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Emotional Intelligence of Socially Disadvantaged Students of J&K Vis-A-Vis their Academic Achievement

Abstract

The present study was conducted to explore the emotional intelligence of socially disadvantaged students of J&K vis-à-vis their academic achievement. The sample of the study was selected from the four government schools of Pulwama. A sample of 120 socially disadvantaged students of class 10th were selected using stratified random sampling technique comprising of 60 male students and 60 female students. Emotional intelligence (EI) was measured using 'Emotional Intelligence Scale of Dr. P. Srinivasan and Mr. K. Murugesan (2013) and Academic Achievement was measured by total marks obtained by each student in their previous examination from the respective schools. The Product Moment Correlation, t-test and one way ANOVA statistical technique were used for the analysis and interpretation of the data. It was revealed that the emotional intelligence of socially disadvantaged students of J&K belonging to differential levels of academic achievement does not differ significantly. It was concluded that there exists positive correlation between emotional intelligence and academic achievement. It was also found that there was no significant difference between emotional intelligence of male and female students. It was also revealed that the emotional intelligence of SC, ST, and OBC does not differ significantly.

Keywords: Emotional Intelligence, Academic Achievement, Socially Disadvantaged Students and Secondary School Students.

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Introduction

Emotional Intelligence is also known as Emotional Quotient (EQ) and Emotional Intelligence Quotient (EIQ). Though the word Emotional Intelligence first appeared in 1964 in an article by Michael Beldoch, it expanded fame in the 1995 book, written by Daniel Goleman. As Goleman's study of EI of 1995 was criticized in the organized community there were wide spreadrumours of its effectiveness in the press at that time. In the current scenario there are various models of Emotional Intelligence. (Ramsay, 2017). Goleman demarcated emotional intelligence as the variety of abilities and features that ambition leadership performance. ("Emotional Intelligence", 2018).

Emotional intelligence can be demarcated as the aptitude to identify one's emotions and those of others, to distinguish among various kinds of emotions and to mark them appropriately, and to transmit emotional information to monitor thinking and behaviour.

Salovey and Mayer advocated a model that formulated four components of emotional intelligence: the realization of emotion, the capability of reasoning and manipulating emotions, the capability to perceive emotion and the capability to control emotions.("Four Branch Model", 2002).

Academic Achievement

Academic achievement has a noteworthy place in training and in addition in the learning procedure. In our human advancement, academic achievement is reflected as a standard to think about one's aggregate abilities and limits. Academic achievement is being inspected as a basic factor in the educational existence of a man, for the reason that great scholastic files from years gauge up and coming fulfilment of a man. It is frequently antagonistically influenced by the absence of social acknowledgement.

Achievement is the acquired ability or competency of an individual with reference to particular knowledge or skill. It reveals a sense of

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genuineness, authenticity, honesty and determination on the part of the learner.The success of a person is specified by the score obtained by an individual. It discloses both the quality as well as the quantity of the knowledge. It means progress of an individual in any field of life. In the field of education, it is known as an academic achievement which is not related to curricular activities only but also includes all other activities. It generally refers to curricular achievements of the learners during or at the end of any learning process.

It is the product of the teaching-learning process which is expressed in grades as well as marks achieved by the students. Its assessment is restricted to appraisal in terms information, awareness and knowledge. It usually specifies the learning attainment which involves the predetermined experienced. It is the foremost and everlasting responsibility of a school or institution which is setup by the community to encourage pedagogical progress of the learner. It plays a crucial role in the realization of holistic development of the students. It is the heart of the overall educational process.

Socially Disadvantaged Students

In India, the concept of disadvantaged groups is as old as human civilization. During British rule, they were called as disadvantaged classes.The disadvantaged sectors of society are made up of that part of the population that is denied the opportunity to explore and make full use of their skills and enjoy a quality life.

