

ROLE OF EMOTIONAL INTELLIGENCE IN ACADEMIC SUCCESS AND ADJUSTMENT OF HIGHER SECONDARY LEVEL STUDENTS

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ABSTRACT

Emotional intelligence is relatively new concept in the field of psychology. The term Emotional Intelligence was coined by Salovey and Mayer (1990) and popularized by Goleman (1995). The present study was to investigate the impact of Emotional Intelligence in adjustment and achievement of 12th class students. Four hundred 12th class students, both male as well as female, studying in various schools affiliated to CBSE, New Delhi formed the sample for the present study. The tools used for collecting the data were first Emotional Intelligence Inventory developed and standardized by Mangal & Mangal and Bell's Adjustment Inventory developed and standardized by Ojha for achievement the percentage obtained by the student in 12th class C.B.S.E.

Data were analysed using Pearson's Product Moment Correlation and 2x2x2 Factorial Design ANOVA. A significant correlation between Emotional Intelligence and Adjustment in case of both male and female students was obtained. Adjustment and Achievement were also not found to be significantly correlated.

INTRODUCTION

The concept of Emotional Intelligence is an umbrella term that captures a broad collection of individual skills and disposition usually referred to as soft skills or inter-personal skills, that are out side the traditional areas of specific knowledge, general intelligence and technical or professional skills.

EMOTIONAL INTELLIGENCE

Emotional intelligence has been operationally defined as: 'Emotional Intelligence consists of abilities such as being able to motivate one-self and persist in the phase of frustration. Its main areas are intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management'

ADJUSTMENT

Adjustment has been operationally defined as: 'The process of finding and adopting modes of behaviour suitable to the environment or to the changes to the environment'

OBJECTIVES

The following are the objectives of the present study :

1. To find out the relationship between emotional intelligence and academic achievement of 12th graders.
2. To find out the relationship between emotional intelligence and adjustment of the 12th graders.
3. To find out the relationship between academic achievement and adjustment of the 12th graders.
4. To study the effect of the Emotional Intelligence Sex, Type of schools and their interaction on achievement.
5. To study the effect of Emotional Intelligence Sex, Type of schools and their interaction on adjustment.

HYPOTHESES

For each objective corresponding null hypothesis was formulated.

1. There will be no significant relationship between Emotional Intelligence and Adjustment of 12th grade students.
2. There will be no significant relationship between Emotional Intelligence and Achievement of 12th grade students.
3. There will be no significant relationship between Academic Achievement and Adjustment of 12th grade students.

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- There will be no significant relationship between Emotional Intelligence Sex, types of school and their interaction on Achievement.
- There will be no significant relationship between Emotional Intelligence Sex, types of school and their interaction on Adjustment.

DELIMITATIONS OF THE STUDY

- The study is limited to Bhilai township only.
- The study is limited to English medium schools affiliated to CBSE, New Delhi.
- The study is limited to 12th grade students only.

SAMPLE

The distribution of the sample has been presented in table 1.

TABLE 1
STRATA-WISE, SEX-WISE AND DISCIPLINE-WISE DISTRIBUTION OF SAMPLE

	BSP SCHOOL	Non-BSP SCHOOL	TOTAL
BOYS	100	100	200
GIRLS	100	100	200
TOTAL	200	200	400

TOOLS

A researcher requires tools which may vary in their complexities, design, administration and scoring. For the present study the data was collected with respect of emotional intelligence, adjustment and achievement. The details of the tools used for this purpose have been provided under captions 1.2.3

1. EMOTIONAL INTELLIGENCE

To collect the data with respect of emotional intelligence, Mangal Emotional Intelligence Inventory (MEII) was applied. This inventory has been developed and standardized by Dr. S. K. Mangal and Mrs. Shubhra Mangal.

The test-retest reliability is 0.92.

2. ADJUSTMENT

The adjustment of the sample was measured by Inventory developed and standardized by Dr. R. K. Ojha. The present inventory has been prepared on the basis of Bell's Adjustment Inventory (Student's form) developed in 1934. The present adjustment inventory was prepared in 1968.

