

A Study of Emotional Intelligence of High & Low Achievers at Senior Secondary Level

Abstract

Emotional intelligence is an ability, capacity or skill to perceive, assess and manage the emotions of self, others and of groups. Emotional intelligence and Academic Achievement of students are interrelated terms. Emotional Intelligence plays a very important role in the field of education, as the Emotionally Intelligent students would have better Academic Achievement or we can say that students with high Emotional Intelligence can score high in the field of education as compared to the students having low level of emotional Intelligence. Now a days Emotional Intelligence is considered vital for success in any field. It is conceptualized in four broad abilities such as perceiving, assimilating, understanding and managing emotions. Emotionally adjusted persons exhibit attitude to life events and circumstances. If a person is emotionally disturbed he finds it difficult to get adjusted in the society. The present study is undertaken to get insight into relation between the emotional intelligence and academic achievement. The study would provide substantial information about the emotional intelligence of high and low achievers. In brief the present study would tell us about the effect of emotional intelligence on the academic achievement of students at senior secondary level

Keywords: Emotional Intelligence, Academic achievement

Introduction

The earliest roots of emotional intelligence can be traced to Charles Darwin's work on the importance of emotional expression for survival and, second, adaptation. The term emotional intelligence was introduced in 1990 by two American University professors, Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure to know the differences in people's ability in the area of emotions. However, researches and experiments conducted in the 90's onwards have tried to challenge such over-dominance of the intelligence and its measure intelligence Quotient (I.Q) by replacing it with the concept of emotional intelligence and its measure quotient (E.Q). These have revealed that a person's emotional intelligence measured through his E.Q may be a greater predictor of success than his or her I.Q.

Emotional Intelligence was first defined in the early 1990s by Salovey and Mayer as 'a type of social intelligence that involves the ability to monitor one's own and other's emotions to discriminate among them and to use this information to guide one's thinking and actions.'

According to Daniel Goleman there are five components of Emotional Intelligence which are as follows:

1. Self Awareness
2. Self Regulation
3. Internal Motivation
4. Empathy
5. Social skills

Academic achievement is the maximum performance in all activities at school after a period of training. According to Steinberg and Merriam (1993) "Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life".



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Emotional intelligence and Academic Achievement of students are interrelated terms. Emotional Intelligence plays a very important role in the field of education, as the Emotionally Intelligent students would have better Academic Achievement or we can say that students with high Emotional Intelligence can score high in the field of education as compared to the students having low level of emotional Intelligence.

Need and Significance

Emotional intelligence plays an important role in many areas of life. A review of researchers also reveals that there exists significant relationship between emotional intelligence and academic achievement. Emotional intelligence has a great impact on the academic achievement of the students. In the field of education students have to interact with each other, work in team and understand other for all these they have to be emotionally developed. If the students are emotionally intelligent they can perform better in their studies. Students who are more sensitive to other's feeling are better able to regulate their interaction with others. Emotionally adjusted persons exhibit attitude to life events and circumstances. If a person is emotionally disturbed he finds it difficult to get adjusted in the society. The present study is undertaken to get insight into relation between the emotional intelligence and academic achievement. The study would provide substantial information about the emotional intelligence of high and low achievers. In brief the present study would tell us about the effect of emotional intelligence on the academic achievement of students at senior secondary level the present study is taken by the researcher.

Operational Definitions

Emotional Intelligence

Emotional Intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of group. In this study, it has been assessed by Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjayot Pethe and Upinder Dhar (2007) on ten distinct factors namely Self-Awareness, Empathy, Self-Motivation, Emotional Stability, Managing Relations, Integrity, Self-Development, Value-Oriented, Commitment and Altruistic Behaviour.

Academic Achievement

Academic Achievement means the performance of the students in the examination. Achievement is the progress that a learner makes in learning often measured by other standard or teacher made tests. Therefore, academic achievement is knowledge acquired and skills developed in school/college subjects generally indicated by marks obtained in tests. Here, the term academic achievement refers to the percentage of marks obtained by senior secondary school students. Two achievement groups were formed namely High Achievement Group (>60% Marks), and Low Achievement Group (< 60% marks).

Delimitations of the study

1. The study is restricted to four senior secondary school students from Jammu district only.

2. The study is delimited to a sample of 200 students.

Aim of the study

1. To assess the level of emotional intelligence of the senior secondary school students
2. To compare the emotional intelligence level of high and low achievers of senior secondary level
3. To compare the emotional intelligence of male and female senior secondary school students.
4. To study the relationship between emotional intelligence and academic achievement of senior secondary students.