There are various types of discrimination in disadvantaged sections based on physical, mental, social, cultural, educational and emotional factors, etc. These are those individuals who have been predisposed on the basis of genetic or ethnic levels or any type of culture of discrimination because of their identity as members of a group without giving due recognition of their personal qualities. They are not incapacitated by any genetic deficiency, but by the socio-economic circumstances of their lives linked to their birth. This creates an obstacle in their path for them to develop and improve their natural and basic potentials. They are often discriminated against on the basis of traditional and social practices and cultural factors. The vision behind this biased behavior is to move those depressed people out of the mainstream of social activities and deprive them of their life and their basic freedom. Children from disadvantaged groups are defined as children of SC / ST and other socially and educationally backward categories based on cultural, economic, social, geographical, linguistic, gender, or other categories that appropriate governments can notify separately. (Sharma & Singh, 2001)

Review of Literature

Hassan et al. (2009) examined the connection between emotional intelligence and anxiety, and in addition studied relationship between emotional intelligence and academic achievement and found that emotional intelligence of boys and girls vary altogether and Emotional intelligence had a positive relationship with academic achievement and sexual orientation.

Tamannaifar et al. (2010) conducted a study to observe the relationship between emotional intelligence, self-concept and self-esteem with academic achievement and found that academic achievement andemotional intelligence were significantly related.

Ogundokun & Adeyemo (2010) conducted the study to know the impact of emotional intelligence, age and academic motivation on academic achievement of secondary school students. The study was survey type research, the study comprised of 1563 students (826 male and 737 female) of secondary school from Oyo state, Nigeria between the age group of 12 and 17. Person's product moment correlation and hierarchical regression were used to analyze the data. The findings indicated that emotional intelligence had a significant correlation with academic achievement.

Roy, et al. (2013) investigated the relationship between emotional intelligence and academic achievement motivation and found that emotional intelligence and the motivation of school performance showed positive relationship.Ghosh (2014) reported a study regarding relationship between emotional intelligence and academic performance and foundthat emotional intelligence and academic performance had a positive relationship.

Jenaabadi, et al. (2015) studied the relationship between emotional intelligence and creativity with academic achievement and found that emotional intelligence and academic achievement had a significant correlationbetween them.However there was no significant difference between boys and girls in view of their academic achievement.

Sivakalai and Nalinilatha (2017) conducted the study on Emotional Intelligence and its impact on Academic Achievement in Zoology among Higher Secondary Students The findings revealed that there is a difference in the level of emotional intelligence and achievement in zoology among higher secondary students.

Ranjbar, et.al (2017) conducted the study between Academic Achievement and Emotional Intelligence in Iranian Students.Emotional intelligence and educational achievement showed a low correlation in the context of Iranian university students.

Statement of The Problem

The problem under investigation is entitled as: "Emotional intelligence of socially disadvantaged students of j&k vis-a-vis their academic achievement."

Objectives of the Study

1. To analyze the differential levels of emotional intelligence of socially disadvantaged students of J&K with respect to academic achievement
2. To find the relationship between emotional intelligence and academic achievement of socially disadvantaged students of J&K
3. To compare the emotional intelligence of male and female socially disadvantaged students of J&K
4. To analyze the emotional intelligence of SC, ST and OBC socially disadvantaged students of J&K

Hypotheses:

H$_{01}$

The differential levels of emotional intelligence of socially disadvantaged students of J&K with respect to their academic achievement does not differ significantly.

H$_{02}$

There exists no significant relationship between emotional intelligence and academic achievement of socially disadvantaged students of J&K.

H$_{03}$

There exists no significant difference between the emotional intelligence of male and female of socially disadvantaged students of J&K.

H$_{04}$

There is no significant difference between the emotional intelligence of SC, ST and OBC of socially disadvantaged students of J&K.

Delimitations

1. The present study was confined to the 10th class socially disadvantaged students of Jammu and Kashmir only.
2. The present study was delimited to only one district of J&K.
3. The present study was limited to the sample of 120 socially disadvantaged students of Jammu and Kashmir only.
4. In the present study, the academic achievement was limited to marks obtained by each student in their previous examination.
5. The study was conducted on those students who belonged to Scheduled Castes, Scheduled Tribes, and Other Backward Classes of students.

Methodology

Sampling is a procedure by which relatively small numbers of individuals are chosen. As it is not possible to gather data from the whole population, it is necessary to take a sample following the appropriate sampling technique. The researcher through this study aimed at investigating the emotional intelligence of socially disadvantaged students of J&K vis-a-vis their academic achievement. Thus for the present study, a sample of 120 students belonging to three different strata's such as ST, SC and OBC was taken from the four government schools of class 10th of district Pulwama. From each school, 30 students were chosen comprising of 15 boys and 15 girls. For selecting the sample of the present study the researcher used the stratified random sampling technique, as the sample is subdivided into three strata's i.e. ST, SC and OBC.

