



EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF ADOLESCENTS WITH REFERENCE TO GENDER

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Abstract

The present study was undertaken to find out emotional intelligence and academic achievement of male and female adolescents. The sample consists of 82 students(41 male and 41 female adolescents) from different schools in Hamirpur district of Himachal Pradesh. Emotional intelligence was assessed with the help of Emotional Intelligence Scale developed by Singh and Narain (2014) and academic achievement score were taken from the school records. The results revealed that there exists a significant difference in emotional intelligence of male and female adolescents. It was found that there existed significant difference in academic achievement of female adolescents and male adolescents. The mean emotional intelligence of female adolescents was better than of male adolescents. On the dimensions of emotional intelligence, it was found that there was no significant difference between male and female adolescents on understanding emotions, empathy and handling relations dimensions of emotional intelligence; while it was reported that there was significant difference between male and female adolescents on understanding motivation dimension of emotional intelligence. On the other hand, it was found that there existed significant difference in academic achievement of female adolescents and male adolescents.

Keywords: Emotional intelligence, academic achievement, adolescents, gender



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Introduction

Human beings have unique psychological characters. Emotional intelligence, attitude, aptitude, motivation, empathy are some of them. Each and every individual has variations in the values of these factors. This paper tries to explore whether gender has an influence on emotional intelligence and academic achievement. Emotional intelligence “ is the ability to assess, regulate and utilize emotions and has been found to be associated with academic self efficacy and a variety of better outcomes, including academic performance” (Hen & Goroshit,2012). Rouse (2010) has opined that emotional intelligence is the area of cognitive capability involving traits and social skills that facilitate interpersonal behavior. The level of emotional intelligence ((high and low) can affect a student in the learning process (Drego, 2004).

Kohsar, Haddadi (2004) found that components of emotional intelligence were significantly correlated with cognitive mental health and academic achievement of both male and female university students. In addition to this, the difference between male and female university students considering the correlation of emotional intelligence with cognitive mental health and academic achievement was found statistically significant. Parker et al (2004) confirmed that successful students scored higher than the unsuccessful group on emotional intelligence. Petrides, Frederickson, Furnham (2004) found that trait emotional intelligence moderated the relationship between cognitive ability and academic performance. In addition to this, it was found that the association of emotion-related self-perceived abilities and dispositions is implicated in academic achievement. Bastian, Burns, Nettelbeck (2005) found that correlation between emotional intelligence and academic achievement were small and not statistically significant. Moreover, higher emotional intelligence was found correlated with higher life satisfaction, better perceived problem-solving and coping ability and lower anxiety. Katyal & Awasthi (2005) revealed low emotional intelligence among both boys and girls. Girls were found to have higher emotional intelligence than that of boys but not significantly higher. In another study, Samari and Tahmasbi (2007) confirmed that the overall scores of emotional intelligence and some components of emotional intelligence were significantly related to academic achievement. With regard to the relationship between emotional intelligence and gender, no significant difference was found between males and females students. Jihan, Raija-Leena (2008) explored relationship between gender, age, academic achievement, emotional intelligence, and coping styles in Baharaini adolescents. It was revealed that gender was significantly associated with both emotional intelligence and the coping styles of Bahraini adolescents. Girls showed higher levels of interpersonal emotional intelligence as compared to boys. Academic achievement and gender accounted for the variance in social coping and non-productive coping respectively. Qulter, Whiteley, Morely & Dudiac (2009) revealed that students who have high levels of emotional intelligence have greater chances to succeed academically. It was also found that students whose emotional intelligence was developing become more academically successful as compared to others. Al-Rfou (2012) found a statistically significant relation on the level ($\alpha= 0.05$) which showed the adaptability and academic achievement dimensions for high achievers. Further, a statistically significant relation on the level ($\alpha= 0.05$) which showed the adaptability and academic achievement dimensions for male high achievers and no statistically significant relation between the