Hypotheses

1. There is an average level of emotional Intelligence among senior secondary school students.
2. There is a significant difference in the level of emotional intelligence of high and low achievers.
3. There is a significant difference in level of emotional intelligence of male and female students of senior secondary level.
4. There is positive relationship between emotional intelligence and academic achievement of senior secondary school students.

Review of the related literature

In most of the studies it was found that there is significant difference between the Emotional Intelligence and Academic Achievement of the students. Previous a few studies, found that Emotional Intelligence of females is higher than the males. Further, a few studies found that there is no difference between Emotional Intelligence of females and males. Al-Gharaibeh's (2011) revealed that Emotional intelligence of high achievers was high. Ciarrochi, et al (2001) found that girls scored somewhat not significantly higher than boys on Emotional Intelligence. Indu (2009) found that majority of the sample (502) possessed average emotional intelligence and there was no significant difference in the Emotional Intelligence of the sub-sample: gender, type of family and type of institution. Panda (2009) found that emotional intelligence has been positively correlated with educational achievement. Rani (2011) found that relationship between emotional intelligence and academic achievement was significant.

Method

In view of the objective of present study Descriptive Survey Method was used.

Sample for the Study

The Random Sampling Technique was used to select the sample for the study. The sample comprises of 200 students from 12th class from selected government and private schools. The sample was chosen carefully so as to be representative of the population and comprises of co educational classes in order to permit an unbiased test of gender differences. 50 students were selected from each school. Out of 200 students, 100 were male students and 100 were female students.

Tools used

The tool used for the present study was Emotional Intelligent Scale (EIS) by Anukool Hyde, Sanjayot Pethe and Upinder Dhar (2007).

Statistical techniques to be employed

Statistical techniques namely percentage, Mean, Standard Deviation, comparison of the group means through t-test and correlation analysis were made for analyzing the data.

Findings

The major findings of the present study are :

1. The present study revealed that, most (75.5%) of the senior secondary school students have been found to have high level of Emotional Intelligence, (24%) senior secondary school students have normal level of emotional Intelligence, whereas 1 (0.5%) senior secondary school student has been found to have low level of Emotional Intelligence. As far as Emotional Intelligence of senior secondary school students with respect to factors of Emotional Intelligence Scale (EIS) is concerned, the obtained results show that 65%, 67.5%, 75.5%, 59%, 81.5%, 78%, 58% and 64% students have high level on Empathy, Self-motivation, Emotional stability, Managing Relations, Integrity, Self- Development, Value Orientation and Altruistic Behaviour sub scales of EIS respectively. 72% and 53% students have normal level on Self-Awareness and Commitment sub-scales of EIS respectively.
2. There is highly significant mean difference in Overall Emotional Intelligence ($t=25.16$) of high and low achiever senior secondary school students at 0.01 level of significance. Obtained results also reveal that the mean differences between high and low achiever senior secondary school students are highly significant at 0.01 level of significance on all ten factors of EIS namely Self-Awareness ($t=21.28$), Empathy ($t=20.91$), Self-Motivation ($t=26.39$), Emotional Stability ($t=14.22$), Managing-Relations ($t=26.67$), Integrity ($t=21.69$), Self-Development ($t=11.24$), Value Orientation ($t=13.15$), Commitment ($t=13.55$) and Altruistic Behaviour ($t=11.92$). Also high achiever senior secondary school students have got significantly higher value on all the ten factors of EIS in comparison to low achiever senior secondary school students.
3. The study revealed that there is significant mean difference is found in Overall Emotional Intelligence ($t=2.86$) of male and female senior secondary school students. Out of ten factors of Emotional Intelligence Scale, the mean differences of male and female senior secondary school students on two dimensions namely self-awareness ($t=2.49$), and value orientation ($t=2.20$), show significant differences at 0.05 level of significance and six factors namely Empathy ($t=2.29$), self-motivation ($t=3.73$), Managing Relations ($t=2.93$), Integrity ($t=2.80$), Self-Development ($t=3.32$) and Commitment ($t=2.63$) are found to be significant at 0.01 level of significance. The mean differences between male and female senior secondary school students with respect to two factors namely Emotional Stability ($t=1.19$) and Altruistic Behaviour ($t=1.23$) are found to be non-significant at 0.05 level of significant.

