



**A STUDY ON THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON
ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL CHILDREN IN
KALLURU MANDAL KURNOOL DISTRICT**

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INTRODUCTION

1.1 Intelligence:

Intelligence is a judgment we pass on how efficiently the individual is functioning particularly in a novel situation.

Intelligence is a fascinating and important topic, it increases the perception of the esthetic grandeur and deeper significance of our universe. Child performs activities due to intelligence. According to Stranger and Soleley Intelligence refers to a composite of symbolic skills which in general are so distributed, that superior performance on various tasks go together and inferior performance on some go with inferior performance in others. Thus it is not a substance it is a judgment we pass on how efficiently an organism is functioning, abstractly speaking intelligent might be defined as the ability to perform effectively particularly in novel situations.

Biologist stress the ability to adapt to the demands of the environment, educationists emphasize the ability to learn, Psychologists emphasize the measurement of the ability to reason and other cognitive functions, to a lay man it seems to mean common sense.

It is the ability to function effectively. It might be taken to mean “ability” how one behaves in certain situations. Intelligence might be used as how one can behave in future. “Capacity” referrers to maximum potential ability are simper to measure than capacity; it is the power to perform an act which may be acquired. Ability implies that an act can be performed without further training under the given situations. “Achievement” or “excellence” is the individuals output. It is the performance on a given test at a given point of time.

Achievement tests are generally used to determine the degree of the mastery of the subject or skill. Every one's capacity exceeds their achievement, since they are not trained to their limit in every aspect. Individuals who have had equally intensive training and experience come out with unequal excellence from which it is inferred that they must have begun with unequal capacities. Intelligence may be seen as something which can be measured. I.e. persons result on some test of ability, generally referred to as IQ (Intelligence Quotient). It might be taken to mean the speed at which one is developing mentally (cognitive development). Intelligence may also be meant to refer to profit from experience. A person may be labeled intelligent if he is effective or adequate or capable in some of his observed behavior dispositions.

Thus intelligence may be taken to have different meanings at various stages of developments.

Definitions:

Binet: "To judge well, to comprehend well, to reason well".

Terman: "An individual is intelligent in proportion to his ability to carry on abstract thinking".

Spearman: "General cognitive ability".

Thorndike: "Ability to make good response and is demonstrated by the capacity to deal effectively with novel situation of an abstract, mechanical or social nature".

Piaget: "Adaptation to the physical and social environment".

Ebbinghaus: "Intellectual ability consists in the elaboration of whole in to its parts and meanings by means of many sided combination, correction and completion of numerous kindred associations. It is an activity of combination".

Individual differences and Intelligence: Human beings differ in many characteristics; some of these differences are on account of the differences in their abilities. Ability is the power or capacity to behave in a certain way; it may be innate or learnt. Most of the abilities we possess are the product of native and acquired characteristics.

An aptitude is the potential ability. Ability as distinguished from aptitude is the capacity to perform something now, whereas the aptitude implies that learning is necessary before performing the job at some future time.

Achievement (Excellence) reflects the accomplishment of an individual. It is directly related to his performance. Achievement is different from ability in that the latter devotes only his power whereas the other tells about his performance usually one would find a high correlation between one's ability and achievement. But achievement is influenced by other factors like one's interest and motivation to discharge a job. The performance of an

individual is a product of his ability, interest and motivation. The tests and examinations conducted in schools and the periodical evaluation of the performance of a worker or employee are measures of achievement. Individual differences relating to intelligence have also been tested against certain factors like age, sex, social class, ethnic differences, racial and cultural differences.

Intelligence Quotient IQ: Mental age is the level of intellectual achievement while IQ is an index of brightness; it is also a prediction of potential intellectual achievement. **William Stern** is credited to the concept of Intelligence Quotient (IQ).

Binet introduced the concept of mental age as a index of intelligence. Wechsler abandoned Mental Age, he compared each subject's test performance with the scores earned by others of the same chronological age. He called this resulting IQ as the deviation IQ. $IQ = \frac{MA}{CA} \times 100$

CA

Intelligence Quotient is calculated by dividing the mental age (MA) by Chronological age (CA), to avoid fraction multiply it by 100. A child with as IQ of 100 is considered to be normal or average, Children above 100 are said to be possessing superior mental ability and those below 100 are mentally deficient.

1.2, Emotions:

Emotion is a motivated state marked by physiological arousal, expansive behaviour and mental experience. Emotions occupy an important place in our life; they bring joy and misery to the life. Emotional patterns settle in to habits and become driving forces for good or poor adjustments. Children with joyful memories of the child hood are better adjusted.

Crow & Crow have defined emotions as “an affective experience that accompanies generalized inner adjustment and mental and physiological stirred up states in the individual and that shows in his overt behaviour”.

The word emotion is derived from the latin very”emovero” which means to stir up or to agitate or excite. Hence an emotion is referred to as a stirred up state of agitation. Emotions effect both psychological and physiological functioning of an individual. They might be aroused either by definite perception or by organic changes. The experiences of the sensation of emotions spread almost over the whole body; they cause hang-over-effect a mood. A mood is an increased tendency to feel a particular emotion. Emotional behaviour involves a number of bodily changes.

However continuous worries, fears and anxieties cause perpetual tensions. As a result child's mental health is bound to be effected, it is interesting to note that the effects of

emotions are not restricted only to the mental health but they also reflect up on his physiological health as well. There by affecting his emotional intelligence.

Emotions can add pleasure to a person's life and motivate actions that improve his social and personal adjustment, or they can make life painful and be a handicap to adjustments. The intensity and duration of an emotion determine how it will affect the personality. Emotional responses, pleasant and unpleasant, vary from moderate satisfaction and a vague uneasiness at one extreme to euphoric joy and disorganized state of panic, dominated by fear or anger, at the other.

Effects on personality:

Emotions have both direct and indirect effects on personality. The direct effects come from the reactions of member of the social group towards the person who is experiencing the emotion.

