

EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC PERFORMANCE- A Study

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ABSTRACT

The present study observes the level of Emotional Intelligence (EI) of secondary school students in relation to gender and their Academic Performance (AP). A sample consist of 150 students of class 10th selected randomly from 10 Govt. Secondary Schools in Sambhal district. The study sample responded to two valid and reliable inventory instruments: Mangal's Emotional Intelligence Inventory (MEII) and Children's Intelligence Scale by Dwarka Pershad and Neha Jain. Data analysis involved the use of Pearson's product moment coefficient of correlation to measure the relationship between the EI and AP and t-test. The results revealed that the EI of most of the secondary school students is average. There is a positive correlation between EI and AP of Secondary School students. There is a significant mean difference between the AP of Boys and Girls having low level of EI.

The world is flattering to be progressively competitive. Quality of performance has turn out to be the key factor for personal advancement. Parents desire that their children should ascend the ladder of performance to as high a level as achievable. This aspiration for a high level of achievement put a lot of apprehension on students. In fact, today the whole system of education revolves round the performance of students in academics. Thus, a lot of point in time and endeavor of the teachers are used in helping students to achieve better in their scholastic accomplishments. According to Conger & Peterson (1984), "A number of personal attributes of the individual's home, school, environment and society as a whole influence his academic performance or the learning of the students. The most important among them are intelligence, socio-economic status, gender, adjustment, social acceptance and study habits etc".

Numerous researchers have revealed that there are more than a few other factors like Emotional Intelligence, academic achievement motivation, creativity and personality factors etc., which also maneuvers their academic performance. Keeping in view the above factors the researcher has made an attempt to study "Emotional Intelligence of secondary school students in relation to their academic performance".

The notion of emotion began about 2000 years ago when Plato wrote, "All learning has an emotional base". Since then, scientists, academicians and philosophers have worked to prove or condemn the significance of emotions. Though the term "Emotional Intelligence" was

formally used by Salovey & Mayer (1989-90), according to them EI as “the subset (form) of social intelligence that engrosses the capability to monitor one’s own and other’s sentiments and emotions, to discriminate in the midst of the positive and pessimistic effects of emotion; and to use this emotional information to guide one’s thinking and emotions”. So EI is the aptitude to recognize emotions, to access and generate emotions, to support thoughts to appreciate emotions along with emotional knowledge, and meditatively normalize emotions, so as to promote emotional and intellectual growth. EI is the psychological capacity of the individual’s which varies from individual to individual in accordance with their personal profiles. Daniel Goleman (1998) defined EI as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from, but complementary to, academic intelligence, the purely cognitive capacities measured by IQ”.

It means using one’s intellectual, spiritual, physiological and other related potentials in right combination with one’s emotional intelligence. EI is the empowerment of every individual to be as best as one can be. Broadly, EI can be defined as, intelligence based on emotions. The people having this capacity are found to be supportive, balanced, healthy, amiable and better employable. It is a composition of non-cognitive skills required to deal with emotions such as anger, anxiety, guilt, conscience, over-enthusiasm and misplaced trust. Dealing with one’s own emotions and that of others is significant as they largely settle on our behavior and many of our accomplishments. Every such action has its derivation in emotion. It is an instinctive wisdom that can derive prolific gains and novelty.

Objectives of the Study:

- i. To determine the significance of difference in the academic performance of secondary school students having high and low levels of emotional intelligence.
- ii. To find out the significance of difference between the academic performance of secondary school boys and girls having high emotional intelligence.
- iii. To examine the significance of difference between the academic performance of secondary school boys and girls having low emotional intelligence.
- iv. To calculate the significance of difference between the means of academic performance of secondary school boys and girls having average emotional intelligence.
- v. To find out the relationship between Girl’s and Boy’s emotional intelligence and academic performance
- vi. To find out the relationship between emotional intelligence and academic performance of the total sample.

Hypotheses:

- i. The difference between the means of academic performance of high and low emotionally intelligent secondary school students is significant.
- ii. The difference in the means of academic performance of boys and girls with high emotional intelligence is insignificant.
- iii. There is no significant difference between the means of academic performance of boys and girls having low emotional intelligence.
- iv. The mean's difference of academic performance of boys and girls with average emotional intelligence is insignificant.
- v. There exists no correlation between the emotional intelligence and academic performance of Girls and Boys of secondary school.
- vi. There exists no correlation between the emotional intelligence and academic performance of secondary school students

Methodology:

The investigator has adopted the descriptive survey method of research to find out the level of emotional intelligence of secondary school students.