4. The results revealed that the correlation between Self-Awareness and Academic Achievement ($r=.93$), Empathy and Academic Achievement ($r=.90$), Self –Motivation and Academic Achievement ($r=.88$), Emotional Stability and Academic Achievement ($r=.83$), Managing Relations and Academic Achievement ($r=.76$), Value orientation and Academic Achievement ($r=.82$), Commitment and Academic Achievement ($r=.72$), Altruistic behaviour and Academic Achievement ($r=.98$) are found to be highly significant at 0.01 level of significance.

Conclusion

The following conclusions are drawn after the analysis and interpretation of data in the present study:

1. The present study revealed that, most (75.5%) of the senior secondary school students have been found to have high level of Emotional Intelligence.
2. The results obtained for the Emotional Intelligence of the senior secondary school students reveal that there is highly significant difference in Overall Emotional Intelligence ($t=25.16$) of high and low achiever senior secondary school students at 0.01 level of significance. High achievers are found to have higher level of Emotional intelligence. Woitaszewski and Aalsma (2004), Bindu and Thomas (2006), Qulter, Whitely , Morely and Dudiac (2009), Mahajan (2011), Rani (2011) and Al Gharaibeh's (2011) have also reported significant difference in Emotional Intelligence of high and low achievers. They also found that students with high achievement level had high level of Emotional Intelligence than the students with low achievement level.
3. The study further revealed that significant difference is found in Overall Emotional Intelligence ($t=2.86$) of male and female senior secondary school students. Nicol (2002), Subramanayam and Rao (2008), Indu (2009) and Mahajan (2011) reveal contrary to the present study.
4. Ciarrochi et al (2001), Yadav and Sharma (2013) have also found the significant mean difference between the Emotional Intelligence of male and female senior secondary school students.
5. It has been found that, there is highly significant correlation between Emotional Intelligence and Academic Achievement which is significant at 0.01 level of significance. Khatoon and Sultana (2013) also reveal that there is highly significant correlation between Emotional Intelligence and Academic Achievement of senior secondary school students.

Educational Implications of the Study

The educational implications of the present study are as follows:

1. The found result reveals that, high achiever senior secondary school students have high level of Emotional Intelligence and in comparison to Low Achiever senior secondary school students. Therefore , teachers, principal and administrators of senior secondary school students should take

Remarking An Analisation

- the effective measures to increase the Emotional Intelligence level of low achievers.
- Results of present study reveals that male senior secondary school students have low level of Emotional Intelligence and in comparison to female senior secondary school students.Hence teachers should try their best to increase the level of Emotional intelligence of male senior secondary school students.
 - Teachers should arrange the co-curricular activities for students like dramas and plays so that their pent-up emotions may be channelized.
 - Findings of present study will not only be useful to researchers in terms of future research but shall have important educational implications for teachers, lecturers who are associated with senior secondary schools. This study suggests that Achievement level of senior secondary school students can be increased by developing components of Emotional Intelligence in them.
 - There should be a separate section for guidance and counseling in every senior secondary schools so that every student can get time to time counseling from a professional counselor which help them to develop their Emotional Intelligence.
 - The curriculum of senior secondary school need re-evaluation. The content of the syllabus of senior secondary school students of every stream (medical, non-medical etc.) should be that which help them to become emotionally stable.
 - The teachers should try to build atmosphere of love and sympathy and try to nurture responsiveness and reciprocity in senior secondary school students in order to develop the students emotionally.
 - Teachers of senior secondary schools should also get the training of guidance and counseling so that they can teach the students that how can they handle or control their emotions.
 - Last but not the least, efforts should be made to create congenial environment at home. Healthy family environment promotes emotional stability, social adjustment, personality integration and increased level of Emotional Intelligence of the individual. Extension programmes for teachers and parents can be planned in a more systematic manner so that they can handle the students more effectively in the school and in the family.

Suggestions for Future Research

- A sample of 200 senior secondary school students from four different senior secondary schools of jammu province was taken in the present study.Same study can be conducted on a large sample to study the Emotional intelligence of senior secondary school students.
- Since, the present study was conducted on senior secondary school students only.It is suggested that a similar study can be conducted on the students of other classes also.
- A comparative study may be conducted on the students belonging to different streams (medicl, non-medical, arts, commerce etc.)

- The similar study can be conducted on the senior secondary school students from rural as well as urban areas.
- A comparative study may be undertaken on students studying in Private and Govt. School.
- A comparative study should be conducted on the Emotional Intelligence of senior secondary school students with respect to different socio-economic and psychological variables (Socio-Economic Status, Personality, Intelligence, Achievement Motivation, Attitude, Aptitude, Adjustment etc.)

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