



ROLE OF EMOTIONAL INTELLIGENCE IN ACADEMIC SUCCESS OF HIGHER SECONDARY LEVEL STUDIES

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Abstract

Emotional Intelligence is relatively new concept in the field of psychology. The term Emotional Intelligence was coined by Salovey and Mayer (1990) and popularized by Goleman (1995). Both male as well as female, studying in various schools affiliated to CBSE, New Delhi formed the sample for the present study. The tools used for collecting the data is Emotional Intelligence Inventory developed and standardized by Mangal & Mangal for achievement the percentage obtained by the student in 12th class C.B.S.E.

Data were analysed using Pearson's Product Moment Correlation and 2x2x2 Factorial Design ANOVA. A significant correlation between Emotional Intelligence. Achievement were also not found to be significantly correlated.



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Introduction

The concept of Emotional Intelligence is an umbrella term that captures a broad collection of individual skills and disposition usually referred to as soft skills or inter-personal

skills, that are outside the traditional areas of specific knowledge, general intelligence and technical or professional skills.

Emotional Intelligence

Emotional Intelligence has been operationally defined as: ‘Emotional Intelligence consists of abilities such as being able to motivate one-self and persist in the phase of frustration. Its main areas are intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management’

Adjustment

Adjustment has been operationally defined as : ‘The process of finding and adopting modes of behaviour suitable to the environment or to the changes to the environment’.

Objectives

The following are the objectives of the present study :

1. To find out the relationship between emotional intelligence and academic achievement of 12th graders.
2. To find out the relationship between academic achievement and adjust of the 12th graders.
3. To study the effect of the Emotional Intelligence Sex, Type of schools and their interaction on achievement.

Hypotheses

For each objective corresponding null hypothesis was formulated.

1. There will be no significant relationship between Emotional Intelligence and Achievement of 12th grade students.
2. There will be no significant relationship between Emotional Intelligence Sex, types of school and their interaction on Achievement.

Delimitations Of The Study

1. The study is limited to only.
2. The study is limited to English medium schools affiliated to CBSE, New Delhi.
3. The study is limited to 12th grade students only.

The distribution of the sample has been presented in table.

Strata-Wise, Sex-Wise And Discipline-Wise Distribution Of Sample

	BSP SCHOOL	NON-BSP SCHOOL	TOTAL
BOYS	100	100	200
GIRLS	100	100	200
TOTAL	200	200	400

Tools

A researcher requires tools which may vary in their complexities, design, administration and scoring. For the present study the data was collected with respect of emotional intelligence, adjustment and achievement. The details of the tools used for this purpose have been provided under captions 1.2.3.

Emotional Intelligence

To collect the data with respect of emotional intelligence, Mangal Emotional Intelligence Inventory (MEII) was applied. This inventory has been developed and standardized by Dr. S.K. Mangal and Mrs. Shubhra Mangal.

The test-retest reliability is 0.92.

Achievement

No Special test was developed to measure the achievement of the sample. The percentage obtained by the students in XII- class C.B.S.E. Examination was treated as their achievement score.

**Table-1: Pearson’s Product Moment Correlation For
Emotional Intelligence And Achievement**

Between	N	R	Result
MALE STUDENTS			
E.I. and Adjustment	200	0.127	Not significant
FEMALE STUDENTS			
E.I. and Adjustm4ent	200	0.014	Not significant

**Effect Of Overall Emotional Intelligence, Sex, Type Of School And Their Interaction On
Achievement**

Table-2: Summary Of 2*2*2 Factorial Design Anova For Achievement

Source	Sum of Squares	df	Mean Sum of Square	F
Overall E.I (A)	152.778	1	152.778	1.089
Sex (B)	172.272	1	172.272	1.228
Type of Sch. (C)	193.259	1	193.259	1.378
A*B	38.976	1	38.976	.278
A*C	90.356	1	90.356	.644
B*C	277.170	1	277.170	1.976
A*B*C	127.301	1	127.301	.908
Error	54834.258	392	140.241	
Total	1839103.795	399		

Findings

The findings obtained from the present investigation were:

1. No significant relation was found between E.I. and Achievement for both, male as well as female XII class students.
2. Overall E.I. was not found to have a significant impact on achievement of XII class students.
3. Sex, type of schools and their interaction also did not have significant impact on achievement of 12th class students.

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