Sampling Frame

The aggregate population of Pulwama is around 5.7 lakhs approximately. As per 2011 census, the total population of Scheduled Castes, Scheduled Tribes and OBC's of locale Pulwama are 2418290 and the students reading in secondary schools of area

Pulwama is 287611. The investigator took 120 socially disadvantaged secondary students for the sampling of the study comprising of 60 male and 60 female students.

Sample Size

The size of the sample for the present study was 120 socially disadvantaged students comprising of 60 male and 60 female students.

Sample Area

The sampling area was confined to district Pulwama of Jammu and Kashmir.

Tools used for data collection

The specific nature of the study was to explore the emotional intelligence of socially disadvantaged students of J&K vis-a-vis their academic achievement. Thus keeping in mind the following tools were used to collect data for the present study.

1. Emotional Intelligence Scale by P. Srinivasan and K. Murugesan. (2013) the scale has 40 items under four dimensions such as,
a. Self-awareness (number of items is six).
b. Social awareness (number of items is six).
c. Self-management (number of items is twelve).
d. Relationship management (number of items is sixteen).
2. In academic achievement, the investigator took the total marks obtained by each student in their previous examination from the respective schools.

Statistical Technique Used

Product Moment Correlation was used to analyze the relationship between emotional intelligence and academic achievement of socially disadvantaged students, t-test was used to compare the means of emotional intelligence of male and female socially disadvantage students of district Pulwama of J&K to analyze the level of significance and one way ANOVA was used to find out the emotional intelligence of socially disadvantaged students of J&K belonging to differential levels of academic achievement and it was also used to analyze the emotional of SC, ST and OBC socially disadvantaged students of district Pulwama of J&K.

Analysis and Interpretation of Data

To analyze the differential levels of emotional intelligence of socially disadvantaged students of J&K with respect to their academic achievement.

To study the differential levels of emotional intelligence of socially disadvantaged students of J&K with respect to their academic achievement, the scores were obtained by administering the Emotional intelligence scale was analyzed using one way ANOVA. The results of the analyzed data are given in table 3.1, 3.2 and 3.3 showing the mean, S.D, levels of Emotional Intelligence, F value and level of significance with respect to emotional intelligence of socially disadvantaged students of J&K.

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Table 3.1

Levels and percentage of emotional intelligence of socially disadvantaged students of J&K

Variable	Total	Mean	SD	Level	Z-Score	N	Percentage
EI	120	17.05	5.47	High	1.26 and above	15	12.5%
				Moderate	-1.25 to 1.25	91	75.83%
				Low	-1.26 and below	14	11.67%

Pie chart 3.1

Levels of emotional intelligence of socially disadvantaged students of J&K
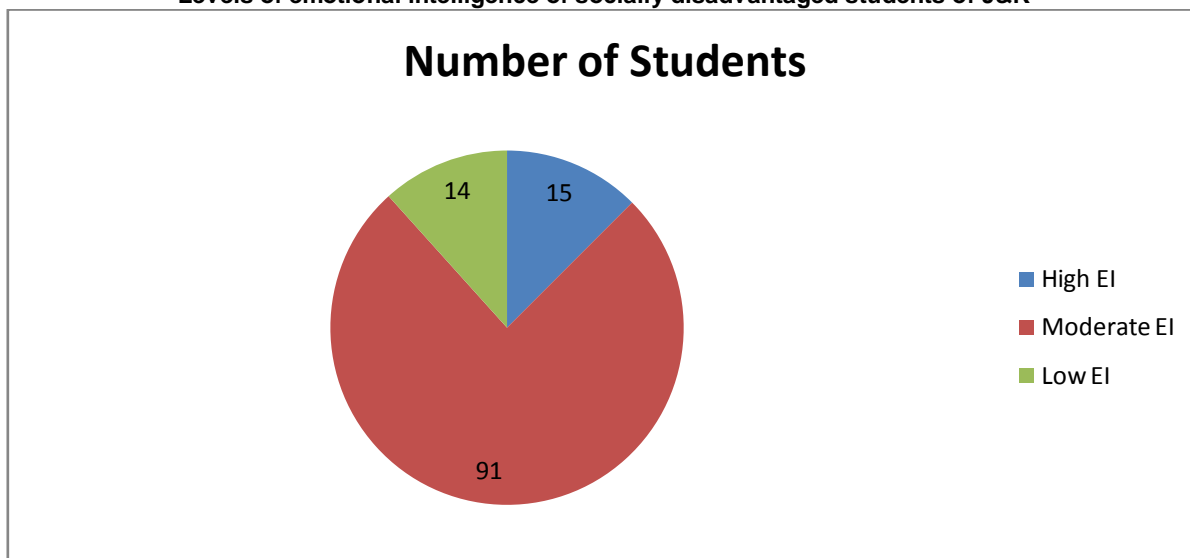
Pie Chart 3.2