- a. Direct Effect: directly emotions affect the individual's physical and mental functioning and his attitudes, interests and values. Even a mild emotion can cause some physical imbalance or upset in homeostasis which in turn leads to functional physical disorders, psychosomatic disturbances, delusion, hallucination and other symptoms of personality maladjustments.
- b. Mental disturbances brought about by emotional upset results in decreased mental efficiency under stress. The person is unstable and unpredictable and his performance is in consistent, especially when reasoning is involved. People who have more likes than dislikes have healthier, more positive attitudes and make better personal and social adjustments.
- c. Indirect effect: of emotions on personality come partly from the judgment others make of the emotional behavior of the individual and the way they treat him and partly from the kind of emotional relationship he is able to establish with them. People tend to judge a person more favorably if he keeps his negative and unpleasant emotions under control.

Another important indirect effect of emotions on personality comes from the persons ability or inability to establish emotional relationship with others. Social relationship are greatly influenced by emotional linkage between people – “ the empathic complex” which occur when two people find interests in common and when needs in one persons life is met by his relationship with another group.

1.3 Emotional Intelligence:

The role of emotions in human performance has gained significant attention over the past couple of decades. The term “Emotional Intelligence”, or EI, was first introduced by Wayne Payne in 1985 and popularized by Daniel Goleman in 1995. However, being a relatively new area, the definition of emotional intelligence is still debated. Some prefer to distinguish emotional knowledge from emotional intelligence. Nevertheless, there is scientific research available to support using emotional information relationships regardless of how that information might be absorbed and utilized through an individual’s cognitive capacity (i.e. IQ).

Emotional Intelligence (EI) like General Intelligence (GI) is the product of heredity and its interaction with his environmental forces. Research and experiments have replaced intelligence and its measure IQ by the concept of Emotional Quotient (EQ). Historically the term EI was introduced in 1990 by two American University Professors Dr. John Mayor and Peter Salovey, however the credit of popularizing the concept of EI goes to another American Psychologist Dr. Daniel Goleman (1995) by his book “Emotional Intelligence”.

Definition: “The ability to perceive emotions, access and generate emotions to assist thought; to understand emotions and emotional knowledge and to reflectively regulate emotions to promote emotional and intellectual growth”.

-Dr.Daniel Goleman

Measuring Emotional Intelligence (EI)

We can measure one’s EI by making use of EI tests / scales, for example:

1. Mayer EI scale (MEIS) constructed and standardized by Dr. John mayor of University of New Hampshire, U.S.A.
2. Mayer-Salovey and Caruso EI test (MSCEIT) constructed and standardized by Dr. John mayor, Dr. Peter Salovey and Dr. Caruso of U.S.A.
3. Bar-on EQ Inventory (EQ-i) constructed and standardized by Dr. Renven Bar-on and published by multi health system U.S.A 1996.

Emotional Intelligence Quotient Quiz, EQ, the social equivalent of IQ, is complex, in no small part because it depends on some pretty slippery variables -- including your innate compatibility, or lack thereof, with the people who happen to be your co-workers. But if you want to get a rough idea of how your EQ stacks up, this quiz will help. Answering the following 25(a few are given below) questions will allow you to rate your social skills and self-awareness. As honestly as you can, estimate how you rate in the eyes of peers, bosses, and subordinates on each of the following traits.

I usually stay composed, positive, and unflappable even in trying moments.

I can think clearly and stay focused on the task at hand under

I'm organized and careful in my work.

(Strongly agree, Agree, Disagree, Strongly disagree)

Emotional Quotient (EQ): It is the measure of the emotional maturity; it can be expressed as a ratio of emotional age (EA) and chronological age (CA). EA is the child's level of maturity and CA is the physical age.

$$EQ = \frac{EA \times 100}{CA}$$

An EQ of 100 indicates normal emotional development. EQ more than 100 signifies more emotional maturity while an EQ of less than 100 denotes that the child has not reached the level of emotional maturity required for that age.

EQ represents the relative measure of persons Emotional Intelligence (EI) similar to IQ. We know that one's intelligence is an innate as well as acquired intellectual potential. Every child is born with some intellectual potential which grows and develops with maturity and experience. Similarly a child is also born with some innate EI in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. This potential unlike intelligence is liable to be developed or damaged as a result of one's experience.

Where general intelligence is not subjected to decline or damage with life experience the EI can be either developed or destroyed depending up on the environmental experience. This level or potential of one's EI is relatively measured through some tests of situation in life; resulting in one's EQ, a relative measure of one's EI or potential. Consequently the term EQ may be defined as a relative measure of one's EI possessed by him at a particular period of his life.

Improving Emotional Intelligence not only helps with intimate relationships, but it also helps with casual and close friendships. The text offers two ways in which you can improve accuracy in recognizing emotions. This can be done by increasing your acquaintanceship with the other person and by gaining immediate feedback about the other person's actual thoughts and feeling. There have been times that I would be visiting with my mom and she would seem to be mad at me about something. I gained my belief that she was mad based on the body language she exhibited. However, I finally learned to speak up and simply ask her how she was feeling. I then learned that she wasn't mad at me. She was mad but was important to recognize that I initially failed at accurately

recognizing her emotions. My accuracy can improve as long as I remember to spend more time with her and don't be afraid to ask her what emotions she is feeling in situations.

