



Study of Correlation between Emotional Intelligence and Achievement of Secondary School Students.

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Abstract

The study is aimed at finding the relationship between the components of Emotional Intelligence and the Achievement facilitating variables – sex, local of school and SES. Sunny was the method used and the study was conducted on a representative sample of 450 standard IX pupils drawn from the Dhule district of Maharashtra. The findings revealed that there exist a marked significant relationship between Emotional Intelligence and Achievement facilitating variable

Introduction

In this age of Information Technology, all people from all societies are facing tough competition. The rapidly growing population, desire for higher standard of living and sudden and intense exposure to western world of glamour has greatly enhanced the pressure of competition. People want too much and too quickly. Education is not the goal; it has become the media to gain materialistic aspects of the world. Unfortunately, even parents most often encourage their children in this direction i.e. somehow get power, position and money. This has led to the belief that intellect and success are synonyms.

A lot of emphasis was laid on the role of logical thinking, ability to learn efficiently, and memorizing the material in determining the conventional Intelligence Quotient (IQ), but with the dawn of the new century great stress has been placed on the emotions working behind the intellect. Today's teenagers have the first generation access to many things, which were beyond the reach of their parents. Majority of the children are poor at life skills because the society has not bothered to teach the child the basic essentials of handling anger, and resolving them in a proper way By neglecting the emotional lessons, we risk largely wasting the window of

opportunity presented by the slow maturations of the brain to help children activate a healthy emotional repertoire. So with the changing time, the students as a whole has become the center of concern not only his reasoning capacities, but also his creativity, emotions and interpersonal skills. Here comes Emotional Intelligence. Basically intelligence is related to interpersonal and intra – personal areas referred to as ‘Emotional Intelligence’.

“Emotional Intelligence is a person’s ability to understand his or her own emotions and the emotions of other and to act appropriately based on this understanding.”

It was in the mid-nineties that the term Emotional Intelligence took the business world by a storm. And it was Daniel Goleman who popularized it through his research on Emotional intelligence (EI). It is said that IQ alone is no more the measure for success; it only accounts for 20%; Emotional and social intelligence and luck accounts for the rest. (Goleman, 1995). It was also found that whereas people with high IQ were real flops real life in their families or in the community, people with high EI have proved themselves successful in their areas.

Need and Significance of the study

India is faced with challenges at home whose urgency cannot be denied. Whether the country can face these internal as well as external challenges successfully will decide the quality of life of the citizens of tomorrow. Education is the most effective instrument to meet these challenges. Early research on the predictors of academic achievement focused primarily on intellectual and ability factors. There is considerable evidence that intelligence alone does not account for all the variance in academic achievement. (Lavin, 1967, Cattell, 1968, Vernon, 1950) Although intelligence is perhaps still the single most effective predictor of school achievement, research has shown that social and emotional factor, anxiety and motivation all affect both the development of intelligence and the level of achievement of child.

Current research has concluded that emotional intelligence and related non-traditional measure of intelligence and human performance are more predictive of academic and career success than IQ tests and other measures of scholastic aptitude and achievement. Interdisciplinary research clearly indicates the importance of emotional intelligence and emotional skills to student’s achievement, career success, personal well-being and leadership, to improve student’s achievement and academic success.

These research findings emphasize the necessity of including emotional skill development in programmes designed.

Research in brain-based learning suggests that emotional health is fundamental to effective learning. According to a report from the national center for Clinical infant programs, the most critical element for a student’s success in school is an understanding of how to learn. (Emotional Intelligence P.193) The key ingredients for this understanding are-confidence, Curiosity, Intentionality, Self-control, Relatedness, and Ability to cooperate.

Historically, the emotional development of students does not come into focus unless behaviors becomes problematic, i.e. dropping out lack of self-confidence, underachievement, violence, drug abuse, teen pregnancy, bullying and lack of motivation and examination anxiety. When serve problems becomes evident, educators attempt to help; however, the help is often too little and too late. Proactive and systematic programmes for identifying developing the emotional intelligence skills important to student achievement and personal well-being (mental, physical and emotional health) are needed to prevent problematic behavior. rather than respond to them after the fact.

These traits are all aspects of Emotional Intelligence. Basically a student who learns to learn is much more apt to succeed. Emotional Intelligence has proven a better predictor of future success than traditional methods like IQ and standardized test scores.

