

EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG SECONDARY GRADE STUDENTS

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Abstract

The present study explored the emotional intelligence and academic achievement of secondary grade students in the Chennai city of Tamil Nadu State, India. Using Multi-stage sampling method

952 secondary grade students studying in the schools of Chennai, India was selected to collect the data using Emotional Intelligence Test (EIT - Sharma, 2011). Further, the academic achievement of the secondary grade students are calculated using the total marks scored in their IX and X standard annual examination. The data collected was analysed for Correlation using SPSS Package. The results of this study revealed positive relationship between emotional intelligence and academic achievement among the secondary grade students.

Key words: Emotional Intelligence, Academic Achievement, Secondary grade Students.

Introduction

School education is very essential part and also a turning point in academic life of each and every individual. At this stage, the academic achievement of a student plays a decisive role in deciding the next stage of their education, which in turn shapes their career. Academic achievement is one of the most essential outcomes of educational system and also plays an important role in the student's life (Kell, Lubinski & Benbow, 2013). It is combined work of emotional and social lives of the student. Suvarna & Bhata (2016), Bhat (2013) and, Al-Zoubi & Younes (2015) opined that a student's low academic achievement depends on some factors like personality, intelligences, opportunities, motivation, interest, aptitude, self-concept, study habits, self - esteem, attitude and so on. The low achievement of the students is also due to personal factor, environmental factor and family factors (Al-Zoubi & Younes, 2015). Our whole education system is focusing and giving more attention on academic achievement of students especially from secondary grade to higher secondary grade (Bhat, 2013). Moreover, academic achievement is considered as a key point to judge one's capacity and achievement (Bhat, 2013) and also plays a vital role to show the individual difference between them (Al-Zoubi & Younes, 2015). Hence, it is very significant place in the field of education among student life.

Bhat, 2013 observed that the academic achievement signifies the knowledge achieved and ability developed in the subject, which is designated by test scores. Furthermore, the researcher like

Liu (2008) found that the students higher in the academic achievement are self-regulated. Academic achievement of students helps to determine the student's knowledge, value, effort and interest in the task (Mousoulides and Philippou, 2005). Tiwari and Pooranchand (1995) noted that student with high in academic achievement is likely to be connected, well performed and self-regulating student, while low achiever is unable and destitute of work, which may lead to depression, maladjustment among them.

In today's highly competitive world, students challenge various academic problems like exam stress, fear to face the result, disinterest in attending classes, poor understanding from teachers and parents, and disturbed relationship with peer group and the inability to understand a subject. The academic stressors like excessive tests, poor grades, daily homework, academic and achievement expectations, teachers and parental pressure are causative factors for poor mental health and low academic achievement among the secondary grade students. Other academic stressors causing problems with low academic achievement includes inadequate instructional methods, disturbed teacher-student relationships, academic workload, lack of resources in classroom, inability to balance one's leisure time with school, academic assignments and schedules. To help the students to exhibit higher performance in their academics, it is significant to enhance their personality with emotional intelligence which will enable them to handle their stress. At the same time, this will enable them to analyze the reasons for failure in their academics.

Goleman (1995) defines emotional intelligence as an ability, capacity, skill to assess, perceive and handle any kind of situation. In short, emotional intelligence is the ability to recognize the feelings of own and others to motivate them and manage emotion effectively. Bar-On (1997) stated emotional intelligence as "an array of non-cognitive capabilities, competencies and skills that influences one's ability to succeed in coping with environmental demands and pressures". Emotional intelligence determines the potential for learning practical skills based on self-awareness, motivation, self-regulation, empathy and adeptness in relationships (Goleman, 1998). It is an interrelated set of emotions which predicts the academic achievement by the ability to perceive, appraise and to use emotion to facilitate thought (Freedman & Jensen, 2008). Apart from that, emotional intelligence enhances the academic achievement along with parental attachment, psychological well-being, social-emotional relationship, leadership qualities, the performance of doing tasks, mental ability to solve the problem and making decision effectively (Taksic, 2002). Emang, Azam, Entigar & Ramli, (2014) reported that students possess high-level of academic achievement with the help of emotional intelligence and support from parents and teachers. Emotional intelligence creates classroom environments that are

conducive for students' learning and academic achievement

The poor performance of the school students in their academics are often related to low level of energy and strength apart from the emotional difficulties (Elias & Arnold, 2006; Upadhyaya, 2013 and; Petrides, Frederickson & Furnham, 2004). The students enhancing their emotional intelligence was seen to influence their academic achievement positively (Roy, Sinha and Suman,2013).

Objective:

The objective of the present study is to identify the relationship between the dimensions of EI and academic achievement of secondary grade students.

Hypothesis:

There exists a significant positive relationship between the dimensions of the emotional intelligence and the academic achievement of the secondary grade students.

Methodology:

Method and Sample of the study:

Survey method is used to collect the quantitative data from 952 (response rate 64 %) IX and X standard secondary grade students (selected using multi-stage sampling method) belonging to the age group of 14 – 16 years studying in the schools of Chennai city, Tamil Nadu State.

