



“To study the difference in academic achievement of higher secondary school students on the basis of emotional intelligence”

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ABSTRACT

Present study is an attempt to study the difference in academic achievement of higher secondary school students on the basis of Emotional Intelligence and its four components namely Interpersonal Skill, Intrapersonal Skill, Interpersonal Management, Intrapersonal Management. Study was conducted on one hundred sixty higher secondary school students, selected by adopting random sampling technique. Data was collected by using Mangal Emotional Intelligence Inventory constructed and standardized by Mangal and Mangal (1971). Statistical analysis was done by computing t-test, Findings indicates no significant difference in the academic achievement of higher secondary school students on the basis of Emotional Intelligence, intrapersonal skill, interpersonal management and intrapersonal management but significant difference exist in academic achievement on the basis of interpersonal skill which is found to be significant at 0.05 level of significance.

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Introduction

The emotions, feelings and values are vital for a person's well being and achievement in life (Ediger, 1997). Achievement encompasses students ability and performance, it is multi dimensional, 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 in to past secondary years and working life (Steinberger, 1993). There are many factors which effect academic

Achievement of students. Barton, Dielman and Cattell (1972) studied relative importance of both ability and personality variables in the prediction of academic achievement IQ together with the personality factor which they called conscientiousness predicted achievement in all areas. Edun and Akanji (2008) asserted that poor academic achievement among student is usually attributed to the school authority & teachers attitude to their work. Henderson and Berla (1994) observed that the most accurate predictor of student achievement is the extent to which the family is involved in the child education, not the family's level of income. Cotton and wikelund (2005) found that parent's involvement improves student's academic achievement. According to Aremu and Oluwole (2001) learning outcome or academic achievement has been determined by such variables as family, school, society and motivational factors.

All students experience frustration and failure to achieve their goals. They depend on the strength of fortitude to control their negative thoughts and feelings. If they are able to control emotions, they will achieve the academic goals as well (Dweck, 1996). Similarly Shoda, Mischel and Pcake, 1990) found that controlling the impulses of action have shown their ability in achieveing good academic and good social skills when they are in their adolescence. Goleman (1995) found that IQ alone in no mere the measure of success IQ account for only 20% of the total success and rest goes for emotional intelligence and social

competencies which were strong predictors of academic success. Abisamra (2000) found significant relationship between emotional intelligence and academic achievement. Petrides et al (2004) found that emotional intelligence moderated the relationship between academic performance and cognitive ability. Emotional Intelligence is being able to monitor one's own and other feelings and emotions, to discriminate among them and to use this to guide one's thinking and actions (Salovey and Mayer, 1990). Emotional Intelligence is defined as the intelligent use of emotions one intentionally makes one's own emotions work for one by using them to help guide one's behavior and thinking in ways that enhance one's result. (Weisenger, 1998). Emotional Intelligence as determined by Nelson and Low (1999) has four major skills dimensions of emotional competencies namely interpersonal skills, intrapersonal skill, self management skills and leadership skills. Interpersonal intelligence is the capacity to manage our selves through knowing and understanding our feelings, wishes, needs, wants and purpose. Interpersonal involves the ability to be sensitive to other people's emotions and psychological states, and enable us to choose appropriate responses (wayne Payne, 1985). Johnson (2009) found that students with self awareness and intrinsically motivated will definitely have very high of academic performance. In the context of the classroom, self control on cognitive and behavior are important aspect of learning and academic performance (Corno and Mandinach, 1983). Similarly coover and Murphy (2000) examined relationship between self identity and academic persistence and achievement. Higher the self concept and self scheme, the more positive the self descriptions, the better the academic achievement. Students who donot matter the skills of interpersonal difficulties in relationships with peers, who often behave badly and eventually lead to poor academic performance (Sulzer-Azaraff and Mayer, 1986) Goleman (2002) defined self

management as having emotional control, adaptability and optimism.

It is also supported by research done by MacCann et al (2011) that there is significant contribution of emotional management to academic performance. Rode et al (2007) predicted that emotional intelligence was related to academic performance for two reasons, first academic performance involves a great deal of ambiguity secondly majority of academic work is self directed requiring high level of self management. Therefore individuals with high emotional intelligence would perform better. Oyinloye (2005) attributed the problem of poor academic achievement to low level of emotional intelligence among secondary school students Cherniss (2004) stated the importance of emotional intelligence as necessary to improving performance and psychological well being in school work. Teaching emotional and social skills is very important at school, it can affect academic achievement positively not only during the years they are taught, but during the years that follow as well (Elias et al 1991). If emotional intelligence skills are developed, strengthened and enhanced, students may demonstrate increased level of personal, academic and career achievement (vela, 2003).