Percentage of levels of emotional intelligence of socially disadvantaged students of J&K
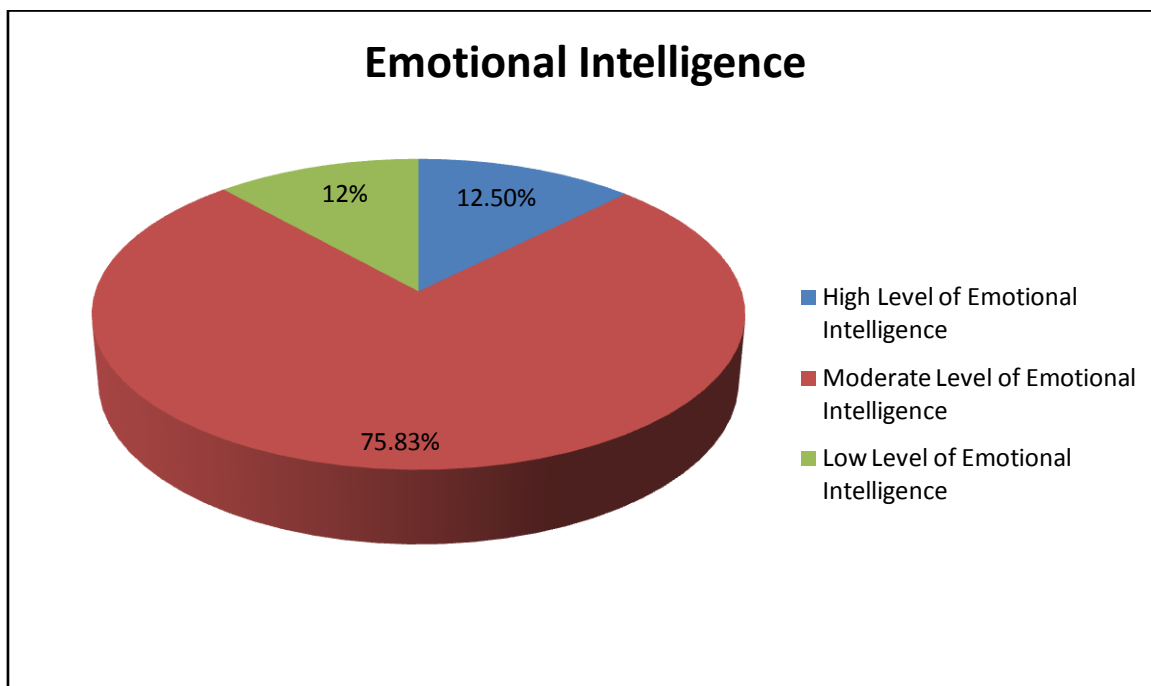
Interpretation

From the table 3.1, it is clear that in case of the total sample of 120 socially disadvantaged students; the students scoring above 1.26, scoring -1.25 to 1.25 and -1.26 or below comes under the high, moderate and low level of emotional intelligence. Such classification was made on the basis of considering the mean, standard deviation and z-score of the concerned group. In order to find out the difference in the emotional intelligence of secondary school students belonging to high, moderate and low levels of emotional intelligence among socially disadvantaged students investigator used the technique of ANOVA.

Table 3.2
Summary of the analysis of variance of levels of emotional intelligence of socially disadvantaged students of J&K

Source of variance	Degree of freedom	Sum of Squares	Variance
Between Sets	2	71.52	143.04
Within Sets	117	48.6	5686.2

Table 3.3
Difference between the levels of emotional intelligence of socially disadvantaged students of J&K.

| Variables	Total no. of students	Category	F-Value	Level of Significance
Emotional Intelligence	120	Socially Disadvantaged Students	0.025	< 0.05

Interpretation

Table 3.2 and 3.3 shows that F value is 0.025 which is less than at 0.05 level of significance. Since the calculated value F is less than the table value of F, therefore, the result is not significant. Hence the hypothesis of the study the differential levels of emotional intelligence of socially disadvantaged students of J&K with respect to their academic achievement do not differ significantly is accepted and it can be inferred that there exists no significant difference in the levels of emotional intelligence that is high, moderate and low of socially disadvantaged students with respect to their academic achievement.

