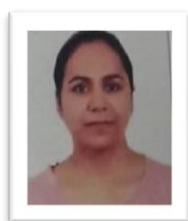


Academic Achievement among Scheduled Caste and Non- Scheduled Caste Adolescents in Relation to Their Emotional Intelligence



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Abstract

The present study was undertaken to study academic achievement among scheduled caste and non-scheduled caste adolescents in relation to their emotional intelligence. A Sample of 200 hundred students (100 scheduled caste and 100 non-scheduled caste adolescents) studying in government senior secondary schools from 4 districts of the state of Punjab was undertaken. Product moment method and t-test were used to analyse the data. The results of the study showed a significant difference between mean scores of academic achievement of scheduled caste and non-scheduled caste adolescents. Non- scheduled caste adolescents showed better performance in academic achievement score than scheduled caste adolescents. Also there exists significant relationship between academic achievement and emotional intelligence among non-scheduled caste adolescents.

Keywords: Academic Achievement, Adolescents, Emotional Intelligence.

Introduction

Man is a social animal. He has to live in society. His harmonious adjustment in society is possible only because of his good understanding and management of emotions. One has to pass through some particular phases from birth to death. Adolescence is one of those phases. As according to Stanley Hall, adolescence is a period of stress and strain, storm and strife. So during this phase, one has to face many ups and downs, physically, mentally, emotionally and socially. Academic achievement and well adjustment in society are the main sources of stress for adolescents. In our Indian society, academic achievement is considered as the indicator of success. Adolescents often miss enjoyable moments due to academic stress. Our whole education system revolves around aim of higher academic achievement. Parents as well as teachers pressurize their children for high scoring in academic field. Emotional Intelligence which is measured by E.Q. is the latest field of research in psychology which dominates over I.Q. Also E.Q. has outdated the dominance of I.Q. It is considered that the emotionally intelligent persons can achieve their targets in better way, can solve their adjustment problems in easy mood than others with low E.Q.

Academic Achievement

In simple words, academic achievement is the performance or achievement in academic field. Our educational policy has overemphasized it. Whole system of education revolves around it.

Crow and Crow (1969) defined academic achievement as the extent to which a learner is profiting from instruction in a given area of learning.

Sharma et al. (2011) defined academic achievement as the outcome of training imparted to students by teacher in school situation.

Emotional Intelligence

Emotional Intelligence is a new area of research, so its definitions are changing from time to time. Some psychologists consider emotional intelligence as the subset of social intelligence. Actually, the intelligent use and understanding of emotions of oneself and others is known as emotional intelligence.

John D. Mayer and Peter Salovey (1980) gave a model of emotional intelligence which included four areas, namely: identifying, using, understanding and managing emotions.

Daniel Goleman (1993) depicted that I.Q. contributes only 20 % the factor that determine life success. The major impact on life success is of E.Q.

Review of Literature

Many researchers conducted studies related to Emotional Intelligence and revealed its importance in academic field as well as in general life too. Emotionally intelligent persons are also better in communication which helps in maintaining better relationships at work as well as in personal life.

Umadevi (2009) conducted a study to find the relationship between emotional intelligence, achievement motivation and academic achievement of primary school teachers with 200 diploma teacher training students. Results concluded a positive relationship between emotional intelligence, achievement motivation and academic achievement.

Kattekar (2010) conducted a study to find the impact of emotional intelligence on academic achievement. Sample of 500 students of IX class was taken. Study depicted the positive relationship between emotional intelligence and academic achievement of students.

Poonam Mishra (2012) conducted a study to find the effect of emotional intelligence on academic achievement of Jaipur senior secondary students with a sample of 1000 students. For data collection survey method was applied. Results revealed a positive effect of emotional intelligence on academic achievement of students.

Many other studies were conducted, majority of which concluded positive effect of emotional intelligence on academic achievement.

Kolachina (2014) conducted a study to find the relationship between emotional intelligence and academic achievement with a sample of expatriate college students of Dubai. Results concluded positive relationship between emotional intelligence and academic achievement. Results also added that the level of emotional intelligence of students influences academic achievement motivation among students.

Verma Rekha (2014) conducted a comparative study of self concept adjustment and emotional intelligence of rural and urban students of class XI in relation with their academic achievements. There is no significant positive relationship between emotional intelligence and academic achievement of rural and urban XI grade students. But significant positive relationship is found in emotional intelligence and academic achievement of total students.

Kalapriya and Anuradha (2015) conducted a study of emotional intelligence and academic achievement among adolescents with 100 students (50 boys and 50 girls) of Tirupati town. For data analysis Chi square test was used and results revealed significant difference between emotional intelligence and academic achievement among adolescents and concluded that the students with high emotional intelligence show better academic performance than others with low emotional intelligence.

Ramesh et al (2016) in his study, "Impact of emotional intelligence on academic achievement of college students- A Review" attempted to examine the

relationship between level of emotional intelligence and academic achievement of students by review of studies conducted in India and worldwide with particular emphasis on the impact of emotional intelligence on academic achievement of students in general and college students in particular. Findings concluded positive relationship between emotional intelligence and academic achievement among students.

Sharma and Pinku (2017) conducted a study of emotional intelligence in relation to academic achievement, gender and locality. Survey method was adopted with a sample of 800 students (400 urban and 400 rural) from secondary level in Alwar district, Rajasthan. T-test was used for analysis. Results concluded that emotional intelligence has significant effect on academic achievement as high achievers are more emotionally intelligent. Also study showed gender has no impact on emotional intelligence but there is significant difference regarding locality as urban students have more emotional intelligence maturity than rural students.

