

## **CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS**

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### **Abstract**

*The current research is called as correlation between emotional intelligence and academic achievement of higher secondary students. The values given are an everyone of us may be found to have different capacities and abilities as far as dealing with emotions is concerned. The aim of the current research was to locate the Emotional Intelligence and Academic achievement of students of higher secondary school. The nature of the research was the survey technique, whereby it was purposely sampled to 300 students of higher secondary in the district of Virudhunagar. Data interpretation was performed using statistical tools such as percentage analysis, mean, standard deviation and t -test. It has been found that there exists a significant difference in Emotional Intelligence and academic performance among male and female higher secondary students.*

**Keywords:** *Emotional Intelligence, Academic Achievement, Higher Secondary Students, Descriptive, Survey Method and SPSS*

### **Introduction**

The role of education is towards the harmonious growth of the students. There is the cognitive, affective and psychomotor development that needs to be maximized. The formerly cognitive development has taken a new focus of non-cognitive and cognitive development. The intelligence that existed previously in general grounds and conventional grounds was narrow because of the emergence of the concept emotional intelligence; it is believed that overall personality development of a person represents the combination of conventional intelligence and emotional intelligence. EI addresses the issue of empathy and relationships. It is more important than intelligence in general. It is also emotive and it entails such skills as interpersonal and intrapersonal skills. Initially presented by Mayer and Salovey, emotional intelligence became known internationally in the writings of Daniel Goleman. It is the ability to identify how we feel as well as how others feel so that we can motivate ourselves and also control our emotions very well in ourselves and in our relationships. There is currently a disposition to reflect on schools as organic wholes that evolve and create, and within which all one of the on-screen characters, their activities and their wisdom are interrelated and connect with the circumambient condition, this organic analogy of organizations, is appropriated by the ones who attempt to establish proficiency of schools as foci of education. Besides that, in making a comparison with the functioning of living organisms, they emphasize interior correspondence, and, in particular, the influence of day-by-day negotiations among the

on-screen characters in relation to available resources of running the school. They argue that only a much more remarkable cooperation among all the characters on the screen can encourage the actual enhancement of the school performances. They also see the school as a place where students could acquire the feel of something of their future social behavior through these trades. But they hesitate before pointing out the need to have a more conscious approach to handling some of the skills that have been recognized as attaching to perception of emotions in oneself and in how one relates to others.

### **Significance of the Study**

Learning is centrally involved in language. Regardless of the topic area, students internalize new ideas to a great extent when they listen to, and speak, read and write about what they are studying and connect this with that which they already know. The language English has been adopted as a global language to be used in different parts of the world due to several reasons one of them being the academic or professional purpose. The competency of communication is strengthened by the current job market. Communication of ideas and thoughts whether oral or written competence is a key component of academic excellence of an individual. Even though teaching is an effective communication it is an interaction between each other where information, ideas, knowledge, skills and feelings are exchanged among each other with the intention of making a change in behaviour using spoken, written or non-verbal communication. In this regard, there can be no denial of the fact that successful teaching is the result of the delivery of the content in an oral manner. The most important part of teaching and learning is oral communication in the classroom. English language which was the lingua franca of the world is not only a means of communication today, but also a means of learning. Naturally, there can be no lack of ability to communicate in the target language orally. The classroom is one of the main change agents of a teacher. The performance of a teacher is dependent on his or her personal effectiveness and on his or her technical competence and his or her managerial experience etc. Kothari Commission (1964-68) pointed out in its report that the teachers are playing very important role in the educational system. In order to accomplish all this, teachers should ensure the effective oral communication competency in English is put up. Only under these conditions they will be able to achieve success in academia and the business world. Today teacher training programmes dwell on quality in instilling soft skills and hard skills into the teacher trainees. To acquire comprehensive knowledge, student teachers of any field should be good listeners, oral presenters and pose their questions articulately and intelligently. To make an effective communication as a learner and teachers, student teachers are taught on how to think and act in a specific manner. Nowadays, there are lots of students who have gone through an average of 15-20 years of education and they are unable to communicate what they are expected to communicate effectively in case it is English language. They are unable to understand the language and lack powers to respond back. Therefore, it is highly necessary to determine the role of emotional intelligence and academic performance of high school learners.

**Objectives of the Study**

1. To determine the Emotional Intelligence level of higher secondary students and their dimensions.
2. To determine the performance of higher secondary students.

**Null Hypothesis**

1. Emotional Intelligence and its dimensions have no significant difference between higher secondary students of either gender.
2. Higher achievement of students in academic curricula in ratio to gender is not significant in higher **secondary students**.
3. Emotional Intelligence is not considerably related to the academic achievement of higher secondary students.

**Delimitations**

1. The study is made up of the emotional intelligence and academic achievement variable.
2. The research targeted the institutions of higher secondary schools in Virudhunagar only.
3. Only 300 higher secondary students were used as a sample.

**Methodology**

The researcher has used a descriptive survey method to complete this study.

**Population for the Study**

The student population of the current study is the high school students in Virudhunagar district.

**Sample for the Study**

There are 300 high and higher secondary students in 10 schools in the Virudhunagar district which form the sample.

