Emotional Intelligence in Relation to Academic Achievement

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Abstract

The present study is an attempt to study whether the students of different academic achievement level have the same emotional intelligence and examine if there is any correlation between the two variables — EQ and academic achievement. Null hypothesis were formulated against the objectives, and the normative survey method was used to conduct the study. Data was collected using stratified random sampling method. A total sample of 240 students (both male and female,) studying in class 11th from all disciplines, science, arts and commerce, was taken and the schools from both urban and rural areas have been chosen. Emotional intelligence inventory was used to measure the EQ of the students, and marks obtained in the annual examination of Class X was used to form groups according to their academic achievements. The result showed that emotional intelligence is an independent variable from not only academic achievement but gender as well. Thus, the finding reveals the insignificant correlation between emotional intelligence and academic achievement.

Introduction

Emotional intelligence is the ability of an individual recognising his/her own feelings and others, managing one's own emotions and those of others, motivating oneself and others, as well as handling personal and interpersonal relations; emotionally intelligent person has some other characteristics also such as integrity,

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self development, value orientating, commitment and altruistic behavior.

In order to understand the emotional intelligence clearly we should know some statement given by others.

Hein (2005) defines emotional intelligence as the innate potential to feel, use, communicate, recognise, remember, learn from, manage and understand emotions. Recker (2005) stated that all component of EI, as given by Hein μ feel, use, communicate, recognise, remember and learn from emotion μ can be found in an emotionally intelligent baby. The last component, that is manage emotions, is appears later in life when child begins to develop its ability to reason.

In 1997, Mayer and Salovey introduced four branch model of emotional intelligence. The four branches of emotional intelligence are
1. Perception, appraisal and expression of emotions
2. Emotional facilitation of thinking
3. Understanding and analysing emotions; employing emotional knowledge
4. Reflective Regulation of emotions to promote emotional and intellectual growth

After expressing these four branches of emotional intelligence they also say that people with high emotional intelligence are expected to progress more quickly through these abilities.

According to O' Neil (1996), "emotional intelligence is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It's being able to manage distressing moods well and control impulses. It's being motivated and remaining hopeful and optimistic when you have setbacks in working toward goals. It is empathy, knowing what the people around you are feeling. And it's social skill getting along well with other people managing emotions in relationships, being able to persuade or lead others."

Recker (2005) defined the emotional intelligence in the way how it develops in the child as every child has innate emotional intelligence or innate potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. These are inborn components which form the core of the emotional intelligence. He clearly stated that it depends upon the later experiences given by teachers, parents, family members, caregivers during childhood and adolescence, emotional intelligence developed or damaged through emotional handling by these people. The results of emotional handling or lesson given by adults are developed in one's level of emotional intelligence or EQ. Hence the term EQ represents relative measures of a person's healthy or unhealthy development of their innate emotional intelligence.

It may be possible that a child has high innate emotional intelligence but learns unhealthy emotional

habits from home and will grow to have low EI. On the other hand it may be possible that a child starts with relatively low EI but receive healthy emotional nurturing, will grow in higher EQ level. Now it is concluded that it is much easier to damage the innate emotional intelligences than to develop the EQ of an emotionally intelligent child.

The working definition of emotional intelligence can be given as first of all child feels emotions i.e. love, fear, anger and pain. These are the emotions that child feels and trying to meet for its survival and then use these emotion to take needed action and trying to communicate these by crying, smiling, and shaming. After this, he/she is able to recognise the emotion of his/her elders or caretaker. Along with it the child also remembers the details of emotion during the emotional state as what type of behaviour exists and how they are looking and how the pitch of the voices fluctuate. At this stage they also learn that which angers them or which pleasures them and at later stage he will able to manage own emotion and others.

Sabapathy (1986) Ohm (1998) Tapia (1998) Miglani (2001), Manhas (2004) studied about emotional intelligence and found positive correlation between emotional intelligence and academic achievement.

Lawrence and Deepa (2013) found that there is a significant relationship between emotional intelligence and academic achievement of high school students.