In other words, it takes more than traditional cognitive intelligence to be successful at academics or at school. It also takes 'emotional intelligence,' the ability to restrain negative feelings such as anger and self-doubt, and instead focus on positive ones such as confidence and congeniality, claims an

Emerging school of behavioral thought. The theory first captured the public imagination the release of 'Emotional Intelligence: Why it Can Matter More than IQ,' (Bantam, 1995) by psychologist Daniel Goleman, PhD. In the book, Goleman stirred controversy with his claim that people endowed with emotional skill excel in life, perhaps more so than those with a high IQ. Goleman drew his propositions from behavioral, brain and personality research by such psychologists as Peter Salovey, PhD, and John Mayer, PhD, who first proposed the *model of emotional intelligence*. In a new book to be released this fall, 'Working with Emotional Intelligence' (Bantam), Goleman focuses on the need for emotional intelligence at school, an area often considered more head than heart. Not only do children need high doses of emotional intelligence, but teachers need it too, Goleman argues. Also, whereas IQ is relatively fixed, emotional intelligence can be built and learned, he claims. Companies can test and teach emotional intelligence, and many employers are already beginning to do so.

However, while some psychologists view Goleman's proposition as an encouraging prescription for building career skills, others say its validity is as yet unproven. Some of the theory's critics question the way emotional intelligence is defined and claim it cannot be taught. Others maintain that cognitive and technical skills ultimately qualify people for the best jobs and help them excel at those jobs.

Goleman defines emotional intelligence. John Mayer, PhD, a University of New Hampshire psychologist, who was one of the first to coin the term defines it more narrowly than Goleman. For **Mayer**, emotional intelligence is the "ability to understand how others emotions work and to control one's own emotions". By comparison, Goleman defines emotional intelligence more broadly, also including such competencies as optimism, conscientiousness, motivation, Empathy and social competence. According to Mayer, these broader traits that Goleman relates to emotional intelligence are considered personality traits by other theorists. For example, psychologist

Edward Gordon, PhD, says that emotional intelligence deals largely with personality and mood, aspects of the individual that cannot be changed.

'Work success is mostly cognitively driven,' says Gordon.

Goleman says cognitive skill 'gets you in the door' of a school company, but emotional skill helps you thrive once you're hired. Emotional intelligence quotient (EQ), however, due to a lack of emotional intelligence, Goleman in his book, indicates that people who score highest on EQ measures rise to the top of excellence. 'Star' students possess more interpersonal skills and confidence, for example, than 'regular' students who receive less glowing performance reviews.

'Emotional intelligence matters twice as much as technical and analytic skill combined for star performances,' he says. 'And the higher people move up in the company, the more crucial emotional intelligence becomes.'

And there are gender differences in emotional intelligence as well, says Stein. After administering EQ assessments to 4,500 boys and 3,200 girls, He has found that girls score higher than boys on measures of empathy and social responsibility, but boys outperform girls on stress tolerance and self-confidence measures. In other words, says Stein, girls and boys are equally as intelligent emotionally, but they're strong in different areas. Teaching emotional strength Patterns of emotional intelligence are not fixed, however. So boys and girls can boost their all-round EQ by building their emotional abilities where they lack them, claims Stein.

Working with psychologists and executive coaches, for example, girls can hone their assertiveness skills and learn such stress-management techniques as meditation, yoga and jogging, says Stein. Boys can learn the importance of listening to peer group, family, teachers, reading their moods and winning their trust all increasingly important aspects of emotional intelligence, teamwork and teacher and pupil relations, says Stein. Indeed, notes Goleman, the real value of the growing work on emotional intelligence is its implications for teacher training.

'IQ is relatively stable throughout life but much of emotional skill is learned,' says Goleman. 'There's a huge market for psychologists as executive coaches, helping people in the schools build their emotional competencies.'

Goleman predicts schools will increasingly opt for EQ training as they realize that it raises academic excellence and parent satisfaction. His book explores models and guidelines for such training. 'Emotional intelligence affects just about everything you do at school, says

Goleman. 'Even when you study in a solitary setting, how well you study has a lot to do with how well you discipline and motivate yourself.'

1.4: Academic achievement

Excellence like beauty is deliciously vague in its connotation and like beauty to a large extent; it lies in the eyes of the beholder. That is it is not wholly objective and definable in terms of a set of commonly agreed parameters, it is partly subjective and depends on the point of view of the observer, in our case this is because excellence refers to the quality of education or the performance of an individual in academic levels. There has to be a criterion of judgment which must be based on a priori notion, ideal or objective. This immediately brings in the idea of relevance or the necessity of judging excellence in relation to certain objectives.

From times immemorial educationists have stressed the importance of the early years of the child's life in the development of habits, attitudes, interests and personality qualities which would be required to live a healthy and well balanced personal, emotional and social life. Therefore a comprehensive educational programme at this stage must consist of, besides instruction those programmes which aim at the development of good habits and right attitudes. The child is to be helped in exploring his talents and improving his understanding. He has also to be oriented to new modes of living and thinking. Further he has to be helped to adjust himself to an extending environment both within the school and outside. His potentialities have also to be developed. There is a great need for providing a stimulating environment. The pupils at elementary stage may be assisted in

- Smooth transition from home to school
- Developing a positive self concept
- Improving teacher learner relationship
- Identifying deficits in basic learning skills
- Identifying and assisting the children with special needs
- Helping the potential drop outs to stay in the school
- Developing awareness of realistic concept related to the world of work.

There is some confusion, we may either wish to compare performance of individual in relation to best or we may have unstated objectives in our mind – such as achieving a high level of education lead us to the idea that excellence has to be aimed at, achieved measures and promoted difficulty at different levels and spheres of education.

Academic excellence is mainly influenced by individual and social objectives which may include both personal and social aspects of education. Education for enlighten dignity, intellectual and academic excellence is of exclusive attention. In this perspective of wide

ranging social and personal objectives of education, obviously quality or excellence will have to be judged not by one parameter but by several inter related indices. The achievement of the academic excellence in the performance of the individual would be found related to the quality of performance of institutions and that would be found to depend on the excellence of the educational system as a whole.

Achievement in pupils: evaluation of child performance is the integral part of the curriculum and by way of feedback it can lead to improvement in scopes of course, the over all terminal evaluation is important in order to see how far academic excellence has been achieved by a child or in comparison to others. Research shown that “success in life” is poorly correlated with records of academic performance. Cultivation of excellence among students is unimaginable without excellence among teachers.