**Tool**

Emotional intelligence scale made and validated by researcher and mentor (2022). Achievement is a term referring to marks gained on English subject in the half yearly. Test among the students of the higher secondary's in Virudhunagar District.

**Statistical Techniques**

Percentage, Mean, standard Deviation, t test and correlation.

**Analysis of Data****Objective: 1**

In order to determine the emotional intelligence of students in higher secondary.

**Table 1 Emotional Intelligence of Higher Secondary Students**

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

It is deduced that the above table indicates that 48.7% of higher secondary students are of low category, 49.0% have moderate and 25.7% of them have high level of emotional intelligence.

**Objective: 2**

To determine the academic performance of school kids in higher secondary.

**Table 2 Academic Achievement of Higher Secondary Students**

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

It can be concluded that out of the above table, 45.0% of higher secondary students, have low, 27.3% of them moderate and 27.7% of them high level of academic achievement of higher secondary students.

**Null Hypothesis: 1**

Male and female higher secondary students differ not significantly in terms of emotional intelligence.

**Table 3 Difference between Male and Female Higher Secondary 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 percent level of significance, 298 (df) the table value of  $t = 1.96$ )

The above table is assumed to infer that the calculated t -value (4.793) is higher than the table level (1.96) at 298 df and 5 percent level of significance. Therefore the null hypothesis becomes rejected. It demonstrates that, male and female high secondary students have a considerable disparity in their emotional intelligence.

**Null Hypothesis: 2**

It does not have any substantial difference between higher secondary males and females in terms of academic performance.

**Table 4 Difference between Male and Female Higher Secondary in their Academic Achievement**

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	133	84.195	7.1842	3.458	<b>S</b>
Female	167	87.000	6.8116		

*(At 5 percent level of significance, the table value of  $t=1.96$ , the value of  $df=298$ )*

It can be deduced that the above table shows that the calculated t (3.458) is higher than the table t (1.96) at the level of significance of 5 percent at a  $df = 298$ . Therefore the null hypothesis is dismissed. It demonstrates that the academic performance of boys and girls in higher secondary has a huge disparity.

### Null Hypothesis: 3

Emotional intelligence does not have a significant relationship with academic achievement of higher secondary students.

**Table 5 Significant Relationship between Emotional Intelligence and Academic Achievement of Higher Secondary Students**

Emotional Intelligence		Academic Achievement		XY	Calculated 'r' Value	Remarks
X	X <sup>2</sup>	Y	Y <sup>2</sup>			
36290.00	1316964100	25727.0	661878529	933632830	0.046	<b>NS</b>

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

The above table suggests that the computed value of r (0.046) falls below the value of the table (0.088) at 0.05 level of significance. Therefore the null hypothesis is accepted. This demonstrates that emotional intelligence has no any strong connection with the academic performance of high secondary learners.

### Major Findings

#### Descriptive Analysis

1. Forty eight point seven percent of higher secondary students are of low emotional intelligence, 49.0% are of moderate emotional intelligence of higher secondary students and 25.7% are of high level of emotional intelligence of higher secondary students.
2. Higher secondary students have low, 27.3% and high level of academic achievement 27.7% respectively.

#### Inferential Analysis

1. The emotional intelligence between male and female higher secondary students is very different.
2. Academic achievement of higher secondary is highly different between the male and female higher secondary.
3. Emotional intelligence does not have any significant correlation with Academic achievement of higher secondary students.

### **Interpretation**

1. The conclusion of findings of current study is that there exists considerable difference in the emotional intelligence of male and female higher secondary students. Higher secondary students are better in emotional intelligence on female (125.17) than male (117.61). This is possibly because female is more interested, devoted and involved than male in their emotional intelligence.
2. The difference in academic achievement between male and female higher secondary is very high. The female students (87.00) perform better than male students (84.19) in their academic performance. This can be attributed to the fact that female also have more interest in academic and also they provide more care and proper coaching in their study.

### **Recommendations of the Study**

1. The current research will serve as a reference point to the policy makers of education, instructors, learners, parents, and guidance and counselling staff so that underachieving students can be able to achieve benchmarks of excellence in life based on their level of intelligence by means of emotional intelligence training programme.
2. Through improving the study habits and study attitudes of the underachieving students, the educators can not only eradicate academic alienation among such students, but, in the process, can also boost the level of academic performance and thus lead to a brighter future as evidenced by the current study. They are later able to make a positive contribution to nation building.

### **Suggestions of the Study**

The recommendations on the research studies are as follows.

1. It is possible to extend the study by considering other methods of quantitative analysis techniques viz., path analysis, factor analysis etc., the extensions of regression analysis to perform the in-depth analysis of Academic Achievement.
2. The research can be further advanced by embracing both qualitative research methods and quantitative to understand other reasons behind the high predictors in predicting academic achievement of students in the secondary level.

### **Conclusion**

In the current research, the result is to find out that emotional intelligence of male and female higher secondary students differs significantly. Emotional intelligence is also superior on female higher secondary students than on male students. The rural and urban higher secondary students differ significantly in their emotional intelligence. The urban students performed better than rural students in their emotional intelligence and also established that there was a great difference between the nuclear and joint family higher secondary students in emotional intelligence. Students in a joint family have a better emotional intelligence than students in a nuclear family.

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