



Original Article

International Journal of Educational Research and Technology

ISSN 0976-4089

IJERT: Volume 3 [4] December 2012: 25 -28

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ISO 9001: 2008 Certified Organization

Website: www.soeagra.com/ijert/ijert.htm

A Study of the Effect of Emotional Intelligence on Academic Achievement of Jaipur Senior Secondary Students

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ABSTRACT

The present study aims to investigate the effect of Emotional Intelligence on Academic Achievement of senior secondary students. A sample of 1000 students was drawn adopting random-cum cluster sampling technique from Government senior secondary schools of Jaipur district, Rajasthan. Survey method was used to collect the data. The study revealed that there is a positive effect of emotional intelligence on academic achievement of total group students and especially girl students.

INTRODUCTION

We are living in the age of Globalization where our traditional ways of living are in transitional phase. Due to privatization, urbanization and liberalization, the youth is in a dilemma where they find themselves unfit and unequipped. A rapid change in family life, pressures of peers and society, today's life style and academic challenges etc are the factors where there is an increase in competition and stress. The youth is not able to cope up with the negative emotions which have become a stigma of their life.

Emotional Intelligence is an ability, capacity or skill to perceive, assess and manage the emotions of one's self, of others and of groups. Emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influences one's ability to succeed in coping with environmental demands and pressures. Emotional competencies as suggested by **Daniel Goleman** are - **Self-awareness** - The ability to identify and name one's emotional states and to understand the link between emotions, thought and action. **Self-Regulation** - The capacity to manage one's emotional states or to shift undesirable emotional states to more adequate ones. **Motivation** - The ability to enter into emotional states (at will) associated with a drive to achieve and be successful. **Empathy** - The capacity to read, be sensitive and influence other people's emotion. **Social Skills** - The ability to enter and sustain satisfactory interpersonal relationship.¹ The view points and ideas propagated by Daniel Goleman have brought a revolution in the field of child care, home, school and workplace management. In the words of **Daniel Goleman** "**Most of the problem in our life, whether childhood problems, adolescent problems, home and family problems, work situation problems or political, regional or international problems are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals, society and the nations.**" If proper efforts are made for training the emotions and developing proper emotional intelligence potential among the people right from their child hood, then it will surely help in bringing mutual emotional understanding, empathy accompanied with right actions and behaviour on the part of the individuals and groups, to lead a better life in peace and co-operation.

ACADEMIC ACHIEVEMENT

Academic achievement is the maximum performance in all activities at school after a period of training. **Steinberg and Merriam (1993)** "Achievement encompasses student ability and

¹Renu Singh, 2007 "Schooling of Emotions" Bhartiya shiksha shodh patrika, Vol 7 No 2, pg 39
9Wikipedia, the free encyclopedia, 2008, "Emotional Intelligence" Retrieved on 4/29/2008,
http://en.wikipedia.org/wiki/Emotional_intelligence

performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life.". **Webster** defines achievement as "the quality and quantity of a student's work."

Now a days, Achievement and evaluations are interpreted in terms of not only IQ but other factors also like social intelligence, emotional intelligence, spiritual and creativity and in terms of so many aspects. Children's performances and abilities are judged through covering various traits of personality. Still in India we are limited to subject achievement scores except a few % of the population. There is no provision in our education system to provide education which could meet all types of need of our children. The most neglected areas are social development, emotional, values, spiritual, creativity, adversity etc. Here in a need to relate and study the various factors by combining them with academic achievement. Therefore it was thought logical to conduct a study to check effect of Emotional Intelligence on academic achievement.

Academic achievement is the major concern of educational policy makers of every country. It has been accepted that environment both inside and outside the school in which the child grows has a great influence on the academic achievement of the students. Among them, socio economic status, social phobia, anxiety, learning disabilities, parent styles, learning styles, classroom climate etc are some such variables. So care should be taken to increase the rate of achievement and find out the hindrances that decrease the achievement rate. Emotion is the basis of all interests and motivations and so is directly related to all human performances and achievements. Emotions are source of motivation, source of enjoyment source of strength and endurance to body. Constant emotional tension may cause poor health like lack of sleep, restlessness, headache, chronic fatigue, insomnia, lack of appetite. Hence an attempt is made to relate emotional intelligence with academic achievement. Academic achievement of the learner is the primary concern of all types of educational endeavours. **Kulhens, 1952**, reported that emotional tensions affect the efficiency of the individual, shifts of moods and inconsistency in behaviour. It also affects the memory, increase in forgetting, the individual can not reason, think and concentrate on a problem. Constant emotional pressure disturbs learning ability. Fear and anger cause the most powerful effect on thought process moodiness, irritability etc. They bring changes in our attitude towards life. Researchers have shown that such emotional disturbances result in poor academic achievement of the students. **Namrata, 1992** found in her study that high achievers tended to be emotionally stable and un-frustrated in comparison to low achievers. Emotional weaknesses cause various physical and mental health problems that directly have its impact on academic achievement of children. Our education is imparting information and knowledge to a certain area that is career oriented. Emotional aspect is lacking in our education system. The academic achievement is deteriorating nowadays. The means and ways through which academic achievement could be increased is the need of the hour. Studies have shown the interrelationship between academic achievement and other social-psychological variables. Students are not found to be able to perceive, identify, assess, manage and control emotions. Emotional weaknesses obstruct development of children's abilities, capacities and affect their performances. A student or child must know what emotions are, their importance and role in life. They must be able to channelize their negative emotions in right direction so that they may achieve success in each and every field of life. Therefore knowing the correlation between emotional intelligence and academic achievement becomes an important one.