1.5: Emotions and Academic Excellence

Proper emotional and social climate of the school and family will contribute to the well being of the learner. **Wilkinson** conducted an investigation to know the effect of the teachers understanding of the pupil behaviour up on academic achievement. it was noted that the teachers understanding of the pupil behaviour resulted in an improvement of academic achievement. In the class room the pupils prefer democratic methods than the autocratic methods. In a democratic climate a student feels secure. The conditions related to the efficient learning are organizing and presenting of the learning material, learning activities, testing, guidance and congenial emotional and social climate.

Learning requires active interest and concentrated effort of the learner. Learning is a result of what the learner dopes with his learning material. Learning will takes place only when the learner is actively responds. So it is very necessary to elect the class room activities which are with in the emotional capacity of the learner.

Students should pose the following basic study skills so as to excel in their academics.

- Reading and note taking skills
- Skills of concentration
- Learning to learn
- Skills of time budgeting
- Preparing for examinations
- Appropriate attitude towards education

More than all the above the students should have proper motivation towards education. He should should have belief and desire to read well and perform well. In other words he should have strong achievement motivation. Teachers will a have to encourage the students to

develop a favorable attitude towards education and make them realize that learning in the school is useful in their day-to-day life and with out education there will be failures in life. In this process parents, should monitor the progress of the child and guide him to acquire a good education. If the above suggestions are sincerely enforced, the student will succeed very well in academic excellence. The combined efforts of the parents, teachers and the persistent well motivated approach of the student under the guidance of the teacher will bring about a good academic achievement for the student.

Examinations are considered to be the necessary evils. The students are expected to prepare for the examinations. So one has to take in to consideration the conditions that facilitate learning.

A learning process includes both acquisition and retention of the learnt material. Acquisition refers to its sustained effects. So deficiency of learning depends not only upon how much is acquired but also up on how much is retained of what is acquired.

A principle purpose in all learning process, providing proper conditions for learning requires careful planning. The conditions favorable for learning can be built in to the instructional programme. The conditions related to efficient learning are the following.

- Organization and presentation of the learnt material
- Learning activities
- Testing
- Guidance
- Emotional and social climate for learning

Organization and presentation of the learnt material: When learning materials are properly organized there is continuing relationship evident between units of work. Proper organization encourages a feeling of satisfaction in the lessons.

Learning activities: learning requires active interest and concentrated effort of the learner. Learning is a result of what the learner does with his learning material. Learning will take place only when the learner actively responds. So it is necessary to select the class room activities which are within the capacity of the learner.

Testing: it directs the learning process. The type of test the learner expects to take influence s his measure of study. While answering to the essay type of examinations, the student will use certain methods. When the student is expected to face objective type of tests he uses other methods. Tests stimulate and increase efforts. Much importance is given to the examinations in the schools, that is why it is suggested that the students should be subjected to frequent

tests. This will prevent test anxiety among the students and make them face the test and examinations with confidence.

Guidance: is the assistance given to the pupils understand themselves and their school subjects. Guidance can be a remedial type. Guidance is given during the initial stages and the errors committed by the students are prevented from becoming habitual. According to **Torrence** “the function of the teacher would seem to be helpful each student discover and use means of satisfying his needs”.

Emotional and social climate for learning: Proper emotional and social climate will contribute to the well being of the learner Wilkinson conducted an investigation to know the effect of the teachers understanding of the pupil behavior upon academic excellence. It was noted that teachers understanding of the pupil behavior resulted in improvement of academic excellence. In the class room the pupil prefer democratic methods to autocratic methods. In a democratic climate student feels secure.

In a class room climate there are individual differences among the students. There are exceptional, gifted, advantaged, deprived and retarded children in the class room.

Exceptional children: The term exceptional was applied to the students showing above average performance in terms of mental or physical traits to a degree requiring special attention. Educators have argued to place such children in special classes or remain in the regular one. The people who want to place the place exceptional children in regular classes – a practice known as main streaming. Others think they will suffer stress in regular classes

1.6.Rationale of the study

Emotions occupy an important place in child’s life. Life has become enjoyable due to emotions like love, affection, personal happiness etc, but all the emotions do not have pleasantly toned effects, some emotions like fear, anger, jealousy bring about good deal of disturbances to the life of the child there by bringing about a effects on academic achievement. The emotions which bring happiness will have a positive effect on achievement of the child while those emotions which are disturbing to the normal life will produce a negative effect (hindrance) on child’s academic excellence.

Child hood is an important stage of development, it is said early childhood is the golden age to learn. A child can write alphabets, numbers and his name. He loves to share, to get along with others, to be accepted and loved. Typical emotions of early child hood include anger, fear, jealousy and curiosity. Some of the most common problems that a child faces during this stage are obstinacy, negativistic behaviour, temper- tantrums, selfishness, destructive behaviour, fears and peer rivalry. An over anxious child is unable to concentrate

on his learning process, he may avoid or withdraw from learning situations which demand challenges by resorting to escape mechanisms like faking illness, nail biting, talking in sleep etc, at this point of life, academic excellence of the child may be enhanced by providing him a great deal of emotional warmth and emotional security specially on behalf of parents, teachers and peers.

Children in the late child hood are emotionally more stable and less dependant. One of the major problems of the child at this age (6+) is adjustment to the new environment of the school and the new peer groups. As this the social gangs age the child learns to develop emotional stability by joining family and other parties. Boys and Girls of this age indulge in slang, ply truant from school and home, try to break rules and restrictions, shift their emotional attachment from home and family to school and peer, while some of them will persist through out the life. As the child matures these emotions are over come by social emotions sets in favoring class room learning.

