, F value for place of living ($F=3.22$, $P>0.05$) is significant at 0.05 level, which indicates that the emotional intelligence of students differ significantly according to their place of living. Hence, the null hypothesis H_01 is partially accepted. F -value for interaction ($F=7.73$, $P>0.01$) among demographic variable (gender & place of living) in emotional intelligence is significant at 0.01 level. Therefore, it is concluded that scores of emotional intelligence among senior secondary school students vary significantly on demographic variables (gender and place of living). Subsequently, interactional graph 1.1 & 1.2 shows that male students from rural areas are higher on emotional intelligence scale than their male counterparts living at urban and semi-urban areas. Female students from urban areas are higher on emotional intelligence scale than their female counterparts living in rural and semi-urban areas. Therefore, the results of interactional analysis reveal that senior secondary school students differ significantly in emotional intelligence in relation to their place of living, but no significant difference exists between male and female in their emotional intelligence in relation to their gender.

Objective 2: To find out the effect of emotional intelligence on academic achievement of senior secondary school students.

In order to find out the effect of emotional intelligence on academic achievement of senior secondary school students, the following hypothesis has been formulated.

H₀₂: There is no effect of emotional intelligence on academic achievement of senior secondary school students.

In order to test the above hypothesis linear regression analysis has been used. Data for the same has been presented in the Table 1.2, 1.3 and 1.4.

Table 1.2: Model Summary of Regression Analysis

Predictor	R	R ²	Adjusted R ²	Std. Error	F change
Emotional Intelligence	0.109	0.012	0.010	0.109	0.007

Table 1.3: Summary of ANOVA for regression Analysis

Model	Sum of Square	d.f.	Mean Square	F	Sig.
Regression	1358.104	1	1358.10	7.233**	0.007
Residual	113214.525	603	187.75		
Total	114572.629	604			

**Significant at 0.01 level

A perusal of the Table 1.2 reflects that the coefficient of correlation among the variable is 0.109 and its square is 0.012. This means that 1% of variance in academic achievement is explained by emotional intelligence among senior secondary school students and the remaining proportion of variance is still to be explained by other variables which are not included in the study.

Further, Table 1.3 shows that the F-value (F= 7.233, P<0.01) is significant at 0.01 level. It means that regression model is acceptable, though the effect is negligible but significant. Hence, emotional intelligence has significant predicting power for academic achievement among senior secondary school students. Therefore, hypothesis Ho.2 is rejected.

Table 1.4: Coefficient for Regression Analysis

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	B		
(Constant)	60.134	3.082	0.109	19.512	0.000
Emotional Intelligence	0.129	0.048		2.690**	0.007

**Significant at 0.01 level

As apparent from Table 1.4 the standard coefficient (β), bearing t value (t= 2.69, P<0.01) is significant at 0.01 level, depicts that independent variable i.e., emotional intelligence shows low predicting power on dependent variable i.e., academic achievement of senior secondary school students. It means an increase in per unit in emotional intelligence level also corresponds to increase by 0.129 in academic achievement of the respondents. The regression equation is shown below:

$$\text{Academic achievement} = a + bx$$

Academic achievement= 60.134+ (emotional intelligence × 0.129)

The graphical presentation of showing variance of emotional intelligence is shown in Fig.1.3

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Academic Achievement

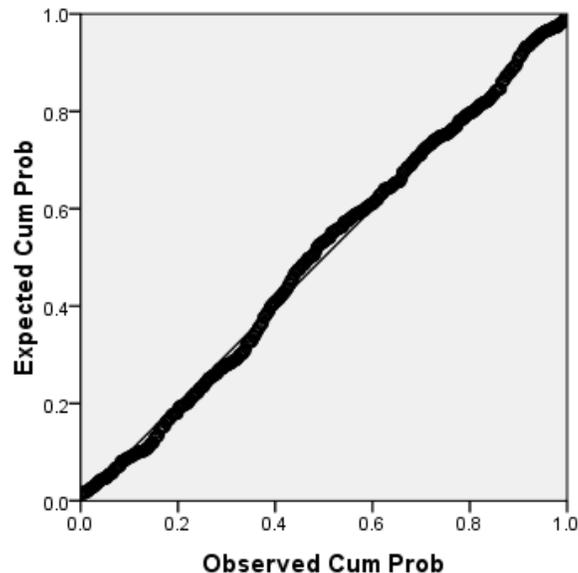


Fig. 1.3: Graphical presentation showing variance of Emotional Intelligence on Academic Achievement.

Findings of the Study:

1. No significant difference exists in emotional intelligence of male and female senior secondary students, but emotional intelligence of students differ significantly according to their place of living. Therefore, it can be concluded that male students from rural areas are higher on emotional intelligence scale than their male counterparts living in urban and semi-urban areas. Whereas, female students from urban areas are higher on emotional intelligence scale than their female counterparts living in rural and semi-urban areas.
2. The study revealed that contribution of the predictor variable (Emotional Intelligence) on academic achievement was significant. Further, it also revealed that 1% variance was explained by emotional intelligence on students' academic achievement.

Implications of the study:

- Teacher must be well versed in educational psychology especially in developmental psychology, guidance and counseling. So that he/she can deal his/her emotionally

disturbed students in an efficient manner and may become a strong support in their academic achievement. It is only possible when there is a good understanding and strong bonding between students and teachers. As per the findings of the study, teachers should pay more attention to semi-urban and urban male students and semi-urban and rural female students.

- In school, teachers are the substitute of parents. They need to know that emotional intelligence can matter a lot than cognitive intelligence in one's academic life. Children should be taught some specific emotions management skills in school such as how to reduce/control stress, deal with challenges, use humor, connect emotions and resolve conflicts with confidence so that they can recognize and manage their own as well as others emotions. To serve this purpose, teachers need to learn strategies to boost up emotional intelligence. This may help the students to develop positive emotions, cope up with negative emotions, become confident and have self esteem, which are essential for high academic achievements.
- Curriculum planners/ academicians should design such a curriculum which helps in developing student's emotional intelligence skills so that they may deal effectively with upcoming challenges of life.

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