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emotional intelligence and academic achievement for female students. Jenaabadi (2012) revealed that there were negative significant relationships between emotional self-awareness and addiction potential (-0.391) and between impulse control and addiction potential (-0.582). Furthermore, it was also found that one of the methods of creating resistance against drug abuse among students was strengthening their emotional intelligence, especially self-awareness and impulse control. Jenaabadi, Sa'adatm, (2012) indicated that mental health had a negative correlation with inefficient cognitive emotion regulation strategies and had a positive relationship with high academic performance. Hossein et al (2015) revealed that emotional intelligence and academic achievement were significantly correlated. Moreover, there was a significant and positive relationship between creativity and academic achievement. Additionally, no significant difference was found between males and females considering their academic achievement. Kalapriya, Anuradha (2015) reported significant difference between emotional intelligence and academic achievement among adolescents. Nadeem & Ahmad (2016) revealed that male and female higher secondary students differ significantly on the composite score of emotional intelligence. The study further highlighted that male higher secondary students have higher academic achievement than female higher secondary students. Ryan (2016) studied relationship between emotional intelligence and academic achievement in the adolescent population. The effect for the interaction between gender and emotions direct cognition was reported.

The review of research suggests that still there is dearth of researches on the topic, "Emotional Intelligence and Academic Achievement of Adolescents with reference to Gender." There are very few researches on the topic. So the investigator tried to explore the topic further.

Significance of the study

Keeping in mind the review of related literature, the aim of the present study was to investigate emotional intelligence and academic achievement of adolescents from rural area of district Hamirpur of Himachal Pradesh on the basis of gender. The present study is important because the trends for emotional intelligence and academic achievement for boys and girls show a variation. The study aims to clarify emotional intelligence and academic achievement patterns of adolescents with respect to gender.

Objectives of the study

1. To compare emotional intelligence of adolescents with respect to gender.
2. To compare emotional intelligence of male and female adolescents with reference to following dimensions of emotional intelligence: a) Understanding emotions, b) Understanding motivation, c) Empathy, d) Handling relations.
3. To compare academic achievement of adolescents with reference to gender.

Hypotheses

1. There will be no difference in emotional intelligence of male and female adolescents.
2. There will be no difference in emotional intelligence of male and female adolescents with reference to following dimensions of emotional intelligence: a) Understanding emotions, b) Understanding motivation, c) Empathy, d) Handling relations.
3. There will be no difference in academic achievement of male and female adolescents.

Delimitations

1. The present study was confined to one district randomly selected of Himachal Pradesh only.
2. The present study was confined to two schools in rural area only.
3. The present study was confined only to 13-16 year students only.

Method

Sample

The sample for the study was 105 Adolescents from two senior secondary schools from Hamirpur District of Himachal Pradesh in the age group 13-16 years. The participants were from Government and private schools (Government Senior Secondary School, Bahanvin and Green Valley Public Senior Secondary school, Jahoo). The sample was selected by random sampling method.

Instruments Used

Emotional Intelligence Scale by Singh and Narain (2014) was used to assess emotional intelligence. The test consists of 31 items. The reliability of the test was .86 and the concurrent validity was .86. The scores of academic achievement were taken from the school records.

Procedure

For the present study, deputy director of education of Hamirpur was contacted for permission for data collection from Government Senior Secondary School, Bahanvin.

Afterwards, the principal of the school was contacted for convenient time, so that the normal functioning of the school do not get affected. For the purpose of data collection from Green Valley Public Senior Secondary school, Jahoo, the management and principal of the school was contacted for permission and suitable time. The data was collected from the school individually by the investigator.

Data analysis

In order to analyse the data Statistical Package for Social Science (SPSS) Version 18 was used. Descriptive statistics like mean, standard deviation and t-test were used.

Results and discussion

The aim of present study was to find out emotional intelligence and academic achievement of adolescents with reference to gender. In order to prove the formulated hypotheses, the obtained data after statistical analysis has been tabulated and discussed below:

Analysis and Interpretation of hypotheses 1

The analysis and interpretation of hypotheses 1 which states, “There will be no difference in emotional intelligence of male and female adolescents” is given below:

Table 1: Mean, S.D. And T-Values of Emotional Intelligence Of Adolescents With Reference To Gender

Variable	Gender	N	Mean	Sd	‘T’ Value	Significant/Ns*
Emotional Intelligence	Male	41	19.12	3.55	2.11	Significant At .05 Level
	Female	41	20.61	3.03		

***NS-Not Significant**

From the Table1 mean value for emotional intelligence is 19.12 and 20.61 for male and female respectively and the value of standard deviation is 3.55 and 3.03 for male and female. Moreover, the t value of emotional intelligence for male and female is 2.11. This value is significant at .05 level of significance. Hence the hypotheses, “There will be no difference in emotional intelligence of female and male adolescents” is rejected.