Nath and Prashad (2004) studied teaching effectiveness in relation to their emotional intelligence and found that emotional intelligence of the teachers is one of the strongest factors for improving teaching effectiveness. Patra, Swati (2004) studied role of emotional intelligence in educational management and found that EI plays a crucial role in the successful management of educational organisation.

Srivastava, Nidhi (2007) studied emotional intelligence in relation to achievement in environmental studies and found with high emotional intelligence become more emotionally stable and sensitive to their environmental issues than their less their emotionally intelligent counterpart.

The abilities i.e. self awareness, managing emotions, motivating self, empathy and social skills help children academically. Children with higher rate of emotional skill or EQ can do all the assignments perfectly and get success than those with lower emotional intelligence level.

The present study is an attempt to study the emotional intelligence in relation to academic achievement.

Objectives

The objective of the study were as follows—

- To compare emotional intelligence of different academic achievements groups.

- To compare the emotional intelligence of high achievers and low achievers
- To compare the emotional intelligence of high achievers and average achievers.
- To compare the emotional intelligence of average achievers and low achievers.
- To compare the emotional intelligence of high, average and low achievers.
- To compare the emotional intelligence of different academic achievement groups of boys and girls.
- To compare the emotional intelligence of high achiever boys and girls.
- To compare the emotional intelligence of average achiever boys and girls.
- To compare the emotional intelligence of low achiever boys and girls.
- To study the correlation between emotional and academic achievement.

Hypotheses

Following hypotheses were formulated.

(1) There is no significant difference in emotional intelligence between high and low achievers.
(2) There is no significant difference in emotional intelligence between high and average achievers
(3) There is no significant difference in emotional intelligence between average and low achiever.

(4) There is no significant difference between emotional intelligence of high achiever boys and girls.
(5) There is no significant difference between emotional intelligence of average achiever boys and girls.
(6) There is no significant difference in the emotional intelligence among low achievers boys and girls.
(7) There is no significant difference in the emotional intelligence among low, high and average achievers.
(8) There is no correlation between emotional intelligence and academic achievement.

Methodology

Research method

In the present study the descriptive survey method was used

Population and Sample

The entire students studying in class 11th constitutes the population for the present study. A sample of 240 students studying in class 11th from twelve schools of Dholpur district was selected.

Sampling Method

The stratified random sampling method was employed to collect data. First of all the sample was stratified on the basis of locality as urban and rural. Twelve schools, six from urban area and six from rural area were selected by simple random sampling. The second strata was managerial aspect, so from each locality three

government and three private school were selected randomly (3 government, 3 private) each from both urban and rural areas. The third level was sex, for that thirty male and thirty female students from each school were selected randomly. Hence, 120 girls and 120 boys were chosen in the total sample.

Tools

(1) To measure the variables, Emotional Intelligence Scale (EIS) which was developed by Dhar, Pethe and Hyde was used

(2) To measure academic achievement of the students the marks obtained by them in Class X in the annual examinations conducted by Rajasthan Secondary Board Ajmer were taken for group formation.

Group Formation

The groups were formed on the basis of academic achievement. The normal distribution curve was drawn for the marks obtained in Class X, mean score was 57.40. From the mean score +1 sigma distance and -1 sigma distance i.e. 34.13 per cent both the side of mean score (+and-sign) were taken as average achievers, 15.87 per cent of positive sign were taken as high achievers and 15.87 per cent of negative sign were taken as low achievers.

Statistical Techniques

After all the calculations of collected data were done t-test and one way ANOVA were used to compare the emotional intelligence and find out the correlation.

Analysis and Interpretation

Table 1 Shows that t-value is 3.96 and checked at 0.01 level of confidence and found significant. Hence hypothesis 1 is rejected.

Table 2 shows that t-value is 2.08 which is found insignificant at 0.01 level. Hence hypothesis 2 is accepted.

Table 3 shows that t-value is 2.83 which is higher than 2.60 at 0.01 level of confidence. Hence hypothesis 3 is rejected.

