

STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO EMOTIONAL INTELLIGENCE OF ADOLESCENTS

DR. MANJINDER KAUR THANDI*

Education plays a paramount and significant role in building up the society. It signifies gain or performance carried out successfully by an individual or group on the completion of a task, whether it is academic, manual, personal or social. But today, greater premium is being laid on academic achievement of an individual. Academic achievement, being a crucial area and the main centre of educational research, has always been regarded as the core of educational growth, as it plays an important and most significant role in shaping the career of an individual and the course of his or her future education.

Academic achievement is used in broad sense; it is customarily concerned in an academic context to a greater extent with the development of knowledge, understanding and acquisition of skills.

Academic achievement has been considered as an important factor in life. Good academic record and its proper development to a certain extent determine the future of the child in this age of competition. At every step of life, the academic record speaks for the individuals. At the time of admission, for entrance in a job, for scholarship or for future studies, the good academic record is the only recommendation.

According to the "Good's Dictionary of Education", "achievement refers to certain levels of performance in school or college in a standardized series of educational tests." The term is used more generally to describe performance in the subjects of curriculum.

According to Traw (1960) "Academic achievement is the attained ability or degree of competence in school tasks usually as measured by standardized tests and expressed in age or grade units based on norms derived from a wide sampling of pupils' performance".

In other words, academic achievement may be defined as the competence that children actually show in the school subjects in which they have received instruction.

* **Principal, Guru Nanak College of Education, Gopalpur, Dehlon, Ludhiana.**

EMOTIONAL INTELLIGENCE

Emotional intelligence is an asset, particularly in today's age and it is hailed as paramount. It is the mental ability we are born with, which gives us emotional sensitivity and our potential for emotional learning management skills, which can help us, maximize our long-term health, happiness and survival. It builds up the ability in self-adaptation for solving the stress problems and pressure of life in competing status of an individual. People who manage their own feelings well and deal effectively with others are more likely to live contented lives. A person with emotional intelligence knows how to listen, communicate, initiate change and deal with the problems.

Persons with well developed emotional skills see themselves realistically, always cope with unexpected change, control strong emotions and impulses and experience true empathy. People, who cannot marshal some control over their emotional life, get easily frustrated, over-react to perceived criticism, avoid reality, get angry easily and become pessimistic about life. So, emotional intelligence can help to accomplish family, team or organizational goals.

Emotional intelligence refers to a person's innate potential. Each individual is born with a certain potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. These are four inborn components that form the core of one's emotional intelligence. Building one's emotional intelligence has a lifelong impact. Many parents and educators are alarmed by increasing levels of conflict in young school children from low self-esteem to early drug and alcohol use to depression. They are rushing to teach students the skills necessary for emotional intelligence.

According to Daniel Goleman, "Emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them".

RATIONALE OF THE STUDY

As we all know, modern age is called the age of competition. All Parents are worried about the future of their children. The period of adolescence is known as a period of "emotional upheavals" which lead to the psychological problems of adolescents. A well-adjusted, emotionally intelligent person is considered as a symbol of progress. He understands his duty to perpetuate the race and develop social usefulness in himself as well as others.

Emotions are the prime movers of thought and conduct, which also gives the best and spice to life and important qualities to the personality. It is therefore, important for the parents and teachers to know and understand the nature of adolescents, for which it is necessary to know about their emotional intelligence. All these are the important factors which influence the academic achievement of adolescents. Therefore, parents, teachers and counselors cannot afford to ignore to identify and develop students' emotional intelligence in an appropriate manner, which in turn can improve their academic achievement.

Hence, it is very much appropriate and necessary to conduct a research study in this area so that they must know, what levels of emotional intelligence is helpful in enhancing students' achievement. With the changing times the student as a whole has become the center of concern, not only his reasoning capacities but also his creativity, emotions for others and to act appropriately based on this understanding.

Motivated by the above considerations and by the importance of emotional intelligence for the students and their effect on the academic achievement, the investigator has undertaken the present study.

REVIEW OF RELATED STUDIES

Thilagavathi (1990) in his study, "Academic achievement in relation to intelligence, creativity and anxiety", found positive and significant relationship between intelligence and achievement. Panda (1997) in his study, "Impact of creativity and adjustment on academic achievement," found positive and significant correlation between academic achievement and creativity. Lekhi (2005) in her study found that the variable of academic achievement has significant positive correlation with emotional maturity. In other words it was found out that the adolescents who were good in academic achievement were also high on emotional intelligence which may be one of the components of emotional maturity.