Table 3.4: Comparison between High, Moderate and Low Emotional Intelligence of socially disadvantaged students of J& K with respect to their academic achievement

Differential levels of EI	N	Mean of EI	Mean of AA	S.D.	t-value	Level of significance
High E.I.	15	1.57	427.67	0.41	17.81	> 0.05
Moderate E.I.	91	-0.014	291.98	0.70	0.081	< 0.05
Low EI	14	-1.57	231.07	0.40	9.92	> 0.05

Graph 3.1 of table 3.5 showing mean of differential levels of emotional intelligence i.e. high, moderate and low emotional intelligence of socially disadvantaged students
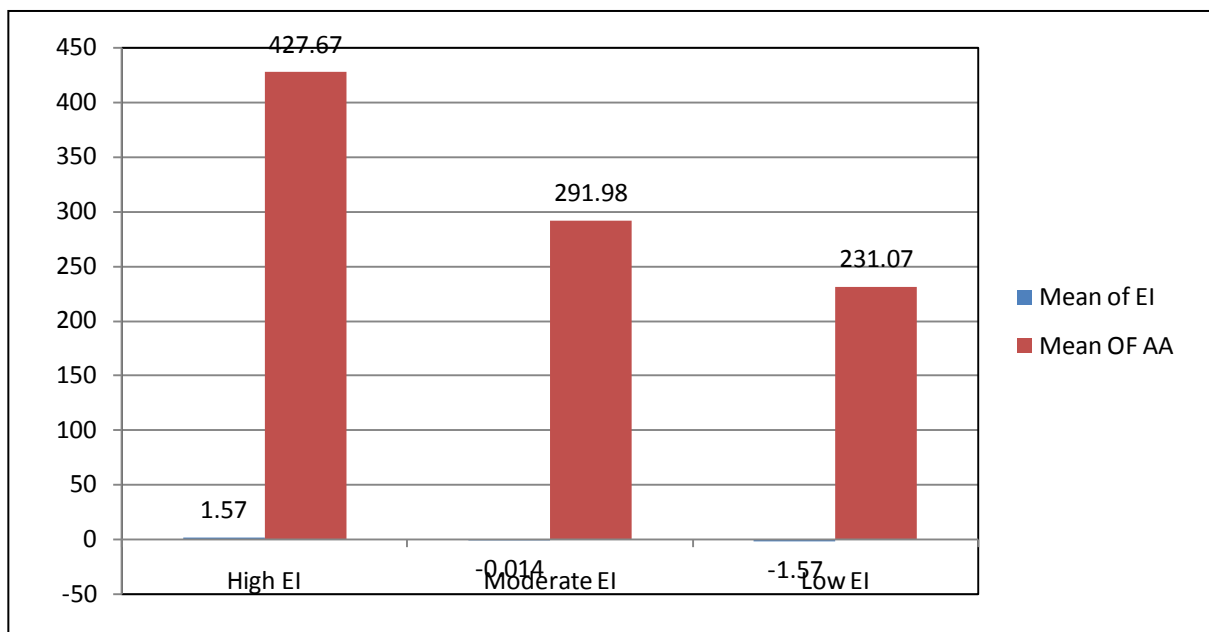
Interpretation

Comparison between High levels of Emotional Intelligence of socially disadvantaged students of J&K with respect to their academic achievement.

Table 3.4 and graph 3.1 shows the Mean, S.D, t- score and level of significant emotional intelligence of socially disadvantaged students of J&K with respect to their academic achievement. From the table 3.5, it is found that the mean value of high emotional intelligence and academic achievement of

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socially disadvantaged students are 1.57 and 427.67 respectively. The S.D. of high emotional students is 0.41. Also, the calculated t-value is 17.81which is more than table value at 0.05 level of significance. Hence, it is concluded that the t-value is significant at 0.05 level. Therefore, there is a significant relationship between the high emotional intelligence and academic achievement of socially disadvantaged students of J&K. Hence it is concluded that high-level emotional intelligence students have a high level of academic achievement.