Objectives of the Study

1. To compare the significance of difference between means of academic achievement of scheduled caste and non-scheduled caste adolescents.
2. To find the relation between academic achievement and emotional intelligence of scheduled caste adolescents.
3. To find the relation between academic achievement and emotional intelligence of non-scheduled caste adolescents.
4. To compare the relationship between academic achievement and emotional intelligence among scheduled caste and non-scheduled caste adolescents.

HYPOTHESES

1. There will be no significant difference between means of academic achievement of scheduled caste and non-scheduled caste adolescents.
2. There will be no significant relationship between academic achievement and emotional intelligence of scheduled caste adolescents.
3. There will be no significant relationship between academic achievement and emotional intelligence of non-scheduled caste adolescents.
4. Significant difference will not exist in the relationship of academic achievement and emotional intelligence among scheduled caste and non-scheduled caste adolescents.

Sample

In the present study, sample of 200 students from government senior secondary schools from four districts of the state of Punjab was randomly undertaken. Out of 200 selected students, 100 were scheduled caste and 100 were non-scheduled caste adolescents.

Tools

Data was collected by using tools mentioned below

1. Marks obtained in science by adolescents in matriculation examination of Punjab School Education Board.

Remarking An Analisation

2. Emotional Intelligence scale by Hyde et al (2007)

Statistical Techniques Used

1. Descriptive statistics- mean, standard deviation, skewness and kurtosis to examine the nature of distribution of scores.
2. Product Moment method of correlation was used.
3. T-test was used.

Results and Discussion

Hypothesis-1

There will be no significant difference between means of academic achievement of scheduled caste and non-scheduled caste adolescents.

Values of t-ratio were worked out and entered in table no-1

Table no. 1
Showing significant difference in academic achievement among scheduled Caste and non-scheduled caste adolescents

Group	Number	Mean	S.D	t-ratio	Level of significance
Scheduled caste adolescents	100	74.40	8.89	3.65**	** Significant at .01 Level of significance
Non- Scheduled caste adolescents	100	74.90	10.53		

Table no. 1 shows that there is a significant difference in academic achievement among scheduled caste and non-scheduled caste adolescents at .01 level of significance. The mean score of academic achievement of scheduled caste adolescents is 74.40 and the mean score of non-scheduled caste adolescents is 74.90 and the value of t-ratio is 3.65 which is significant at .01 level of significance.

Hence the hypothesis no. 1 which states that there will be no significant difference between means of academic achievement of scheduled caste and non-scheduled caste adolescents is rejected. Hence results show that non- scheduled caste adolescents have academic achievement score better than scheduled caste adolescents. It occurs due to better facilities for non-scheduled caste adolescents at their homes.

Hypothesis 2

There will be no significant relationship between academic achievement and emotional intelligence of scheduled caste adolescents.

Value of correlation was worked out by using Pearson's method of correlation and entered in table no. 2

Table no. 2
Showing correlation value between academic achievement and emotional intelligence of scheduled caste adolescents

Group	Correlation	Level of significance
Academic Achievement	0.149	NS
Emotional intelligence		

Significant at .05 level= .197

Significant at .01 level=.256

NS stands for non-significant

From the table no. 2, the coefficient of correlation between academic achievement and emotional intelligence among scheduled caste adolescents is 0.149 which is not significant at both levels of significance. Hence our hypothesis no. 2 which states that there will be no significant relationship between academic achievement and emotional intelligence of scheduled caste adolescents is accepted. It depicts that the relationship is positive but not significant.

Hypothesis-3

There will be no significant relationship between academic achievement and emotional intelligence of non-scheduled caste adolescents.

A value of correlation was worked out and entered in table no 3.

Table 3
Showing the value of correlation between academic achievement and emotional intelligence of non-scheduled caste adolescents

Group	Correlation	Level of significance
Academic Achievement	0.315	Significant at .01 level
Emotional intelligence		

Significant at .05 level= .197

Significant at .01 level=.256

NS stands for non-significant

From the table no 3, the value of correlation between academic achievement and emotional intelligence of non-scheduled caste adolescents .315 which is significant at .01 level of significance. Hence our hypothesis no 3 which states that there will be no significant relationship between academic achievement and emotional intelligence of non-scheduled caste adolescents is rejected. We can say that there is significant relationship between academic achievement and emotional intelligence of non-scheduled caste adolescents.

Hypothesis-4

Significant difference will not exist in the relationship of academic achievement and emotional intelligence among scheduled caste and non-scheduled caste adolescents.

Value of t-ratio was worked out and entered in table no 4

Table no. 4
Showing significant difference in the relationship of academic achievement and emotional intelligence among scheduled caste and non-scheduled caste adolescents

Group	Correlation Value	Z Function	CR
Scheduled caste adolescents	0.149	0.15	1.177 NS
Non- Scheduled caste adolescents	0.315	0.32	

NS- Not significant

Remarking An Analisation

Table no. 4 shows that significant difference in the relationship of academic achievement and emotional intelligence among scheduled caste and non-scheduled caste adolescents is not significant because the t-ratio value is 1.777 which is not at both levels of significance.

Findings of the Study

1. There exists significant difference between means of academic achievement of scheduled caste and non-scheduled caste adolescents. Non-scheduled caste adolescents show better performance in academic achievement than scheduled caste adolescents.
2. There is no significant relationship between academic achievement and emotional intelligence among scheduled caste adolescents.
3. There exists significant relationship between academic achievement and emotional intelligence of non-scheduled caste adolescents.
4. There is no significant difference in the relationship of academic achievement and emotional intelligence among scheduled caste and non-scheduled caste adolescents.

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