Sample:

The sample comprised of 150 students of class Xth selected randomly from 10 Govt. secondary schools of Sambhal district; out of which there were 70 boys and 80 girls.

Tools:

- i. Mangal Emotional Intelligence Inventory (MEII)
By: Dr. S.K. Mangal & Mrs. Shubhra Mangal.
- ii. Non-Verbal Group Intelligence Test (NVGIT).
By: Imtisungba Ao.
- iii. Academic Performance:- The percentage of IX the class annual examination marks is considered as AP.

Statistical Techniques Used:

- i. Mean
- ii. Standard deviation
- iii. Pearson's product moment coefficient of correlation
- iv. T-test

Analysis of Data, Interpretation & Discussion of Results:

- ❖ **Hypothesis-1:** The difference between the means of AP of high and low emotionally intelligent secondary school students is significant.

Table 1: Significance of difference between the mean scores of AP of secondary school students having high and low level of EI is.

Groups	N	Mean	SDs	df	t-value	Remarks
High EI	53	60.303	7.75	104	9.07	Significant at 0.05 & 0.01 level
Low EI	53	45.396	6.79			

It is revealed from the table-1, that there is a significant difference in AP of secondary school students having high EI and low EI of as that t-value is 9.57 which is significant at 0.01 & 0.05 level. So the hypothesis is accepted. The Mean score of AP of high EI students is 62.303 which is more than the Mean score of AP of low EI students i.e., 48.396. So, it proves that academically the high EI students perform better than the students with low EI.

- ❖ **Hypothesis-2:** The difference in the Means of AP of Boys and Girls with High EI is insignificant.

Table 2: Significance of difference between the Mean score of AP of secondary school Boys and Girls having High level of EI is .

Groups	N	Mean	SDs	df	t-value	Remarks
High EI Boys	20	62	4.56	38	1.6883	Insignificant at both level
Low EI Girls	20	63	5.77			

Table -2: depicts that the Mean score of AP of High EI Boys is 62 and it is 63 in case of AP of High EI Girls. The obtained t-value 1.6883 is statistically insignificant. Hence the formulated hypothesis is accepted. Thus it can be inferred that there is no significant difference between the High EI Boys and High EI Girls on the measures of their academic performance.

- ❖ **Hypothesis-3:** There is no significant difference between the Means of AP of Boys and Girls having low EI.

Table -3: Significance of difference between the Mean scores of AP of secondary school Boys and Girls having low level of EI is.

Groups	N	Mean	SDs	df	t-value	Remarks
Low EI (Boys)	26	50.07	6.144	50	2.4033	Significant at 0.01 & 0.05 level
Low EI (Girls)	26	42.26	6.142			

It can be seen that the calculated “t”-value (3.99) is more than the table value (2.68) at 0.01 level and (2.01) at 0.05 level. Hence, there exist a significant mean difference between the AP of Boys and Girls having low EI. Hence, the null hypothesis is rejected. Thereby, the table is showing that Boys with low EI perform better in academics as compared to Girls having low EI.

❖ **Hypothesis-4:** The Mean’s difference of AP of Boys and Girls with average EI is insignificant.

Table-4: Significance of difference between the Mean Scores of AP of secondary school Boys and Girls having average EI is.

Groups	N	Mean	SDs	df	t-value	Remarks
Average EI (Boys)	22	60.26	6.69	42	1.6820	Significant at 0.01 & 0.05 level
Average EI (Girls)	22	55.57	5.62		2.4185	

It is confirmed from the table-4, that the t-value (2.73) statistically significant at both the levels. Hence, it is concluded that there exist a significant difference between AP of average EI boys and girls. Thus the null hypothesis is rejected.

❖ **Hypothesis-5:** There exists no correlation between the EI and AP of secondary school students,

Table- 5: The coefficient of correlation between EI & AP of Girls and Boys is.

