

## CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ACHIEVEMENT IN ENGLISH OF HIGH SCHOOL STUDENTS

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### Abstract

*The present study is entitled as "Correlation between Emotional Intelligence and Achievement in English of high school students". The values present an everyone of us may be found to have varying capacities and abilities with regard to one's dealing with emotions.. The purpose of the present study was to find out the Emotional Intelligence and Achievement in English of higher secondary school students. The research type was a survey method, which consists of purposive sampling of 300 high school students in Virudhunagar district. The review of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The findings reveal that there is a significant variation between male and female high school students in their Emotional Intelligence and achievement in English.*

**Keywords:** *Emotional Intelligence, Achievement in English, High School Students, Descriptive, Survey Method and SPSS.*

### Introduction

Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to non-cognitive as well as cognitive development. Earlier general and conventional intelligence was focused but due to the birth of concept emotional intelligence, it is thought that total personality development of an individual symbolizes the integration of conventional intelligence and emotional intelligence. Emotional intelligence speaks about empathy and relationships. It matters more than general intelligence. It is affective in nature and involves skills like interpersonal and intrapersonal skills. Introduced by Mayer and Salovey, emotional intelligence got international recognition through Daniel Goleman's work. It is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships. There is right now a tendency to consider schools as organic wholes that develop and create, and inside which every one of the on-screen characters, their activities and their insight are interrelated and connect with the encompassing condition, this organic analogy for organizations is taken up by the individuals who try to build the proficiency of schools as spots of learning. In addition to other things, in drawing a parallel with the working of living organisms, they stress interior correspondence and specifically the effect of day by day negotiations between the on- screen characters concerning available resources of running the school. They contend that just a far more noteworthy collaboration between every one of the on-screen characters can prompt genuine improvement of school performances. They additionally observe the school as a spot where students can get the hang of something of their future social conduct from these trades. However they hold back before indicating the requirement for an increasingly deliberate way to deal with certain skills identified with understanding emotions in one and in one's relationships with others.

### **Significance of the Study**

Language plays a central role in learning. No matter what the subject area, students assimilate new concepts largely through language that is when they listen to and talk, read and write about what they are learning and relate this to what they already know. English has been accepted as an international language used throughout the world for various reasons, including academic and professional purposes. Today's job market reinforces the importance of communication competency. Academic excellence of an individual greatly depends on competence in communication of ideas and thoughts both oral and written. Though teaching is an effective communication involves an interaction in which information, ideas, knowledge, skills and feelings are shared to one another aiming to make a change in behaviour through spoken, written or non-verbal language. In this context, no one can deny that effective teaching is the outcome of delivery of the content orally. Oral communication in the classroom is at the heart of teaching and learning. Today, English language, the lingua franca of the world, is not only the language of communication; it is also a tool for learning also. Obviously, ability to communicate orally in the target language is inevitable. Teachers are key change agents in the classroom. Effective performance of a teacher depends on his own personal effectiveness, his technical competence, his managerial experience etc. Kothari Commission (1964-68) emphasized in its report that the teachers are having crucial role to play in the educational system. To achieve all this, teachers need to put up effective oral communication competency in English. Then only they can be successful academically and professionally. Today teacher education programmes focus quality in imparting soft skills and hard skills to the teacher trainees. Student teachers of all disciplines need to listen actively, make good oral presentation, and raise their doubts clearly and coherently in order to get thorough understanding. Student teachers learn to think and act in a particular way in order to make an effective communication both as a learner and as teachers. Today, many students even after completing about 15-20 years of education cannot communicate what they are supposed to communicate effectively so if it is English language. They cannot comprehend the language and do not have the ability to respond back. Thus it is very essential to assess the influence of emotional intelligence and achievement in English of high school students.

### **Objectives of the Study**

- To find out the level of Emotional Intelligence and its dimensions of higher secondary students.
- To find out the level of achievement in English of higher secondary students.

### **Null Hypothesis**

- There is no significant difference in Emotional Intelligence and its dimensions of higher secondary students with respect to gender
- There is no significant difference in achievement in English of higher secondary students with respect to gender.
- There is no significant relationship between Emotional Intelligence and achievement in English of higher secondary students.

### **Delimitations**

- The emotional intelligence and achievement in English variable consists for the study.
- The study was limited only to high school students in Virudhunagar.
- The sample was limited to 300 high school students.

## Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

## Population for the study

The population for the present study is high school students in Virudhunagar district.