Emotionally intelligent adults make better decisions, they live use with integrity, they use their emotions as a source of energy and direction, they are more effective at solving problems, they collaborate better, they are more effective at solving problems, they collaborate better, they are more effective leaders, better spouses and more conscious parents. Interestingly, they are not always happier they are less depressed, but more aware of both comfortable and uncomfortable feelings. (Josh Freedmen 2002)

Building one's Emotional Intelligence, has a lifelong impact EQ helps us understand how and why we react and respond to certain events in the organization. It also helps us appreciate that our daily encounters are shaped not just by our rational judgment and our personal history but are largely influenced by our perceptions and expectations.

The primary function of the school is the imparting of academic skills and it is a fact beyond doubt, Apart from intellectual capacities, factors like SES, self-concept, achievement motivation, examination anxiety, and emotional intelligence affects the functioning of the child in the school. The investigator studied the relationship between Achievement Facilitating variables socio-economic, status self-concept achievement motivation, examination anxiety and Emotional Intelligence.

Objective of the study

The objective of the study is as below

1. To find the relationship between emotional intelligence and socio-economic status for the whole sample and relevant sub-samples
2. To find the relationship between emotional intelligence and self-concept for the whole sample and relevant sub - samples.
3. To find the relationship between emotional intelligence and achievement motivation for the whole sample and relevant sub samples.

4. To find the relation between emotional Intelligence and examination anxiety for the whole sample and relevant sub-samples

Hypotheses

The investigator has hypothesized the following hypotheses

1. There will be significant relationship between emotional intelligence and socio economic status of the students of whole sample and relevant sub – samples..
2. There will be significant relationship between emotional intelligence and self concept of the students of whole sample and relevant sub – samples..
3. There will be significant relationship between emotional intelligence and Achievement Motivation of the students of whole sample and relevant sub – samples..
4. There will be significant relationship between emotional intelligence and Examination Anxiety status of the students of whole sample and relevant sub – samples..

Purpose of the study

The purpose of the investigation is to study the relationship between the ‘Achievement Facilitating variables’ and ‘Emotional Intelligence’ of Secondary school students.

Method

The investigator has adopted Normative Survey Method for conducting the study.

Sample

The study has been conducted on a representative sample of 450. (250 boys and 200 girls) of IX Standard secondary school students of Dhule district in Maharashtra on the basis of stratified sampling techniques. Due representation to factors like Sex, locale of schools was given while selecting the sample.

Tools used for the study.

The investigator has used the following tools for the study

1. Emotional Intelligence Test
2. Socio-economic status scale
3. Achievement motivation scale
4. Examination Anxiety Scale
5. Self-Concept Scale

Procedure

Administrating the above tools on the representative sample of 450, IX standard students, the investigator collected the data essential for the study. The data collected was analyzed using appropriate statistical techniques.

Statistical Techniques

The statistical technique employed for the analysis of data was

Product Moment Co-efficient of Correlation

Analysis and Interpretation

Data was analyzed using the appropriate statistical technique. The hypotheses were tested by using the appropriate statistics technique. The results are discussed below for each of the hypothesis.

Hypo 1: There will be significant relationship between Emotional Intelligence and Socio-economic status of the students of whole sample and relevant sub-samples.

Table 1

Correlation Table showing the relationship between Emotional Intelligence and Socio-economics status for the whole sample and relevant sub-samples.

Factors of Emotional Intelligence &SES	Whole Sample	Sub Samples			
		Boys	Girls	Urban	Rural
Emotional Perception & SES	0.108*	0.162*	0.072	0.210**	0.010
Emotional Facilitation of Thought &SES	0.090	0.128	0.042	0.091	0.095
Emotional Understanding & SES	0.092	0.112	0.108	0.063	0.146*
Emotional Management &SES	0.145**	0.175*	0.105	0.134	0.150*
Emotional Intelligence &SES	0.162**	0.210*	0.123	0.182**	0.159*

** Shows 0.01 Level of Significance

* Shows 0.05 Level of Significance

Table 1 shows that there is substantial or marked relationship between Emotional Intelligence and Socio-economic status for the whole sample and sub-samples-boys, urban and rural pupils. But, there is no relationship between Emotional intelligence and Socio-economic status for girls.