Bajwa and Pawan (2009) in their study on relative effectiveness of computer assisted instruction and traditional teaching on academic achievement in science found that effectiveness of C.A.I over the traditional teaching on academic achievement in science subject of IX grade students .Students liked

to learn with C.A.I. It makes their learning more interesting and facilitates teaching learning process.

Jagnoop kaur (2012) in her study on Impact of Socio –economic status on academic achievements of secondary school students found that there is positive relationship between the socio – economic status and academic achievement of students.

Emotional Intelligence : Finnegan (1998) in his study, "Measuring Emotional Intelligence. Where we are today", found out that emotional intelligence could lead to achievement from formal education years of child. Tapia (1998) explored the relationship of emotional intelligence and academic achievement and found that there existed low relationship between emotional intelligence and academic achievement. Miglani (2001) in his study, "Emotional Intelligence as related to Academic Achievement of Adolescents", found that there existed a significant relationship between emotional intelligence and academic achievement.

OBJECTIVES OF THE STUDY

1. To find whether significant differences exist in academic achievement of male and female adolescents.
2. To find whether significant differences exist in emotional intelligence of male and female adolescents.
3. To find whether significant relationship exist between academic achievement and emotional intelligence of male adolescents.
4. To find whether significant relationship exist between academic achievement and emotional intelligence of female adolescents.

HYPOTHESES OF THE STUDY

1. There is no significant difference in academic achievement of male and female adolescents.
2. There is no significant difference in emotional intelligence of male and female adolescents.
3. There is no significant relationship between academic achievement and

emotional intelligence of male adolescents.

4. There is no significant relationship between academic achievement and emotional intelligence of female adolescents.

METHOD

In the present study descriptive survey method of investigation was employed.

SAMPLE

Sample of 200 adolescents (100 male and 100 female) were selected randomly from the different senior secondary schools of Ludhiana city for the present study.

TOOLS USED

Following tools were used for the collection of data:-

1. Emotional Intelligence Scale (By Anukool, Sanjyot and Dhar, 2001).
2. Academic achievement of the students was measured from their percentage of aggregate marks obtained in the matriculation examination.

STATISTICAL TECHNIQUES

1. Mean, S.D. and t-ratio techniques were used to analyze the data.
2. Co-efficient of correlation was also used to find the relationship between dependent and independent variables.

RESULTS & CONCLUSIONS

Table 1

Showing the significance of difference between the academic achievement of male and female adolescents

Category	N	Mean	S.D	't'	Level of Significance
Male	100	68.93	4.49	1.27	Insignificant
Female	100	68.11	4.62		

Table 1 reveals that the mean values of academic achievement of male and female adolescents are 68.93 and 68.11 respectively and S.D's are 4.49 and 4.62 respectively. The obtained t - value is 1.27, which is less than the required value i.e. 1.96 and 2.58 at 0.05 and 0.01 level of significance respectively .Therefore the difference is insignificant at both levels of significance.

Hence the hypothesis that there is no significant difference in the academic achievement of male and female students is accepted.

Table 2
Showing the significance of difference between the emotional intelligence of male and female adolescents

Category	N	Mean	S.D	t	Level of Significance
Male	100	98.32	4.47	2.25	Significant at 0.05 level of significance
Female	100	98.86	4.69		

Table 2 Shows that the mean values of scores of emotional intelligence of male and female adolescents are 98.32 and 96.86 respectively and S.D's are 4.47 and 4.69 respectively. The obtained t-value is 2.25 which are more than the required value at 0.05 level of significance .So; the difference is significant at 0.05 level of significance.

Hence, our hypothesis that there is no significant difference in emotional intelligence of male and female adolescents is accepted at 0.01 level of significance but rejected at 0.05 level of significance.

Table 3
Showing coefficient of correlation between academic achievement and emotional intelligence of male adolescents

Category	N	Mean	S.D	R
Academic Achievement	100	68.93	4.49	+0.69
Emotional Intelligence	100	98.32	4.47	

Table3 Reveals the Coefficient of correlation between the academic achievement and emotional intelligence comes out to be +0.69. The Positive sign indicates that there is significant relationship between academic achievement and emotional intelligence of male adolescents which means the higher the emotional intelligence, the better will be academic achievement. Hence, our hypothesis that there is no significant relationship between academic achievement and emotional intelligence of male students is rejected.

Table 4

Showing coefficient of correlation between academic achievement and emotional intelligence of female adolescents.