Comparison between Moderate levels of Emotional Intelligence of socially disadvantaged students of J&K with respect to their academic achievement

Table 3.4 and graph 3.1 shows the Mean, S.D, t- score and level of significant emotional intelligence of socially disadvantaged students of J&K with respect to academic achievement. From the table 3.5, it is found that the mean value of moderate level emotional intelligence and academic achievement of socially disadvantaged students are -0.014 and 291.98 respectively. The S.D. of moderate emotional students is 0.70. Also, the calculated t-value is 0.081 which is less than table value at 0.05 level of significance. Hence, it is concluded that the t-value is not significant at 0.05 level. Therefore, there is no significant relationship between the moderate emotional intelligence and academic achievement of socially disadvantaged students of J&K. Hence it is concluded that moderate level emotional intelligence students will not have a moderate level of academic achievement.

Comparison between Low levels of Emotional Intelligence of socially disadvantaged students of J&K with respect to their academic achievement

Table 3.4 and graph 3.1 shows the Mean, S.D, t- score and level of significant emotional intelligence of socially disadvantaged students of J&K with respect to academic achievement. From the table 3.5, it is found that the mean value of low emotional intelligence and academic achievement of socially disadvantaged students are -1.57 and 231.07 respectively. The S.D. of low emotional students is 0.40. Also, the calculated t-value is 9.92 which is morethan table value at 0.05 level of significance. Hence, it is concluded that the t-value is significant at 0.05 level. Therefore, there is significant relationship between the low emotional intelligence and academic achievement of socially disadvantaged students of J&K. Hence it is concluded that low-level emotional intelligence students have low level of academic achievement.

Analysis of the relationship between the emotional intelligence and academic achievement of socially disadvantaged students of J&K

To study the relationship between the emotional intelligence and academic achievement of socially disadvantaged students, the scores obtained by administering the Emotional Intelligence scale was

analyzed using correlation. The results of the analyzed data are given in table 3.6 showing the 'r' value and level of significance with respect to emotional intelligence and academic achievement of socially disadvantaged students of J&K.

Table 3.5: Coefficient of Correlation between emotional intelligence and academic achievement of socially disadvantaged students of J&K.

Variables	Total no. of students	'r' value	Remarks
EI	120	0.578	Positive correlation
AA	120		

Interpretation

Table 3.5 shows the coefficient of correlation between emotional intelligence and academic achievement of socially disadvantaged students of J&K. It was found from table 3.6 that the R-value of emotional intelligence and academic achievement of socially disadvantaged students is 0.578. Hence the calculated value lies between 0 to 1 which means the coefficient of co-relation is positive. So, it can be interpreted that there is a significant positive relationship between emotional intelligence and academic achievement of the socially disadvantaged student. It was found that emotional intelligence has a positive effect on the academic achievement of socially disadvantaged students. Therefore, the hypothesis of the study there exists no significant relationship between the emotional intelligence and the academic achievement of socially disadvantaged students of J&K is rejected.
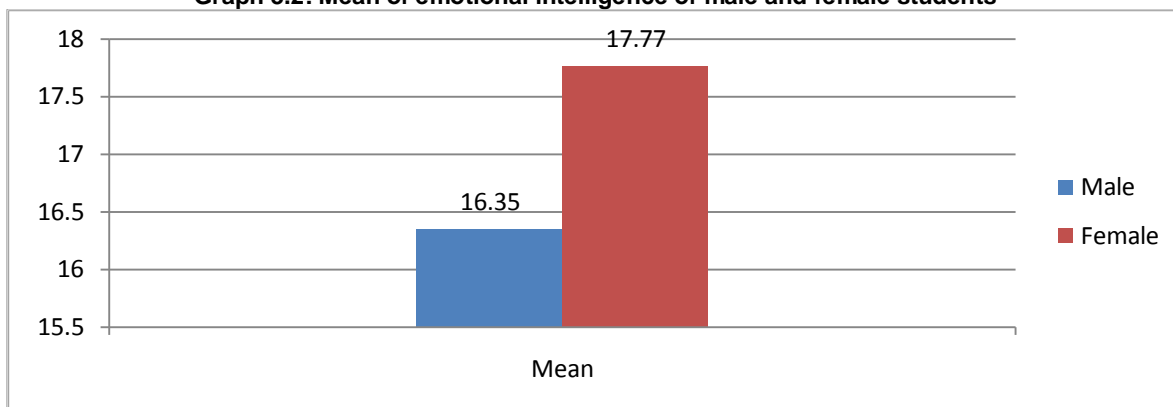
Analysis to compare the emotional intelligence of male and female socially disadvantaged students of J&K