Hypo-2 : There will be significant relation between the emotional intelligence and self-concept of the students of whole sample and the relevant sub-samples.

Table -2

Correlation Table showing the relationship between Emotional Intelligence and Self-concept the students for the whole sample and the relevant sub-samples.

Emotional Intelligence and Self Concept	Whole Sample	Sub Samples			
		Boys	Girls	Urban	Rural
Emotional Perception & Self Concept	0.083	0.012	0.164*	0.130	0.031
Emotional Facilitation of Thought and Self Concept	0.067	0.044	0.081	0.123	0.001
Emotional Understanding and Self Concept	0.038	0.031	0.092	0.041	0.029
Emotional Management and Self Concept	0.028	0.066	0.023	0.042	0.081
Emotional Intelligence and Self Concept	0.037	0.005	0.065	0.090	0.031

* Shows 0.05 Level of Significance

** Shows 0.01 Level of Significance

Table 2 shows that there is relationship between Emotional Intelligence and Self-concept for the whole sample and relevant sub-samples. The study reveals that there is no marked relationship between components of Emotional Intelligence and self-concept for the whole sample and sub-samples-boys, girls, urban, rural pupils.

Hypo 3: There will be significant correlation between the Emotional Intelligence and Achievement Motivation of the students of Whole Sample and the relevant sub samples.

Table 3

Correlation Table Showing the relationship between the Emotional Intelligence and Achievement Motivation of Whole Sample and the relevant sub samples.

	Whole Sample	Sub Samples			
		Boys	Girls	Urban	Rural
Emotional Perception & Achievement Motivation	0.191**	0.219**	0.170*	0.232**	0.152*
Emotional Facilitation of Thought and & Achievement Motivation	0.259**	0.329**	0.191**	0.386**	0.136

Emotional Understanding and & Achievement Motivation	0.141**	0.258**	0.031	0.238**	0.043
Emotional Management and & Achievement Motivation	0.247**	0.285**	0.192**	0.311**	0.175*
Emotional Intelligence and & Achievement Motivation	0.311**	0.388**	0.231**	0.430**	0.205**

* Shows 0.05 Level of Significance

** Shows 0.01 Level of Significance

Table 3 describes that there is relationship between Emotional Intelligence and Achievement Motivation for the whole sample and relevant sub – samples. It shows that there is substantial a marked relationship between components of emotional intelligence and Achievement motivation for the whole sample and sub –samples – boys, girls, urban, rural pupil. There is marked of relationship between emotional Intelligence and Achievement Motivation for the whole sample and relevant sub – samples

Hypo 4 : there will be significant between the Emotional Intelligence and Examination Anxiety of the students of whole sample and relevant sub – samples.

Table 4

Correlation Table showing the Relationship between Emotional Intelligence and Examination Anxiety for the whole sample and relevant sub samples.

	Whole Sample	Sub Samples			
		Boys	Girls	Urban	Rural
Emotional Perception & Examination Anxiety	0.250**	0.231**	0.262**	0.289**	0.210**
Emotional Facilitation of Thought and & Examination Anxiety	0.221**	0.262**	0.173**	0.263**	0.191**
Emotional Understanding and Examination Anxiety	0.115**	0.066**	0.155**	0.130**	0.101**
Emotional Management and Examination Anxiety	0.172**	0.121**	0.220**	0.182**	0.151**
Emotional Intelligence and Examination Anxiety	0.289**	0.250**	0.331**	0.325**	0.255**

* Shows 0.05 Level of Significance

** Shows 0.01 Level of Significance

Table 4 show that there is substantial marked relationship between emotional intelligence and Examination Anxiety for the whole sample and relevant sub – samples – Boys, Girl, Urban, Rural pupil.

Findings of the study

The study reveals that

1. There is substantial or marked relationship between emotional Intelligence and socio – economic status for boys, urban and rural pupil but not found for girls
2. There is no marked relationship between emotional intelligence and self-concept for whole sample and relevant sub – sample
3. There is substantial or marked relationship between emotional motivation for the whole sample and the sub – samples.
4. There is substantial or marked relationship between emotional intelligence and examination anxiety for the whole sample and sub – samples

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