Research Tools Used:

The data was collected using Emotional Intelligence Test (EIT) a standardized tool developed by Sharma (2011) following Goleman Model (1995) of EI. This self-reported EIT consist of 60 items with 5 dimensions viz. Self-Awareness (EI1), Managing Emotions (EI2), Motivation Oneself (EI3), Empathy (EI4), and Handling Relationships (EI5). Responses are invited on a five-point scale ranging from 'always, most often, occasionally, rarely and never' having a score of 1-2-3-4-5 for positive items and reverse scoring for the negative items. This test possesses construct validity and internal reliability ranging from 0.66 to 0.84. Also, the test has a Cronbach alpha of 0.74. Further, it possessed adequate content, face and construct validity as the test items measure the emotional intelligence of the students. Further,academic achievement of the students was calculated using the total marks scored by them in their annual examination. Also, the subject wise total marks were collected.

Data Collection:

The data was collected from the sample by using the translated version (Tamil) of the research tool. The investigators personally visited the students in the respective schools and collected the data.

Prior to the administration, instructions were given as how to fill the research tool.

Statistical Technique used:

Pearson product-moment correlation were used to analyse the statistical data using the Statistical Package for the Social Sciences software package (SPSS-22).

Results and Discussion:

Relationship between Emotional Intelligence and Academic Achievement of the Secondary Grade Students

Table-1 demonstrates the relationship between the dimensions of Emotional Intelligence and academic achievement in various subjects of the secondary grade students and the calculated r - values.

Table-1: Correlation between the Dimensions of Emotional Intelligence and Academic Achievement of Secondary Grade Students

EI /AA	English	Tamil	Mathematics	Science	Social	Total AA
Self-Awareness EI1	0.400**	0.401**	0.386**	0.387**	0.371**	0.465**
Managing Emotions EI2	0.279**	0.253**	0.253**	0.261**	0.228**	0.307**
Motivating oneself EI3	0.304**	0.314**	0.292**	0.286**	0.237**	0.343**
Empathy EI4	0.253**	0.245**	0.255**	0.263**	0.192**	0.296**
Handling Relationship EI5	0.435**	0.468**	0.476**	0.492**	0.430**	0.555**
Emotional Intelligence Total	0.706**	0.720**	0.713**	0.726**	0.629**	0.841**

From the above table, the stated hypothesis, there is a significant positive relationship between the dimensions of the emotional intelligence and the academic achievement in various subjects of the secondary grade students studying in the Chennai city is accepted as the calculated r-values report that there is significant strong positive relationship between each of the dimension of emotional intelligence and the AA in various subjects.

From the above discussion, it is clear that the first dimension of the emotional intelligence i.e self- awareness (EI1) has significant and strong positive relationship with academic achievement in all

subjects i.e. English (0.400), Tamil (0.401), Mathematics (0.386), Science (0.387), Social (0.387), and total academic achievement (0.465) as the calculated r-values are significant at 0.01 level. Similar type of relationship is observed between all the other dimensions of emotional intelligence i.e managing stress (EI2), motivating oneself (EI3), empathy (EI4) and handling relationship (EI5) and total emotional intelligence (EI total) have strong significant positive relationship with the academic achievement in all the subjects (English, Tamil, Mathematics, Science, Social science subjects and total marks). As the relationship is positive, the higher the emotional intelligence of the secondary grade students, will be higher in their academic achievement in English, Tamil, Mathematics, Sciences and Social Science subjects. Thus, the stated above hypothesis is accepted.

The corresponding findings corroborate with the results of the studies by Aremu, Tella & Tella, (2007); Bhadouria, (2013); Darsana (2007); Fish, (2012); Kalapriya & Anuradha, (2015); Khajehpour, (2011); Kianfar, Cherati & Enayati, (2015); Mandal, (2017); Habibah, Rahil and Jegak, (2004); Nwadinigwe & Azuka-Obieke, (2012); Ogundokun & Adeyemo, (2010) Parker, Creque Sr, Barnhart, Harris, Majeski, Wood & Hogan, (2004). Prabha, (2015); Preeti, (2013); Shahzada, Ghazi, Khan, Khan & Shah, (2011) and Rani, (2017) where a significant positive correlation was reported between the emotional intelligence and academic achievement of high school and secondary school students. Similarly, the studies by Ranjbar, Khademi, & Areshtanab,(2017); Abdullah, Elias, Mahyuddin & Uli, (2004); Adetayo & Kiadese, (2011); Ghosh, (2014); Mishra, (2012) and; Fallahzadeh, (2011) has demonstrated positive relationship between the emotional intelligence and academic achievement in Iranian student; emotional intelligence and academic achievement among Malaysian Secondary students; emotional intelligence and academic achievement in financial accounting students; emotional intelligence and academic achievement among advantage and disadvantage children; emotional intelligence and academic achievement among Jaipur senior secondary students and; emotional intelligence and academic achievement in medical science students in Iran.

Implications:

As the result revealed significant positive relationship between emotional intelligence and academic achievement, there is a need to continue to inculcate emotional intelligent skills in secondary grade students to increase their academic achievement. The students good in managing emotions, self-motivation, empathy and handling relationship managed perform better in all the subjects. This finding implies that the secondary grade students shall be given several opportunities to enhance emotional self-awareness and social awareness to manage academic stress and perform better in their academics. This

can be done by integrating the emotional intelligence components in the curriculum of students. Also, while transacting the curriculum the methodologies that involve group activities, group discussions and self-awareness activities can be planned to inculcate emotional intelligence skills among the secondary grade students. Furthermore, the teachers can also plan group activities to improve emotional intelligence skills in students.

Also, assessing the emotional intelligence itself will help the secondary grade students to know and aware of their own emotions and support them to handle it appropriately. In the present study, the emotional intelligence influenced the academic achievement students in an optimistic way. This ensures that the EI is significant for students' academic achievement.

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