Some of the emotions of this age such as insecurity, anxiety and conflicts may be continued as nail biting, restlessness etc, some times the child even resort to lie and cheat to avoid negative reinforcement. Clowning, bullying, teasing are some of the natural compensatory behaviors of this age. Such emotional behaviors should be properly checked and remedial measures be taken by the teacher and the parents to enhance their academic excellence

2.0.REVIEW OF RELATED LITERATURE

Cobb (1972) examined the relationship between the frequency of a specific task oriented behaviors and academic excellence in

VIII grade children. The results obtained are that over task oriented and emotional behaviors in the class room may be an important determinant of academic excellence.

Douglas (1964): Studied the emotional behavior of the secondary school children and identified the students, who failed in excellence, he found that it is very easy to identify the factors and treat when dealt with at an early stage.

Dr. Ahluwalia and Shyam Deo (1975) identified the nature and relationship between socio economic status and as determined by father's education and occupation with the academic achievement they also identify by how different attitudes, values, believes of parents affect the child's attitude to school.

They have noted some criteria of good achievement

Physical health: the child should be free from physical problems like head ache, ulcers, indigestion and impairment of appetite.

Psychological comfort: One of the most important criteria of achievement is that individual has no psychological disorders as obsession, compulsion, anxiety and depression etc have relatively high chances of achievement.

Social acceptance: It is a universal fact that every wants to be socially accepted. If a person obeys social norms, beliefs and set values, we may call him to have more probability of achievement.

Swell and Sha (1967): found many factors other than ability of students influencing his eventual academic experience and attainment. Those include differences in the level and quality in which he lives. According to his social class and status differences in motivations, attitudes etc were identified.

Religion religious restrictions and beliefs may hinder excellence.

Mobility Children, whose family moves from one place to another, will not be able to adjust the new environment.

Infrastructure: Lack of proper facilities at home, society, school like play grounds, libraries, sitting arrangements personal space all have effect on child's excellence.

Class difference: Our society is stratified in to privileged and unprivileged class. This difference leads to difference in treatment to the children of different communities and socio economic groups leading to difference in academic excellence among students.

Wilkinson: conducted an investigation to know the effect of the teachers understanding of the pupil behaviour up on academic achievement. it was noted that the teachers understanding of the pupil behaviour resulted in an improvement of academic achievement.

Humphreys and A. Traxler: “ the school helps to bring to bear on the individual those influences that stimulate and assist him, primarily by his own efforts, to develop to the maximum degree consistent with his capacities. In other words, the institution offers activities and employs procedures through which the individual is encouraged to make the most of himself”.

Isaac Bashevis Singer

Defines emotions as a mental state that arises spontaneously rather than through conscious effort

and is often accompanied by physiological changes; a feeling: the emotions of joy, sorrow, reverence, hate, and love. A state of mental agitation or disturbance: spoke unsteadily in a voice that betrayed his emotion. See synonyms at feeling. The part of the consciousness that involves feeling; sensibility: “The very essence of literature is the war between emotion and intellect”

Morgan (1979): Emphasized the importance of Emotions in life, he writes that “ Emotions are basic, secondary forces of great power and influence designed by nature to enable the organism to cope with circumstances which demand the utmost effect for survival or sources or to add spice to our sibling”.

Mr. Yetta Lantenschlager (1997): writes “To be emotionally intelligent I submit that you must become proficient in the four A’s of Emotional Intelligence i.e.; Awareness, Acceptance, Attitude and Action. Awareness means knowing what you are feeling when you are feeling it. Acceptance means believing that emotions are a biological process, attitudes are beliefs that are attached to emotions. Action is the behavior you take based on emotions and attitudes.

According to this for developing Emotional Intelligence one must develop the ability of

- (i) Emotional awareness (knowing the feelings of self and others)
- (ii) Cognitive realization; that emotional expression may be irrational or unhealthy and hence one should be cautious in utilizing his emotions for actions
- (iii) Acquire a defined attitude for proper utilization of emotional feeling
- (iv) Resulting ultimately in to proper behaviour for the progress of self in tune with others.

Dr. Daniel Goleman (1995): The famous psychologist in his book “Emotional Intelligence” says that Emotional Intelligence comprises many personality traits such as empathy, motivation, persistence, warmth and social skills. EI is defined as the ability to perceive emotions, access and generate emotions to assist thought; to understand emotions and emotional knowledge and to reflectively regulate emotions to promote emotional and intellectual growth. However, being a relatively new area, the definition of emotional intelligence is still debated. Some prefer to distinguish emotional knowledge from emotional intelligence

Martha Wellman: has pioneered the role of environment on the intelligence shows that IQ points could be raised by providing the proper environment. Treatment of endocrine imbalances was also found to result in improved IQ’s.

Arthur Jenson (1969) agrees that heredity accounted for the fact that the average black IQ is 15 points lower than the average scores of the whites.

Bayer and Walsh: argued that even though there may be no proof that individual intellectual capacity is innately unequal, there is evidence to prove that a wide range of congenial inequalities exists among individuals with in cultural, social and racial groupings of all sorts are explicable in terms of environmental influences alone.

Sigmund Freud introduced the concept of repression to describe a defense mechanism against the occurrence of strong emotional experiences. From the psychoanalytic point of view, what is repressed is not the emotion itself, since the very concept of emotion implies conscious experience, but rather the memory of an event which, if it became conscious, would lead to strong conflicts and emotional consequences. Many other defense mechanisms, such as rationalization and compulsive or obsessive neurotic symptoms are also seen as serving the purpose of avoiding conscious conflict and emotional squeal.

Peter Salovey and John Mayer Research on the concept of EI originated with Peter Salovey and John Mayer starting in the late 1980s. In 1990, they defined the concept as a measurable “intelligence”. Recent neuro scientific research is increasingly highlighting the role of EI in mobilizing social capital.

Michael Hammer, author of Beyond Re-engineering, says: “Studies reveal that emotions are essential ‘activating energy’ for ethical values, such as trust, integrity, empathy, resilience, and credibility...and for social capital, which represents your ability to build and sustain trusting, profitable business relationships.”