To study the difference between the emotional intelligence of male and female students of socially disadvantaged students of J&K, the scores obtained by administering the Emotional intelligence scale was analyzed using t-test. The results of the analyzed data are given in table 3.7 showing the mean, SD, t-value and level of significance with respect to emotional intelligence of male and female of socially disadvantaged students of J&K.

Table 3.6: Comparison of emotional intelligence of male and female of socially disadvantaged students of J&K

Gender	Total no. of students	Mean	S.D.	't' value	Level of signifi-cance
Male	60	16.35	5.51	1.46	< 0.05
Female	60	17.77	5.30		

Graph 3.2: Mean of emotional intelligence of male and female students

Interpretation

Table 3.6 and graph 3.2 shows the Mean, S.D, t- value and level of significant emotional intelligence of male and female of socially disadvantaged students of J&K. From the table 3.7, it is found that the mean value of emotional intelligence of male and female students is 16.35 and 17.77 respectively. The S.D. of male students is 5.51 and that of female students is 5.30. Also, the calculated t-value is 1.46 which is less than table value at 0.05 level of significance. Hence, it is concluded that the t-value is not significant at 0.05 level. Therefore, the hypothesis of the study there exists no significant difference between the emotional intelligence of male and female socially disadvantaged students of J&K is accepted i.e. there is no significant difference between the emotional intelligence of male and female students. From the mean score of emotional intelligence of male and female students, it is also found that female students have a higher mean score on emotional intelligence than male students. Hence female students have better emotional intelligence than the male students of socially disadvantaged students of J&K.

Analysis of the emotional intelligence of SC, ST and OBC socially disadvantaged students of J&K

To study the difference between the emotional intelligence of SC, ST and OBC students of socially disadvantaged students of J&K, the scores obtained by administering the Emotional intelligence scale was analyzed using one way ANOVA. The results of the analyzed data are given in table 3.8 and 3.9 showing the mean, SD, ANOVA and level of significance with respect to emotional intelligence of ST, SC and OBC of socially disadvantaged students of J&K.

Table 3.7: Percentage of SC, ST and OBC socially disadvantaged students of J&K

Variable	No. of Students	SC Students	ST Students	OBC Students
Emotional Intelligence	120	33.33%	33.33%	33.33%

Pie chart 3.3: Percentage of students of SC, ST and OBC socially disadvantaged students of J&K
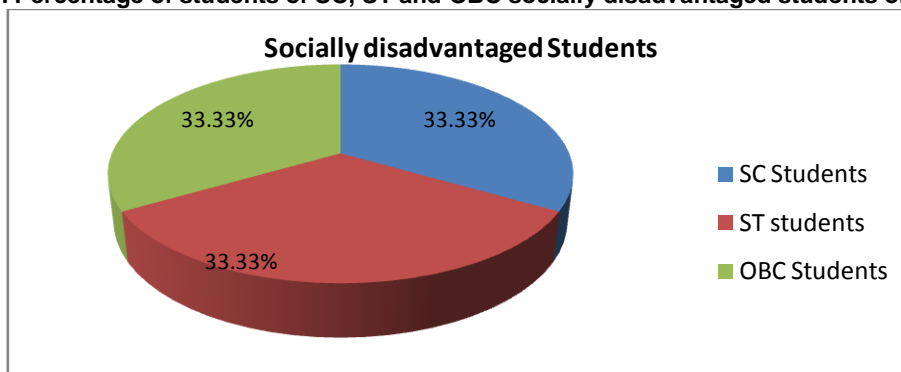

Table 3.8

Summary of the analysis of variance of emotional intelligence of SC, ST and OBC of socially disadvantaged students of J&K

Source of variance	Degree of freedom	Sum of Squares	Variance
Between Sets	2	2.6	5.2
Within Sets	117	3577.1	418520.7

Table 3.9

Difference between the emotional intelligence of SC, ST and OBC of socially disadvantaged students of J&K.

