

A STUDY OF EMOTIONAL INTELLIGENCE AND ITS IMPACT ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY CLASS STUDENTS

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ABSTRACT

The study has been conducted on a sample of 200 XI class students of Gurgaon district schools. Dr. Shubhra Mangal's Emotional Intelligence Inventory was used as a tool for measuring emotional intelligence. Matric examination marks were taken for judging the academic achievement. The results reveal that the Govt. schools students have below average emotional intelligence. Same is the case with the students of non-govt. schools students. No significant difference has been found in the emotional intelligence of both the groups. It has been found that the emotional intelligence of the students has no significant impact on their academic achievement.

INTRODUCTION

Education, no doubt, remains the most outstanding development priority area in the world today. The core purpose of education, unquestionably, is human development. Achievement plays an important role in the lives and activities of human beings. Academic achievement is undoubtedly a research issue sought after by the educational psychologists. Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or a body of knowledge. Academic achievement means knowledge attained and skill developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both.

In their attempt to investigate what determines academic outcomes of learners, psychologists have come up with more questions than answers. Prior literature has shown that learning outcomes (academic achievement and academic performance) have been determined by such variables; family, school, society, and motivation factors. It is therefore, instructive in the present study to investigate the relationship between Emotional intelligence and academic achievement of students in senior secondary class. This becomes clear in view of the fact that much has not been really achieved in this area in India.

EMOTIONAL INTELLIGENCE

Quality of education can be achieved only through effective and interactive methods of teaching. The teacher plays a very important role in giving quality education. The rules at the work place are ever changing. So the concept of emotional intelligence has recently received considerable attention and has come to be regarded as a new measure of success in any profession and life. Emotional Intelligence has its roots in the concept of social intelligence first coined by E.L. Thorndike in 1920, who had grouped intelligence into abstract intelligence, concrete intelligence and social intelligence. Gardner (1983) advanced Thorndike's ideas of social intelligence by talking about multiple intelligence including interpersonal intelligence and intra personal intelligence. Later on Sternberg (1988) also through his hierarchic theory of intelligence, relating one's capacity of making adjustments to various contexts and being street smart.

Yale University psychologists Peter Salovey and John Mayer coined the phrase Emotional Intelligence in 1990 in the journal 'Imagination, Cognition and personality'. However the concept gained popularity through Goleman's (1995) bestseller titled 'Emotional Intelligence'. Emotional Intelligence refers to our ability to control those aspects of our life which

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are associated with emotions. Emotional intelligence has been defined in a variety of ways: Goleman (1995) defines Emotional Intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship.”

Salovey and Mayer (1990) defined Emotional Intelligence in terms of being able to monitor and regulate one's own and other's feelings and to use feelings to guide thought and action.

Based upon these contemporary viewpoints about the concepts of emotional intelligence, we may understand one's emotional intelligence as a unitary ability (related to but independent of standard intelligence) helpful in knowing, feeling and judging emotions in close cooperation with one's thinking process for behaving in a proper way in the ultimate realization of the happiness and welfare of the self in tune with others.

OBJECTIVES OF THE STUDY

The following objectives have been formed for the purpose of the study: -

1. To study emotional intelligence of senior secondary class students.
2. To study the impact of emotional intelligence on the academic achievement of the students.
3. To study the difference between the emotional intelligence of male and female senior secondary class students.
4. Also to study the impact of emotional intelligence on the academic achievement of male and female students separately.

HYPOTHESES

To carry out the study smoothly the following null hypotheses are formed: -

1. The senior secondary class students do not have enough amount of emotional intelligence.
2. The variable emotional Intelligence does not have significant impact on the academic achievement of the students.

3. The male and female senior secondary class students do not differ significantly in emotional Intelligence.
4. There is no significant difference between the effects of emotional Intelligence on the academic achievement of the male and female students.

RESEARCH DESIGN METHODOLOGY

The study was conducted through descriptive survey method of research as it is most suitable for the present study.

SAMPLE

The study was conducted on a representative sample of 200 (100 boys and 100 girls) students of eleventh class selected on the basis of randomized technique of sampling from different government and private schools of Gurgaon district.

RESEARCH TOOLS

1. Emotional Intelligence Inventory by Mangal.
2. Matric Examination Marks/Grades was taken for academic achievement.

MAIN FINDINGS

The overall picture that emerges out of this study proves that all the initial hypotheses of the investigator are retained. Thus, the final research findings from the study are as follows: -

EMOTIONAL INTELLIGENCE

- 1) The emotional intelligence of 11th class students of Govt. schools (boys & girls) is found to be below average. The mean score of their emotional intelligence is 58.83 & 59.59. When this score is interpreted according to MEII interpretation table, their emotional intelligence is found to be below average.
- 2) The emotional intelligence of 11th class students of Non- Govt. schools (boys & girls) is also found to be below average. The mean score of their emotional intelligence is 60.94 & 58.12. When this score is interpreted

according to MEII interpretation table, their emotional intelligence is found to be below average.

- 3) There is no significant difference between the emotional intelligence of senior secondary class students of Govt. and Non-govt. Schools.
- 4) There is no significant difference between the emotional intelligence of male and female students of 11th class. It means no impact of gender difference is found on emotional intelligence.
- 5) The impact of emotional intelligence on academic achievement of senior secondary class students:

The mean scores and standard deviations of senior secondary girls schools are 60.70 and 10.26 on 76 & above category, 58.69 and 8.37 on 51 to 75 category and 58.93 and 10.09 on 50 & below category and the mean scores and standard deviations of senior secondary boys schools are 62.83 and 10.36 on 76 & above category, 59.81 and 12.77 on 51 to 75 category and 57.84 and 10.92 on 50 & below category respectively. The 't' values are 2.92 on 76 & above category on MEII, 1.46 on 51 to 75 category and 1.46 on 50 & below category. The level of significance at 0.05 and 0.01 levels are significant at 76 & above category and insignificant at 51 to 75 category and 50 & below category. Thus we can say that overall the

hypothesis "Emotional Intelligence does not have significant impact on the academic achievement of the students" is accepted.

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