Thomas Stewart, the author of Intellectual Capital: The New Wealth of Organizations says: “Intelligence becomes an asset when some useful order is created out of free-floating brainpower.” Organizational intellect becomes intellectual capital only when “it can be deployed to do something that could not be done if it remained scattered around like so many coins in a gutter. Intellectual capital is packaged useful knowledge.” So, properly utilized and managed by its leaders, emotional intelligence or knowledge can be leveraged to the benefit of organizations such as the National Weather Service.

Crow & Crow have defined emotions as “an affective experience that accompanies generalized inner adjustment and mental and physiological stirred up states in the individual and that shows in his overt behaviour”.

Mc Dougall maintains that all specific human emotions are derived from instincts. According to him instinctive behaviour has three aspects

- i) cognition (knowing)
- ii) Affection (Feeling or emotion)
- iii) Connation (doing or striving)

Transley classified human instincts into

- | | | |
|-------------------------|---|---------------------------|
| 1. Individual instincts | : | Curiosity, flight etc |
| 2. Social instincts | : | Gregariousness |
| 3. Sex instinct | : | Mating, Paternal instinct |

. **Alfred Binet** (France) is considered as the father of intelligence tests, he started to measure how “bright” and “dull” children differ, through this he separated normal children from mentally retarded children. Binet along with **Theodore Simon** embarked on the study of mental testing. They assumed that the intelligence

- A) Tends to get normally distributed in a large representative sample, where in majority would fall at the centre and the rest symmetrically scattered above and below the centre
- B) It is independent of schooling and hence depends on every day experiences one comes across
- C) It would remain constant under normal conditions
- D) It tends to increase with age

Robert M. Yerkes found fault with the age-scale format of Binet and Simon Scales. He along with his two associates **Bridges and Ardwick** Published “Point Scale” in 1915, which assumes important forms of behaviour appears at various points in development. David Wechsler found that Stanford Binet tests had limited applications, he also found that the concept of mental age rather misleading when dealing with adults, he released his scale the Wechsler Adult Intelligence Scale (WAIS) in 1955, the Wechsler pre-school and primary scale of intelligence (WPPSI) was released in the year 1967.

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Bridges also put forth the “genetic theory of emotions” he states that the new born responds with an undifferentiated excitement to any kind of emotional situation, a child begins to differentiate by the end of three months of age as a result of maturation and learning. The first two emotions which are differentiated are “ delight & distress”, other higher emotions develop as the child grows.

Prof. V.V.Kamat revised Binet’s Scale to suit Indian conditions (Dharwar, Karnataka), he published his book “Measuring intelligence of Indian Children” in the year 1940.

William Stern is credited to the concept of Intelligence Quotient(IQ).

$$IQ = \frac{MA}{CA} \times 100$$

CA

Intelligence Quotient is calculated by dividing the mental age (MA) by Chronological age(CA), to avoid fraction multiply it by 100. A child with as IQ of 100 is considered to be normal or average, Children above 100 are said to be possessing superior mental ability and those below 100 are mentally deficient.

David Wechsler: abandoned Mental Age, he compared each subject's test performance with the scores earned by others of the same chronological age. He called this resulting IQ as the deviation IQ.

Charles Darwin 1872: The characteristic expression of emotion was studied extensively by Darwin, resulting in the classic *The expression of the Emotions in Man and Animals*. Some non

human animals are also considered to possess emotions. Charles Darwin's publication of a book on the expression of emotions in man and animals Darwin's original thesis was that emotions evolved via natural selection for reasons of warning other creatures about your intentions (e.g. a cat with a high back is angry and will strike you unless you back off). Darwin argued that for mankind emotions were no longer functional but is epiphenomena of functional associated habits.

Watson: says that a child displays primarily three types of emotions.

- i. Love in response to fondling
- ii. Fear in response to loud noises and loss of support and
- iii. Anger in response to physical restraint.

Watson and Raynor conducted experiments on "Albert" and showed that emotions are learnt by conditioning or learning by association. Children acquire many irrational fears and affections, so we can say emotions are 'contagious'. A child who has an affectionate relationship with parents is better able to develop affections for others and vice versa. The degree of contagion depends not so much up on the age of the child as up on the emotion itself

William James published (1884) what became known as the James-Lange theory of emotion (based on neurological basis of emotions) whose main contention is that we feel as we do in virtue of the bodily expressions and behaviour that we are prompted towards, rather than the other way round: 'our feeling of the changes as they occur is the emotion'. William James in the late 19th century believed that emotional experience is largely due to the experience of bodily changes. These changes might be visceral, postural, or facially expressive. The most basic of these somatic theories is the James-Lange theory. This theory and its derivatives state that a changed situation leads to a changed bodily state. It is this bodily state which in turn

gives rise to an emotion. Hence the emotion fear upon encountering a bear in the woods would follow from:

3.0.METHODOLOGY

The methodology of the study, sample, description of the tools used, administration of tools and statistical techniques used are discussed.

Statement of the problem

Keeping in mind the importance of study of emotional behaviour of children in achieving academic excellence, the present problem for study can be stated as **“INFLUENCE OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL CHILDREN IN KALLURU MANDAL – A STUDY.**

Objectives of the study

- a. To find out emotional relationship among boys and girls of secondary level
- b. To ascertain the difficulties in emotional inter action among the peers
- c. To enquire emotional attachment of the children with their parents and other family members and teachers
- d. To know the difficulties faced by the children in learning due to emotional disturbances
- e. To suggest rectifications for emotional misbehavior of the children

Hypothesis of the Study

1. There would be significant difference between Boys and Girls in their Emotional Intelligence.
2. There would be significant difference among students of VII, VIII and IX class with regard to their Emotional Intelligence.
3. There would be significant inter relation between Gender and Class with regard to Emotional Intelligence.
4. There would be significant relation between Emotional Intelligence and Academic excellence of the students.