Variable1	Variable2	Gender	N		Level of Significance
Emotional Intelligence	Academic Performance	Girls	80	0.416	Significant [☆]
		Boys	70	0.386	

☆Correlation is significant at the 0.01 level

Table 5 indicates that the relationship between Emotional intelligence and academic performance of Girls and boys is significant as the value of coefficient of correlation (r) is found to be 0.416 which is significant at 0.01. Hence the hypothesis “There exists no significant relationship between emotional intelligence and academic performance of secondary school Girls and Boys” is rejected. This means that emotional intelligence and academic performance of secondary level students of Girls and Boys are positively and significantly associated. The academic performance of the students is affected with their emotional intelligence.

- ❖ **Hypothesis-6:** There is no positive relationship between EI and AP of secondary school students.

Table 6: Correlation between EI and AP of secondary school students is

N	EI (M)	AP (M)	df (N-2)	values at level		Calculated r
				0.05	0.01	
150	52.18	56.68	148	0.160	0.203	0.795

Table -6, it reveals that the value of $r=0.793$ is significant at 0.05 and 0.01 level. Hence, the null hypothesis is rejected. Hence, it is concluded that there is high significant relationship between EI and AP of secondary school students.

Table 6 indicates the relationship between Emotional intelligence and academic performance and the value of coefficient of correlation (r) was found to be 0.795 which is significant at 0.01 and 0.05 levels. Hence the null hypothesis that “There exists no significant relationship between emotional intelligence and academic performance of secondary level students” is rejected. This means that emotional intelligence and academic performance are positively and significantly related to each other. The academic performance of the students is affected with their emotional intelligence. It is clear from the findings that there is a significant relationship between academic performance and emotional intelligence of secondary school students.

Major Findings:

- I. The Mean score of AP of high EI students is 62.303 which is more than the Mean score of AP of low EI students i.e., 48.396. So, it proves that academically the high EI students perform better than the students with low EI.
- II. Thus it can be inferred that there is no significant difference between the High EI Boys and High EI Girls on the measures of their academic performance. There is a significant mean difference between the AP of high and low emotionally intelligent

- students. So it may be concluded that students having high EI perform well than those who are having low EI.
- III. There exist a significant mean difference between the AP of Boys and Girls having low EI.
 - IV. Hence, it is concluded that there exist a significant difference between AP of average EI boys and girls. Academic performance (AP) of 56.68 secondary school students is found to be average.
 - V. The emotional intelligence and academic performance of secondary level students of Girls and Boys are positively and significantly correlated. The academic performance of the students is affected with their emotional intelligence.
 - VI. The academic performance of the students is affected with their emotional intelligence. It is clear from the findings that there is a significant relationship between academic performance and emotional intelligence of secondary school students.

❖ Conclusion

Owing to ignorance parents do not provide appropriate guidance to their children. As at secondary level students require extra care and attention. Extraordinary counseling and guidance programmes should be conducted for developing the emotional intelligence amongst the secondary school students. Positive moods are alleged to facilitate the cohort of creative ideas, where as pessimistic moods spotlight consideration and alleviate analytic processing. Creating an emotion to resolve a problem energizes an individual to learn.

Academic performance becomes a matter of great concerns in our present system of education. Consequently demands are on school going students for achieving high achievement has been increasing. Parents began to be still more conscious about higher academic score in examination as they found that their words are left without an inspired job, even after spending 16 or more years in showing and consuming the economic sources. Higher grade in the class will be an indicator of better learning and knowledge better grades will facilitate promotion to the higher class and also getting employment. Therefore, parents tend to fix some standards of academic achievement for their children consciously and unconsciously without due consideration of their capacities and essential physical facilities. There are various factors which influence the academic performance, but emotional intelligence affects most. The present study reveals that Emotional intelligence plays key role in affecting academic performance. Emotional intelligence is not innate talents, but rather learned capabilities that must be worked on and developed further to achieve outstanding performance. The findings may help the teachers in adopting better instructional strategies and provide extra educational treatment like guidance and counseling for the betterment of their pupils. Similarly, at the secondary stage, a child needs more care and attention from the family for molding his behavior and

ultimately improving his academic performance. Emotional guidance helps students in selecting educational courses in the light of their emotional intelligence.

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