Purpose of study was to determine whether the students differ in academic achievement on the basis of emotional intelligence and its four components namely interpersonal skill, intrapersonal skill, interpersonal management and intrapersonal skill.

Objective and Hypothesis

1. To determine the significant difference in the academic achievement of high and low emotional intelligent students.

There will be significant difference in the academic achievement of high and low emotional intelligence students.

2. To determine the significant difference in the academic achievement of high and low intra personal awareness among students of higher secondary schools.

There will be significant difference in the academic achievement of high and low intra personal awareness among students of higher secondary schools.

3. To determine the significant difference in the academic achievement of high and low inter personal awareness students.

There will be significant difference in the academic achievement of high and low inter personal awareness students.

4. To determine the significant difference in the academic achievement of high and low intra personal management students.

There will be significant difference in the academic achievement of high and low intra personal management students.

5. To determine the significant difference in the academic achievement of high and low inter personal management students.

There will be significant difference in the academic achievement of high and low inter personal management students.

Methodology

RESEARCH MODEL - Survey model is used for the study

Participants - By adopting simple random sampling technique, one hundred sixty students were selected from various higher secondary schools of Durg district of Chhattisgarh.

MEASURES - Data were collected by using Mangal Emotional Intelligence inventory constructed and standardized by Mangal and Mangal (1971). It comprises of hundred items which are divided into four dimensions, Interpersonal awareness,

Intrapersonal awareness, interpersonal management and intra personal management. For the statistical analysis of data independent t-test was computed.

RESEARCH PROCEDURE - On the basis of score obtained on emotional intelligence and on its four components, students were categorized as low, average and high emotional intelligence. Study was conducted on extreme groups only.

Analysis, interpretation and discussion Table no. 1

S. NO	VARIABLE	CATEGORY	N	SD	t-value	LEVEL OF SIGNIFICANCE
1.	Emotional Intelligence	HIGH LOW	8	11.3	1.03	NS*
			1	9		
			6	8.83		
2.	Interpersonal awareness	HIGH LOW	7	10.4	0.85	NS*
			3	4		
			5	8.75		
3.	Interpersonal awareness	HIGH LOW	6	10.2	3.34	S**
			7	9		
			6	8.69		
4.	Intrapersonal Management	HIGH LOW	7	10.6	0.26	NS*
			5	1		
			5	9.10		
5.	Interpersonal Management	HIGH LOW	7	11.5	0.95	NS*
			5	1		
			9	8.77		
			3			

NS* NOT SIGNIFICANT AT 0.05 level,

S** SIGNIFICANT AT 0.05 level

It is clear from table no. 1 that the t-value for the difference in academic achievement of low and high emotional intelligent student is found not to be significant at 0.05 level of significance. It indicates that no significant difference exist in the academic achievement of low and high emotional intelligent students. It is in contradiction with the findings of Oyinloye (2005) that low level of emotional intelligence among secondary school students results in poor academic achievement No difference in academic achievement can be attributed to ability of students, personality factors and the level of motivation they experience (Cattell and Butcher, 1968).

Table no.1 also indicates that there exists significant difference in the academic achievement of students having high and low interpersonal awareness. It is in conformity with the findings of Sulzer-Azaraff and Muyer (1986) that students who do not master the skill of interpersonal difficulties in relationship with peers eventually lead to poor academic performance.

t-value also indicates that there exist no significant difference in the academic achievement of students having high and low intrapersonal awareness. It contradicts the findings of Johnson (2009) that students with self awareness and intrinsically motivated will definitely have very high academic performance. Above finding is also not in conformity with the finding of Coover and Murphy (2000) that significant relationship exists between self identity and academic achievement. Some other factors may be playing important role like Aremu and Oluwole (2001) attributed academic achievement to variables like family, school, society and motivational factors.

The t-value for the difference in academic achievement of students having high and low intrapersonal management is found not to be significant at 0.05 level. Which indicates that there exists no significant difference in academic achievement of students having high and low intrapersonal management.

Finding is in contradiction with the findings of MacCann et al (2011) that there is significant contribution of emotional management to academic performance. Some other factors like parent's involvement effect academic performance. Schickedanz (1995) reported that academic performance is positively related to having parents who enforce rules at home. Finding also indicates that no significant difference exist in the academic achievement of high and low interpersonal management among student.

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