3.1 DESIGN OF THE STUDY

The present study is of survey in its nature. Where as the study tries to study the emotional intelligence of the sample students of selected secondary schools in kalluru mandal. To study the Emotional Intelligence of pupil investigator used different tools and techniques, viz; Emotional Intelligence Description Questionnaire developed by prof. Samiullah Head Of the Department of Psychology,Sri Venkateshwara University, Tirupathi, in order to study the

emotional intelligence of the “sample pupils” who are “representatives” pupils of the various secondary schools of kalluru mandal.

3.2 SAMPLE

“The students of the selected secondary schools of Kalluru mandal”, are the samples of the present study. 60 students are selected using “random sampling technique” from Kalluru mandal . Further sampling is divided in to Government schools, Aided Schools and Private Schools. The details of the sample are given in the following table.

Table 1 (a): Research Design (Gender & class wise)

CLASS	BOYS	GIRLS
VII	10	10
VIII	10	10
IX	10	10
TOTAL	30	30
Grand total	60	

3.3 DESCRIPTION OF THE TOOLS USED:

The study “Effect of Emotional Intelligence on academic excellence of secondary school children of Kalluru mandal” investigator used different tools. These are:

- i. Emotional Intelligence description questionnaire (oral)
- ii. Pupil marks Register
- iii. Pupil Attendance registers
- iv. Parental Interview
- v. Personal data

First tool: Emotional Intelligence questionnaire (ASRN form) designed by prof. Samiullah HOD Psychology, SV University, and Tirupathi. This tool was tried out in small groups with teacher assistance and modified accordingly. It has been developed for use in obtaining description of a supervisor by the group members whom he supervised. This tool covers almost every aspect of child’s daily life at school and at home. It consists of 25 items including emotional and academic aspects.

Second tool: Pupil mark register of the respective school, to find out the pupil’s performance in academics. This register is maintained in every school, it includes columns such as name of the student, Father Name, date of birth, admission number and marks obtained in various tests and examination.

The investigator has taken in to consideration the marks obtained by the pupil in his annual result of the last year. Tool three Pupil Attendance registers is to have an idea about pupil turn out to school. Tool four gives investigator some background information

about pupil social and economic status. Through tool five the investigator tries to get pupil's parental educational background.

3.4.ADMINISTRATION OF THE TOOLS.

After preparation of tools for data collection investigator taken guidance and suggestion from experts and made necessary changes in the tools. To know the effect of emotional intelligence on academic excellence of the pupil, EI Questionnaire is given to 60 secondary students Of VII,VIII & IX level of 05 selected schools in kalluru.

The required information to answer the questionnaire was give to the teachers and students. Important directions are also given to respond the questionnaire. The purpose of the study was also explained.

Students should more interest to answer the given questionnaire assisted by their teachers and they are very much interested to know the effect of emotional intelligence on their academic achievements. The entire pupil responds the given questionnaire.To collect the background information of the pupil investigator personally meet them collect their name, father name and made close conversation with them. The investigator also meets parents to collect information about their education and income. All the parents have given their detail background information.

3.5.SCORING

There are positive statements included in the questionnaire. Each statement is followed by four responses i.e., always, some times, rarely and never. For each of these statements scoring was done as per the following weightages.

Always	Some times	Rarely	Never
4	3	2	1

The total score of each pupil was determined by adding the weightages of their responses the maximum score will not be more than 200.

3.6.STATISTICAL TECHNIQUES USED.

To know the attainability of formulated objectives of the study the data were analyzed by usin the statistical techniques, viz. descriptive statistics.

- (i) More than two groups design (2x3 Factorial design)
- (ii) Analysis of Variance -One way (ANOVA)
- (iii) Correlation -Karl Pearson product moment method (short form)

ANALYSIS AND INTERPRETATION

In the preceding chapters, a theoretical frame work to the present study, studies reviewed and the methodology of the study conducted were discussed. This chapter deals with the analysis of the data by keeping in view of the objectives and the hypothesis of the study. The analysis of the data was under taken to draw logical inference concerning the tenability of the hypothesis. The significance and insignificance of the hypothesis will help in relating Academic Excellence and Emotional Intelligence of the pupil. The hypothesis stated in chapter I are presented one by one with test for significance using appropriate techniques along with interpretations and discussions. The following groups were made and treated statistically

i) Gender (boys and girls)

ii) Class of study

iii) Their inter relation, i.e., Gender X Class

In the study of following statistical procedure were used for testing the significance of effect of emotional intelligence on academic excellence of the above groups.

(i) More than two groups design (2x3 Factorial designs)

(ii) Analysis of Variance -One way (ANOVA)

(iii) Correlation - Karl Pearson product moment method (short form)

The analysis and interpretations and discussion are presented based on the hypothesis.

4.1 TESTING OF HYPOTHESIS

Hypotheses.

1. There would be significant difference between Boys and Girls of selected Secondary schools of Kalluru mandal in their Emotional Intelligence.
2. There would be significant difference among students of VII, VIII and IX class students of selected Secondary schools of Kalluru mandal with regard to their Emotional Intelligence.
3. There would be significant inter relation between Gender and Class with regard to Emotional Intelligence.

The table-2(a) showing the mean values and size of the samples, class wise and gender wise on the scores of Emotional Intelligence.

