

Emotional Intelligence in Relation to Academic Achievement of Secondary School Students



Arti Bakhshi
Professor,
Deptt.of Psychology,
University of Jammu,
Jammu



Karuna Gupta
Research Scholar,
Deptt. of Psychology,
University of Jammu,
Jammu



Dharvinder Singh
Research Scholar,
Deptt.of Psychology,
University of Jammu,
Jammu

Abstract

Emotional intelligence and academic achievement of 160 secondary school students (Male=80, Female=80) was examined. Emotional intelligence scale by Dhar, Hyde and Pethe (2002) was used to assess emotional intelligence and the marks scored by the students in the previous class were used to assess academic achievement. Demographic information was collected and Mean, SD, t-test and Pearson product moment correlation were calculated. No significant gender differences in emotional intelligence among students were found. Significant positive relationship was found between emotional intelligence and academic achievement among secondary school students.

Keywords: Emotional Intelligence, Academic Achievement, Students

Introduction

Emotional Intelligence

The concept of emotional intelligence is currently in focus among the general public, practitioners and researchers. Emotional intelligence (EI) is the ability to identify, assess, and control the Emotions of oneself, of others, and of groups. Since 1990, Salovey and Mayer have been the leading researchers on emotional intelligence and in their influential article "Emotional Intelligence (1990)," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Similarly, Goleman (1995) also stressed that emotional intelligence consists of five components: Knowing one's emotions (self-awareness), managing them, motivating self, recognising emotions in others (empathy), and handling relationships.

Ahmad, Bangash and Khan (2009) found significant gender differences in emotional intelligence and also concluded that males have high emotional intelligence as compared to females. Hassan, Sulaiman, and Ishak (2009) investigated emotional intelligence among students and found significant gender differences among students. Naghavi and Redzuan (2011) opined that girls are higher in emotional intelligence than boys whereas, Shin (2011) concluded that males have higher EQ level than females. Rahman, Ferdausy and Uddin (2012) explored the differences in males and females in relation to emotional intelligence and found no significant differences in Emotional intelligence between male and female students. Lawrence and Deepa (2013) also found no significant differences between male and female high school students in their emotional intelligence. Jenaabadi (2014) and Tripathi (2015) found significant gender differences in emotional intelligence among male and female students.

Academic Achievement

Academic achievement is the level of performance in school subjects as exhibited by an individual (Ireoegbu, 1992 as cited in Ogundokun & Adeyemo, 2010).

Academic achievement is defined as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goals measured by examinations (Lawrence & Deepa, 2013). It is the outcome of education – the extent to which a student, teacher and institution has achieved their educational goals (Preeti, 2013).

Emotional Intelligence and Academic Achievement

Farooq (2003) examined the effect of emotional intelligence on academic performance of 246 students and found that students with high

emotional intelligence show better academic performance than the students with low emotional intelligence. Parker et al. (2004) reported that academic success was strongly associated with several dimensions of emotional intelligence. Hassan, Sulaiman, and Ishak (2009) investigated emotional intelligence among students and found that emotional intelligence had a significant positive relationship with academic achievement of the students. Kattekar (2010) conducted a study to investigate the impact of emotional intelligence on the academic achievement in Kannada language of 500 standard IX students in the Karnataka state. Results revealed a significant positive relationship between emotional intelligence and academic achievement of students. Ogundokun and Adeyemo (2010) studied the emotional intelligence and academic achievement of high school students. Results indicated that emotional intelligence had a significant relationship with academic achievement.

Chamundesari (2013) and Maraichelvi and Rajan (2013) found a significant positive relationship between emotional intelligence and academic achievement among the students.

No significant relationship between emotional intelligence and academic achievement of high school students was reported by Azimifar (2013) and Lawrence and Deepa (2013).

Prabha (2015) and Oommen (2015) found that there was significant positive relationship between emotional intelligence and academic achievement of students.

Objectives of the Study

1. To explore the gender differences in emotional intelligence of secondary school students.
2. To assess the relationship between emotional intelligence and academic achievement of secondary school students

Results and Discussion

Table 1: Depicting the Gender Differences in Emotional Intelligence of Secondary School Students.

Variables	Groups	N	Mean	Sd	t	Significance
Emotional Intelligence	Male	80	130.54	13.69	0.46	Non-Significant
	Female	80	129.27	13.70		

Results from 't' tests in table 1 indicate no significant gender differences in emotional intelligence. Thus, the Hypothesis 1 stating there will be significant gender differences in emotional intelligence of secondary school students is rejected. The findings of non-significant gender differences in emotional intelligence are in conformity to the findings of Lawrence and Deepa (2013) who had reported no significant difference between male and female high school students in their emotional intelligence. Rahman, Ferdausy and Uddin (2012) and Oommen (2015) also found no significant differences in emotional intelligence between male and female students.

Hypothesis

H1-There will be significant gender differences in emotional intelligence of secondary school students.

H2-There will be significant positive relationship between emotional intelligence and academic achievement of secondary school students.

Method

Participants

The study was conducted on 160 secondary (X) school students from different schools of Jammu city. The participants included 80 boys and 80 girls from various schools. Convenience sampling technique was used to select the sample.

Measures

Emotional Intelligence Scale (EIS)

By Dhar, Hyde and Pethe (2002). It is a Likert-type scale consisting of 34 items scale with ten dimension and five response alternatives, which include ten factors: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value-orientation, commitment and altruistic behavior. The reliability coefficient of the scale was found to be .88.

Academic Achievement Scores

The academic achievement score include the students' academic achievement scores in the previous class.

Procedure

Data was collected individually by regular visits to the schools. Consent was taken from Principal office of the school for carrying out the research. Consent was also taken from each participant. Participants were informed that their results will be kept confidential.

Table 2: Depicting the Relationship Between Emotional Intelligence and Academic Achievement Among Secondary School Students

	Emotional intelligence	Academic Achievement
Emotional intelligence	1	0.23
Academic Achievement	0.23	1

Results present in Table 2, reveal that emotional intelligence is positively related with academic achievement [$r(160) = 0.23, p < .05$] providing support for hypothesis 2 which states that there will be significant positive relationship between emotional intelligence and academic achievement of higher secondary school students.

The coefficient value suggests a small but significant positive relationship between emotional

intelligence and academic achievement of secondary school students, with higher levels of emotional intelligence associated with higher scores of academic achievement. The present findings are similar to the results of previous studies reported by Hassan, Sulaiman, and Ishak (2009), Chamundesari (2013) and Prabha (2015).

Conclusion

In the light of above findings it can be concluded that there is no significant gender differences in emotional intelligence. It is also concluded that there is significant positive relationship between emotional intelligence and academic achievement of secondary school students.

For enhancing the academic achievement score of the secondary school students, efforts need to be made for increasing the emotional intelligence of the students. It is very important that curriculum developers should integrate emotional intelligence into the curriculum of the school.

The present findings should be interpreted with the following limitations in mind. The first limitation was to use convenience sampling that might limit the generalisability of the results. A random sampling procedure could be a better alternative to assure the generalisability of the findings. The sample size of the present study was relatively small. Therefore, larger and more representative sample is needed to further investigate the relationship of emotional intelligence with academic achievement and other related factors.

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