Category	N	Mean	S.D	R
Academic Achievement	100	68.11	4.62	+0.72
Emotional Intelligence	100	96.86	4.69	

Table 4 reveals that the coefficient of correlation between academic achievement and emotional intelligence of female adolescents comes out to be +0.72. Therefore both the variables i.e. academic achievement and emotional intelligence are positively and significantly correlated which means higher the emotional intelligence, the higher is the academic achievement.

So, our hypothesis that there is no significant relationship between academic achievement and emotional intelligence of female adolescents is rejected.

CONCLUSIONS

From the obtained results of the present study, following conclusions were drawn :

There is no significant difference in academic achievement of male and female adolescents; means that sex has no effect on the academic achievement of adolescents

There is no significant difference in emotional intelligence of male and female adolescents at 0.01 level of significance.

There is significant relationship between academic achievement and emotional intelligence of male adolescents.

There is significant relationship between academic achievement and emotional intelligence of female adolescents.

SUGGESTIONS FOR FURTHER STUDY

The interested investigator can undertake any of the following suggestions for further study :

1. This study was delimited to the geographical area of Ludhiana city. A similar study can be conducted in other districts of Punjab.
2. A large sample can be taken to test the reliability of the results.
3. In the present study the factor of sex was taken. So, a study can be undertaken including various other factors such as rural/urban,

private and government schools etc.

4. The present study was conducted on the adolescents studying in eleventh class. A similar study can be undertaken on the students of other classes.
5. In the present study the dependent variables was emotional intelligence. A similar study can be conducted taking other dependent variables such as adjustment, intelligence and creativity etc.

REFERENCES

- Anukool; Sanjyot and Dhar. "Emotional intelligence scale". Lucknow: published by Vedant Publishers; 2001.
- Bagga D. Relationship between Cognitive Style and Science Achievement (Unpublished M.Ed. Dissertation). Indore Uni.
- Best JW. "Research in Education". 6th Ed. New Delhi : Prentice Hall of India; 2001.
- Cooper RK and Sawaf A. "Executive E.Q.: Emotional Intelligence in Leadership and Organization". Berkley Publishing Group; 1998.
- Crow D and Crow A. "Human Development and Learning". Delhi : Burasian Publishing House; 1956.
- Dutt S. "Effectiveness of Inductive Strategies of Teaching Mathematics on Achievement and Attitude of Students in Relation to Sex and Intelligence", Asian Jr. of Psy. And Edu. 1989; 22(5) : 34-48.
- Finnegan JE. Measuring Emotional Intelligence: Where we are today", Montgomery. Al: Auburn University at Montgomery; 1998.
- Garrett HE. "General Psychology". 2nd Ed. Eurasia Publishing House Pvt. Ltd.; 1981.
- Garrett HE. "Statistics in Psychology and Education". Bombay: Vakil, Feffer and Simson's Ltd.; 1981.
- Godiyal S. "Emotional intelligence of prospective teachers". Psycholinguistics Association of India. 2011: 81-83.
- Goleman D. "Emotional intelligence". New York : Bantam Books; 1995.

Goleman D. "Emotional Intelligence: Why it can Matter More Than I.Q". U.S and Canada: Bloomsbury Publishing; 1996.

Goleman D. "Working with Emotional Intelligence". U.S. and Canada: Bantam Books; 1999.

Good CV. "Dictionary of Education". 3rd Ed. New York : McGraw Hill Co.; 1973.

Gupta G. "A study of Neurotic Behaviour among Adolescents in Relation to Cognitive and Non-Cognitive Factors" (Unpublished Ph. D thesis). Jammu : University of Jammu; 1993.

Gupta SS. "Intellectual and Personality Correlation of Teacher effectiveness at H.S. Stage" (Ph.D. Thesis). Panjab Uni. in M.B. Buch (Edu.) Second Survey of Research in Education 1972-73; 1979.

Hadamard JS. "An Essay on Psychology of Invention in the Mathematical Field". Princeton : N.J. Princeton Uni. Press; 1945.

Hudson L. "Contrary Imagination; A Psychological Study of the English School Boys". London: Methuen; 1966.

Israeli N. "Studies in Occupational Analysis", 17: Originality Jr. of Psychology. 1946; 22 : 77-87.

Kaur J. "Impact of Socio-Economic Status on Academic Achievements of Secondary School students". Researcher's Tandem. 2012: 3(9).

Kohler W. "Gestalt psychology: An Introduction to New Concepts Psychology". New York : Live right; 1969.

Kour B. "Correlates of Achievement in Biology - A Comparative Study of Urban and Rural Senior Secondary Students of Punjab" (Ph. D. Edu.). Chandigarh : P.U.; 1991.

Kris E. "Psychoanalytic Exploration in Art". New York: International Uni. Press; 1952.