Class		BOYS	GIRLS
VII	MEAN	40.5	45.5
	SIZE OF THE SAMPLE	12	12
VIII	MEAN	45	34.8
	SIZE OF THE SAMPLE	12	12
IX	MEAN	49.5	40
	SIZE OF THE SAMPLE	12	12

Table-3(i): Summary ANOVA of scores on Emotional Intelligence

S.No	Source of Variation	Sum of Squares	df	MSS	“F” value
1	Gender (V1)	130850	1	130850	291
2	Class (V2)	130655	2	65327.5	145
3	Interaction ISS (gender x class)	1455	(2-1)x(3-1)= 2	1455	3.2
4	With in (WSS)	29663	(72-6)= 66	449	-
5	Total	292623	71	198081	-

The computed value is compared with the table value to determine the probability associated with each ‘‘F’’ value. It is concluded that if the obtained value is > or = table value F would be significant and if the obtained value is < table value F would not be significant. The level of significance is taken at 0.01 levels. The above table reveals that

1. There is a significant difference between boys and girls in their Emotional Intelligence.
2. There is a significant difference among students of VII, VIII & IX standard with regard to their Emotional Intelligence.
3. There is no significant difference among the Gender and Class with regard to their Emotional Intelligence

Table-3(ii): Summary ANOVA of scores on Academic Excellence

S.No	Source of Variation	Sum of Squares	df	MSS	“F” value
1	Gender (V1)	847444	1	847444	179.5
2	Class (V2)	833969	2	416984	88
3	Interaction ISS (gender x class)	3951	(2-1)x(3-1)= 2	1975	0.41
4	With in (WSS)	311611	(72-6)= 66	4721	-
5	Total	1996975	71	1271124	-

The computed value is compared with the table value to determine the probability associated with each ‘‘F’’ value. It is concluded that if the obtained value is > or = table value F would be significant and if the obtained value is < table value F would not be significant. The level of significance is taken at 0.01 levels. The above table reveals that

1. There is a significant difference between boys and girls in their Academic Excellence.
2. There is a significant difference among students of VII, VIII & IX standard with regard to their Academic Excellence.
3. There is no significant difference among the Gender and Class with regard to their Academic Excellence.

4. There would be significant relation between Emotional Intelligence and Academic excellence of the students of VII, VIII & IX standard of selected Secondary schools of Kalluru mandal

	EI	AE	X	Y	X ²	Y ²	XY
TOTAL	42.5	107.5	1.8	38	31280	32938	65882

Table-4: Showing the calculations of co-efficient of Correlation by using Karl-Pearson product moment (short) method.

The Co-efficient of correlation (r) is used to find out the magnitude of linear relationship among the two variables usually its value lies between -1.00 to + 1.00 including 0 the perfect correlation is indicated by a value of +1.00 and just no relation by value of 00 between these two limits, increasing degrees of positive relationship are indicated by + coefficients lying between 00 to +1.00. Relationship may also be negative: that is a high degree of one trait may be associated with lower degree of another when negative or inverse relationship is perfect $r = -1.00$. The negative coefficients may range from .00 up to -1.00 with an increasing degree of negative relationship. The r value for the above data is calculated and is found to be + 0.64, this indicates that there is a high correlation (positive relationship) among Emotional Intelligence and Academic Excellence of the students.

MAJOR FINDINGS OF THE STUDY

1. The study shows that there is a significant difference between boys and girls of selected secondary schools of kalluru mandal in their Emotional Intelligence.
2. The study shows that there is a significant difference among students of VII, VIII & IX standard of selected secondary schools of kalluru mandal in their Emotional Intelligence.
3. The study shows that there is no significant difference among the Gender and Class among students of VII, VIII & IX standard of selected secondary schools of kalluru mandal with regard to their Emotional Intelligence.
4. The study shows that there is a significant difference between boys and girls of selected secondary schools of kalluru mandal in their Academic Excellence.
5. The study shows that there is a significant difference among students of VII, VIII & IX standard of selected secondary schools of kalluru mandal in their Academic Excellence..
6. The study shows that there is no significant difference among the Gender and Class among students of VII, VIII & IX standard of selected secondary schools of kalluru mandal with regard to their Academic Excellence.

7. The study shows that there is a high positive correlation (positive relationship) among Emotional Intelligence and Academic Excellence of the students of VII, VIII & IX standard of selected secondary schools of kalluru mandal.

IMPLICATIONS OF THE STUDY

1. Pupils are the real focus of attention of all the school life, their main aim being academic excellence besides other aims. Every child who attends to school would strive to excel in his academics along with other areas available with in the school premises.
2. It is recommended that there should be no differentiation on gender basis to impart education to the children. There must be equal opportunities shall be provided to both boys and girls to excel in academics.
3. As boys and girls differ significantly in their emotional intelligence, it is to be seen that a conducive emotional atmosphere suitable for difference in the gender in secondary schools shall prevail to enhance their emotional growth, towards better understanding of their life.
4. The present study contributes that that the children at different age of their development are differ in their levels of emotional intelligence, as such it must be kept in view to consider their mental age and chronological age before dealing with their emotional behavioral pattern.
5. The present study also reveals a high correlation between emotional intelligence and academic excellence, so prompt measures are to be taken to enhance emotional intelligence of the children so as to achieve high academic excellence, here school can take assistance of a school psychologist who may work towards enhancement of pupil's emotional intelligence.

SUGGESTIONS FOR FURTHER RESEARCH

1. It would be interesting to study the effect of parental affection on students at secondary level and their academic excellence.
2. It is worthwhile to study the effect of parental socio economic status on students at secondary level and their academic excellence.
3. It is also suggested to study the effect of peer group emotional affection on students at secondary level and their academic excellence.
4. A study may be conducted on the effect of emotional behaviour of teachers on emotionally intelligent students at secondary level and their academic excellence.

5. Another research may be carried out to study the effect of health and nutrition on students at secondary level and their emotional intelligence.
6. It would be interesting to study the effect of parental profession of students at secondary level and their emotional intelligence.
7. It is also suggested future research should have sufficiently large sample so that the distribution of scores becomes normal.
8. It is worth while to study the emotional relationship between boys and girls at secondary level.
9. It would be possible by care fully selecting emotionally intelligent pupils at secondary level and study various factors or correlates thoroughly.
10. It is also possible to carry out a study on the effect of geographical domain on the emotional intelligence of the pupils at secondary level.