The test-retest reliability of the inventory was found to be between 0.81 - 0.92 for the four aspects of the inventory while it was validated against K. Kumar's Adjustment Inventory where the Pearson's correlation coefficient was found to be between 0.72 - 0.82 for the four aspects of the inventory.

3. ACHIEVEMENT

No special test was developed to measure the achievement of the sample. The percentage obtained by the students in XII- class C.B.S.E., Examination was treated as their achievement score.

STATISTICAL ANALYSES

Pearson's Product Moment Correlation Technique was employed to analyze the data collected to study the correlation between adjustment and emotional intelligence (E.I.) of male and female students separately.

TABLE- 2
PEARSON'S PRODUCT MOMENT CORRELATION FOR EMOTIONAL INTELLIGENCE AND ADJUSTMENT

Between	N	r	Result
MALE STUDENTS			
E.I. and Adjustment	200	0.335	significant at the 0.01 level
FEMALE STUDENTS			
E.I. and Adjustment	200	0.371	significant at the 0.01 level

TABLE-3
PEARSON'S PRODUCT MOMENT CORRELATION FOR EMOTIONAL INTELLIGENCE AND ACHIEVEMENT

Between	N	r	Result
MALE STUDENTS			
E.I. and Adjustment	200	0.127	not significant
FEMALE STUDENTS			
E.I. and Adjustment	200	0.014	not significant

TABLE -4
PEARSON'S PRODUCT MOMENT CORRELATION FOR ACHIEVEMENT AND ADJUSTMENT

Between	N	r	Result
Adjustment & Achievement	400	0.014	is not significant

EFFECT OF OVERALL EMOTIONAL INTELLIGENCE, SEX, TYPE OF SCHOOL AND THEIR INTERACTION ON ACHIEVEMENT

TABLE-5
SUMMARY OF 2*2*2 FACTORIAL DESIGN ANOVA FOR ACHIEVEMENT

Source	Sum of Squares	df	Mean Sum of Square	F
Overall E.I.(A)	152.778	1	152.778	1.089
Sex (B)	172.272	1	172.272	1.228
Type of Sch.(C)	193.259	1	193.259	1.378
A*B	38.976	1	38.976	.278
A*C	90.356	1	90.356	.644
B*C	277.170	1	277.170	1.976
A*B*C	127.301	1	127.301	.908
Error	54834.258	392	140.241	
Total	1839103.795	399		

EFFECT OF OVERALL E.I., SEX, TYPE OF SCHOOL AND THEIR INTERACTION ON OVERALL ADJUSTMENT

TABLE-6
SUMMARY OF 2*2*2 FACTORIAL DESIGN ANOVA FOR OVERALL ADJUSTMENT

Source	Sum of Squares	df	Mean Sum of Squares	F
Overall E.I.	5559.732	1	5559.732	51.547**
Sex (B)	3105.279	1	3105.279	28.791**
Type of Sch.(C)	34.060	1	34.060	.316
A*B	138.953	1	138.953	1.288
A*C	130.749	1	130.749	1.212
B*C	116.445	1	116.445	1.080
A*B*C	33.034	1	33.034	.306
Error	42172.151	392	107.857	
Source	1716002.000	399		

** significant at 0.01 level

FINDINGS

The findings obtained from the present investigation were:

1. A significant correlation between Emotion Intelligence and adjustment of both, male as well as female XII class student was obtained.

2. No significant relation was found between E.I. and Achievement for both, male as well as female XII class students.
3. Adjustment and Achievement were also not found to be significantly correlated.
4. Overall E.I. was not found to have a significant impact on achievement of XII class students.
5. Sex, type of schools and their interaction also didnot have significant impact on achievement of 12th class students.
6. Overall E.I. was found to produce differential effect on overall adjustment of the 12th class students.
7. Sex was found to be produce differential effect on overall adjustment of the students. Whereas types of school was not found to produced differential effect on overall adjustment of the 12th class students.

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