## Sample for the study

The sample size is 300 high and higher secondary school students from 10 schools in Virudhunagar district.

## Tool

- Emotional intelligence scale constructed and validated by investigator and guide(2022).
- Achievement in refers to marks secured in English subject in the half yearly examination by the high schools students in Virudhunagar District.

## Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

## Analysis of data

### Objective 1

To find out the level of emotional intelligence of high school students.

**Table 1 Emotional Intelligence of High School Students**

Low		Moderate		High	
Count	%	Count	%	Count	%
146	48.7	110	36.7	44	14.7

It is inferred from the above table that, 48.7% of high school students have low, 36.7% of them have moderate and 14.7% of them have high level of emotional intelligence.

### Objective 2

To find out the level of achievement in English of high school students.

**Table 2 Achievement in English of High School Students**

Low		Moderate		High	
Count	%	Count	%	Count	%
135	45.0	82	27.3	83	27.7

It is inferred from the above table that, 45.0% of high school students. have low, 27.3% of them have moderate and 27.7% of them have high level of achievement in English of high school students.

## Null Hypothesis 1

There is no significant difference between male and female high school students in their emotional intelligence.

**Table 3 Difference Between Male and Female High School Students in their Emotional Intelligence**

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	133	125.17	13.44	4.793	S
Female	167	117.61	13.65		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (4.793) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female high school students in their emotional intelligence.

### Null Hypothesis 2

There is no significant difference between male and female high school in their achievement in English.

**Table 4 Difference between Male and Female High School in their Achievement in English**

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	133	84.195	7.1842	3.458	S
Female	167	87.000	6.8116		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.458) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female high school students in their achievement in English.

### Null Hypothesis 3

There is no significant relationship between emotional intelligence and achievement in English of high school students.

**Table 5 Significant Relationship between Emotional Intelligence and Achievement in English of High School Students**

Emotional intelligence		Achievement in English		$\Sigma XY$	Calculated 'r' value	Remarks
$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$			
36290.00	1316964100	25727.0	661878529	933632830	0.046	NS

(Table value of 'r' is 0.113, S - Significant)

It is inferred from the above table that the calculated 'r' value (0.046) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between emotional intelligence and achievement in English of high school students.

## Major Findings

### Descriptive Analysis

- 48.7% of high school students have low, 49.0% of them have moderate and 25.7% of them have high level of emotional intelligence of high school students.
- 45.0% of high school students have low, 27.3% of them have moderate and 27.7% of them have high level of achievement in English of high school students.

**Inferential Analysis**

- There is a significant difference between male and female high school students in their emotional intelligence.
- There is a significant difference between male and female high school in their achievement in English.
- There is no significant relationship between emotional intelligence and Achievement in English of high school students.

**Interpretation**

- The finding of present study concludes that there is significant difference between male and female high school students in their emotional intelligence. Female (125.17) are better than male (117.61) high school students in their emotional intelligence. This is may be due to fact that female have more interest, dedication and involvement than male in their emotional intelligence.
- There is a significant difference between male and female high school in their achievement in English. Female students (87.00) are better than male students (84.19) in their achievement in English. This is may be due to fact that female more interest in academic and also extra care and give proper coaching for their study.

**Recommendations of the Study**

- The present study will act as a guiding light to educational policy makers, teachers, students, parents and guidance and counselling workers to enable underachieving students to attain standards of excellence in life according to their intelligence level through emotional intelligence training programme.
- By enhancing the study habits and study attitudes of underachieving students, educators can not only eliminate academic alienation among such students, but in turn, can also raise the level of academic performance and move towards a brighter future, as proved by the present study. Later, they can contribute positively towards nation building.

**Suggestions of the study**

The following are the suggestions for further research studies.

- The study can be extended by adopting other ways of quantitative analysis techniques viz., path analysis, factor analysis etc., which are the extensions of regression analysis to do the in-depth analysis of Academic Achievement.
- The study can be extended by adopting mixed approach of qualitative research methods as well as quantitative to know more reasons for the significant predictors in predicting academic achievement of secondary students.

**Conclusion**

In the present study, it is found that there is significant difference between male and female high school students in their emotional intelligence. Female are better than male high school students in their emotional intelligence. There is significant variation between rural and urban high school students in their emotional intelligence. Urban students are better than rural students in their emotional intelligence and also found that there is significant difference between nuclear and joint family high school students in their emotional intelligence. Joint family students are better than nuclear family students in their emotional intelligence.

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