Analysis and Interpretation of hypotheses 2

The analsis and interpretation of hypotheses 2 which states, “There will be no difference in emotional intelligence of male and female adolescents with reference to following dimensions of emotional intelligence: a) Understanding emotions, b) Understanding motivation, c) Empathy, d) Handling relations” is given below:

Table 2: Mean, S.D. And T-Values of Dimensions Of Emotional Intelligence Of Adolescents With Reference To Gender

Sr.No.	Dimension	Gender	N	Mean	Sd	‘T’ Value	Significant/N.S.*
1.	Understanding Emotions	Male	41	2.05	.89	0.14	N.S.
		Female	41	2.02	.96		
2.	Understanding Motivation	Male	41	4.38	1.31	3.31	Significant At .01 Level
		Female	41	5.24	1.19		
3.	Empathy	Male	41	7.10	1.37	1.86	Ns
		Female	41	7.68	1.19		
4.	Handling Relations	Male	41	5.40	1.65	.41	Ns
		Female	41	5.53	1.48		

***NS-Not Significant**

Table 2 indicates that mean value for understanding emotions dimension of emotional intelligence is 2.05 and 2.02 for male and female respectively and the value of standard deviation is .89 and .96 for male and female adolescents. Moreover, the t value of emotional intelligence for male and female is 2.113. Further, the mean value for understanding motivation dimension of emotional intelligence is 4.38 and 5.24 for male and female respectively and the value of standard deviation is 1.31 and 1.19 for male and female respectively. And the t value of emotional intelligence for boys and girls is 3.31. Moreover, the mean value for empathy dimension of emotional intelligence is 7.10 and 7.68 for male and female adolescents respectively and the value of standard deviation is 1.37 and 1.63 for male and female adolescents respectively. Moreover, the t value of emotional intelligence for male and female adolescents is 1.86. Finally, the mean value for handling relations dimension of emotional intelligence is 5.40 and 5.53 for male and female adolescents respectively and the value of standard deviation is 1.65 and 1.48 for male and female adolescents respectively. The t value of emotional intelligence for male and female adolescents is .41. This is clear from the above discussion that t value for understanding motivation dimension of emotional intelligence is significant at .01 level of significance. And the t values are for other dimensions of emotional intelligence not significant. This implies that the null hypotheses, “There will be no difference in emotional intelligence of male and female adolescents with reference to following dimensions of emotional intelligence: a) Understanding emotions, b) Understanding motivation, c) Empathy, d) Handling relations” is rejected.

Analysis and Interpretation of hypotheses 3

The analysis and interpretation of hypotheses 3 which states that there will be no difference in emotional intelligence of male and female adolescents is given below:

Table 3: Mean, S.D. And T-Values of Academic Achievement of Adolescents With Reference To Gender

Dimension	Gender	N	Mean	Sd	'T' Value	Significant/N.S.*
Academic Achievement	Male	41	212.63	116.03	3.46	Significant At .01 Level
	Female	41	291.31	96.52		

*NS-Not Significant

Table 3 indicates mean value for academic achievement 212.63 and 291.31 for male and female adolescents respectively and the value of standard deviation is 116.03 and 96.52 for male and female adolescents respectively. Moreover, the t value of academic achievement for male and female is 3.46. This is significant at .01 level of significance. Hence the hypotheses, “There will be no difference in academic achievement of male and female adolescents academic achievement” is rejected.

Findings

The main findings of the research are as under:

1. There is significant difference in emotional intelligence of male and female adolescents.
2. There is significant difference in understanding motivation dimension of emotional intelligence of male and female adolescents while there was no difference in other dimensions of emotional intelligence.
3. There is significant difference in academic achievement of male and female adolescents.

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