OBJECTIVES

O-1 To find out the effect of Emotional Intelligence on Academic Achievement of senior secondary students.

O-2 To find out the effect of Emotional Intelligence on Academic Achievement of senior secondary boy students.

O-3 To find out the of Emotional Intelligence on Academic Achievement of senior secondary girl students.

HYPOTHESES

H-1 There is a correlation between Emotional Intelligence and Academic Achievement of senior secondary students.

H-2 There is a correlation between Emotional Intelligence and Academic Achievement of senior secondary boy students.

H-3 There is a correlation between Emotional Intelligence and Academic Achievement of senior secondary girl students.

SAMPLE

In the present study, a sample of 1000 senior secondary students (500 boy and 500 girl students) was drawn adopting random-cum-cluster sampling technique from Government senior secondary schools of Jaipur district.

METHODOLOGY

To know the present status of emotional intelligence and academic achievement of senior secondary students Survey method is used in the study.

TOOLS OF RESEARCH

The tool used for the present study was '*Emotional Intelligence Questionnaire*', developed by Prof. K. S. Mishra and Academic Achievement in the study is the aggregate marks obtained by senior secondary students studying in government schools (RBSE) of the district Jaipur, during the session 2008-2009.

STATISTICAL TECHNIQUE USED

Co-efficient of correlation was the statistical technique used to analyze the data.

ANALYSIS AND INTERPRETATION

H-1 There is a correlation between Emotional Intelligence and Academic Achievement of senior secondary students.

TABLE -1 :Showing Analysis Of Correlation Between Emotional Intelligence And Academic Achievement Of Senior Secondary Students (N = 1000)

Variables	Level of significance	
	r value	Table Value
EI and AA	0.1382**	0.08 [.01 level]

r value 0.1382 > table value 0.08 (0.01level) = SIGNIFICANT**

Observation of table -1 shows that the obtained r value 0.1382** between emotional intelligence and academic achievement of senior secondary students is found higher than the table value 0.08 that is significant at 0.01 level of confidence. This allows us to accept the hypothesis. This reveals that emotional intelligence is positively related to academic achievement of senior secondary students.

H-2 There is a correlation between Emotional Intelligence and Academic Achievement of senior secondary boy students.

TABLE - 2: Showing Analysis Of Correlation Between Emotional Intelligence And Academic Achievement Of Boy Students (N = 500)

Variables	Level of significance	
	r value	Table Value
EI and AA	0.0382	0.12 [.01 level]

r value 0.0382 < table value 0.12 (0.01level) = INSIGNIFICANT

Observation of table - 2 shows that the obtained r value 0.0382 between emotional intelligence and academic achievement of boy students is lesser than the table value 0.08 that is insignificant at

0.01 and 0.05 level of confidence. This allows us to reject the hypothesis. This reveals that emotional intelligence is negatively related to academic achievement of senior secondary boy students.

H-3 There is a correlation between Emotional Intelligence and Academic Achievement of senior secondary girl students.

TABLE - 3: Showing Analysis of Correlation Between Emotional Intelligence And Academic Achievement Of Girl Students (N = 500)

Variables	Level of significance	
	r value	Table Value
EI and AA	0.1405**	0.12 [.01 level]

r value 0.1405 > table value 0.12 (0.01level) = SIGNIFICANT**

Observation of table - 3 shows that the obtained r value 0.1405** between emotional intelligence and academic achievement of girl students is higher than the table value 0.12 that is significant at 0.01 level of confidence. This allows us to accept the hypothesis. This reveals that emotional intelligence is positively related to academic achievement of senior secondary girl students.

MAJOR FINDINGS OF THE STUDY

*There is a positive correlation between emotional intelligence and academic achievement of senior secondary students studying in Government schools of Jaipur district.

*There is a negative correlation between emotional intelligence and academic achievement of senior secondary boy students studying in Government schools of Jaipur district.

*There is a positive correlation between emotional intelligence and academic achievement of senior secondary girl students studying in Government schools of Jaipur district.

EDUCATIONAL IMPLICATIONS

*Students should be able to recognize their abilities and capacities instead of feeling low and develop ability to work and study in adverse emotional conditions of life. *The teachers should be competent to identify the changing emotional classroom environment and have the ability to empathize, encourage and connect with students on emotional level. *In curriculum impetus should be given for the training of emotional intelligence to increase academic achievement of students. *An emotionally healthy environment can promote emotional health of students. It is high time that policymakers, administrator and teachers got oriented towards the importance of Emotional Intelligence. They are the personnel who decide the rules, regulations and environment of the school. *Achievement of the objectives related to emotional intelligence development remain incomplete until our future teachers are well equipped with handling new aims, objectives of education, methods, techniques and are ready to take the responsibility which is a tactful task. *Training courses in guidance and counselling have already started. There should be an arrangement in school to help students who are suffering from some emotional problems. The clinical psychiatrist visits may be scheduled. * In the context of girls special care, efforts needed, *Further experimental researches should be conducted between boy and girl students and also on primary level students.