Variable	Total no. of students	Category	F-Value	Remarks
Emotional Intelligence	120	SC, ST and OBC	0.0000124	<0.05

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Interpretation

Table 3.8 and 3.9 shows the degree of freedom, the sum of squares, and variance and F-value level of significant emotional intelligence of SC, ST and OBC of socially disadvantaged students of J&K. From the table 3.9, it is found that the degree of freedom between sets and within sets are 2 and 117 and sum of squares are2.6 and 3577.1. The variances of two sets are 5.2 and 418520.7. From table 3.5 the calculated F-value of emotional intelligence of SC, ST and OBC students is 0.0000124 which is less than table value at 0.05 level of significance. Hence, it is concluded that the F-value is not significant at 0.05 level. Therefore, the hypothesis of the study there is no significant difference between the emotional intelligence of SC, ST and OBC of socially disadvantaged students of J&K is accepted i.e. there is no significant difference between the emotional intelligence of SC, ST and OBC students of socially disadvantaged students of J&K.

3.5 Findings of the study

The major findings of the study were:

The differential levels of emotional intelligence of socially disadvantaged students of J&K with respect to their academic achievement do not differ significantly. The study revealed that there exists no significant difference in the differential levels of emotional intelligence of socially disadvantaged students of J&K with respect to academic achievement does not differ significantly that is high, moderate and low.

There was no significant relationship between emotional intelligence and academic achievement of class 10th students. The findings reveal that there is a positive significant relationship between emotional intelligence and academic achievement of socially disadvantaged students that is emotional intelligence have a positive effect on the academic achievement of socially disadvantaged students because a stable emotional intelligence leads to effective learning which results in high academic achievement. The findings of the present study were supported by studies ofDowney et al. (2008), Hassan et al. (2009), Fayombo (2012), Akmal et al (2013), Mohzan et al (2013), Preeti (2013), Jenaabadi et al (2015), Ramesh et,al (2016).

There exists no significant difference between the emotional intelligence of male and female of socially disadvantaged students of J&K. It was found that emotional intelligence of male and female socially disadvantaged students don't differ significantly because both male and female students are socially disadvantaged hence their emotional intelligence don't differ significantly. The findings of the present study are in consonance with the findings of the studies ofSamariandTahmasebi (2007), Subramanyam&Rao (2008), Olatoye et al (2010), Jenaabadi et.al (2015).

There was no significant difference between the emotional intelligence of SC, ST and OBC socially disadvantaged students of J&K. It was found that emotional intelligence of SC, ST and OBC socially disadvantaged students does not differ significantly.

Conclusion

Teachers are role models; their influence on students' lives is effective and eternal. They require to be instructed in a way that forms their impact as affirmative as possible. The present research emphasized the emotional intelligence of socially disadvantaged students of J&K vis-à-vis their academic achievement. Emotional intelligence skills should be taught exactly like academic skills.

Educational Implications

The results obtained in present study allow investigator to generate several educational implications like:

1. Teacher educators can plan their lesson and activities to develop emotional intelligence of student-teachers properly and thereby their 251 intellectual abilities, achievement, personality, adjustment, stress and risk-taking behavior.
2. Several programmes should be organized by educational administrators for development of emotional intelligence in student-teachers and in-service primary and secondary school teachers.
3. Several seminars should be organized by training institutions and other agencies in teachers training colleges related to development of emotional intelligence of students
4. Activities that incorporate certain soft skills workshops to enhance emotional intelligence, stress management, anger management and communicational ability should be emphasized. These activities will foster the emotional development of students in order to enable them to understand their own emotion and personality. Although some of these activities have been utilized by the university authorities either through faculties, student's affairs department, clubs or student bodies; it must be done in such a manner that it considerably inform the students the importance of emotional intelligence.

Suggestions for Further Research

1. Studies can be conducted by comparing emotional intelligence and academic achievement of socially disadvantaged students of J&K with other States.
2. A study of emotional intelligence should be conducted in the light of demographic variables and other cognitive and affective variables.
3. A study of emotional intelligence should be conducted in relation of other forms of intelligence like spiritual intelligence, social intelligence and moral intelligence.
4. A cross-sectional study of emotional intelligence of different socio-religious groups may be conducted.
5. Similar study can be undertaken on college students.

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