Table 4 Shows that t-value is 1.904 which is found insignificant. Hence hypothesis 4 is accepted.

Table 5 show that t-value is 5.39 that is significant at 0.01 level. Hence hypothesis 5 is rejected.

Table 6 shows that t-value is 1.07 which is insignificant at 0.01 level of confidence. Hence hypothesis 6 is accepted.

Table 7 shows that F-ratio is 6.54 and checked at 0.05 and 0.01 level and found that it is significant. Hence hypothesis 7 is rejected.

Table 8 shows that r-value is 0.186 which is insignificant at 0.01 and 0.05 level.

Findings

(1) There is a significant difference between emotional intelligence of high and low achievers.

(2) There is no significant different between emotional intelligence of

Table 1

M and t-value between high and low achievers

Group	N	Mean	SD	SE	t	DF.	Significance
Low achievers	38	132.475	15.08	3.68	3.96*	74	at .01 2.64
High achievers	38	117.9	17.73				

Table 2

M and t-value between average and high achievers

Group	N	Mean	SD	SE	t	DF.	Significance
High achievers	38	117.9	17.73	3.17	2.08**	200	at 0.01 2.60
Average achievers	164	124.52	18.80				

Table 3

M and t-value between Average and low achievers

Group	N	Mean	SD	SE	t	DF.	Significance
Average achievers	164	124.51	18.86	2.81	2.83*	200	at 0.01 2.60
Low achievers	38	132.475	15.08				

Table 4

M and t-value between high achiever boys and girls

Group	N	Mean	SD	SE	t	DF	Significance
High achiever Boys	13	110.769	15.67	5.54	1.904**	36	at 0.01 2.71
High achiever Girls	25	121.333	17.89				

Table 5

M and t-value between average achiever boys and girls

Group	N	Mean	SD	SE	t	DF	Significance
Av. achiever Boys	89	117.91	17.28	2.759	5.39*	162	at 0.01 2.61
Av. achiever Girls	75	132.80	17.78				

Table 6

M and t-value between low achiever boys and girls

Group	N	Mean	SD	SE	t	DF	Significance
Low achiever boys	18	129.66	14.11	4.73	1.07**	36	at 0.01 2.71
Low achiever girls	20	134.77	15.77				

Table 7

Comparison among low, high and average achievers

Source of variation	Df	Sum of Squares	Mean Square of Volume	F ratio	Significance
Between Group	(3-2) 2	4272.46	2136.23	6.54	at 0.05 3.03 at 0.01 4.68
Within in Group	(240-3) 237	77355.52	326.394		

Table 8

Correlation between emotional intelligence and academic achievement

Variables	N	r-value	Significance
Emotional intelligence and academic achievement	240	0.186	Insignificant

average and high achievers.

(3) There is significant difference between emotional intelligence of average and low achievers.

(4) There is no significant difference between emotional intelligence of high achiever girl and boys.

(5) There is significant difference between emotional intelligence of average achievers boys and girls.

(6) There is no significant difference in emotional intelligence of low achiever boys and girls.

(7) There is significant difference among emotional intelligence of low, high and average achievers.

(8) There is insignificant correlation between emotional intelligence and academic achievement.

Conclusion and Discussion

The conclusion of the study is that the emotional intelligence is not correlated with the academic achievement; it depends upon the circumstance or the atmosphere in which the child grows and gets opportunity to develop the emotional intelligence through the lessons given by elders, teachers and caretakers. As every child has innate emotional intelligence or innate potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability, these inborn components depend upon the experiences the child will receive in his/her later life, in knowing and managing one's own emotions and of others. Hence, the term EQ represents relative measure of a person's healthy or unhealthy development of their innate emotional intelligence.

Emotional intelligence can be learned, acquired and gradually developed, unlike IQ. The pupils with different academic achievement may have high emotional quotient due to differential emotional nurturing or nature of emotional intelligence.

Hence, emotional intelligence is independent of academic achievement and sex variable, and its development is in the hand of elders in how they handle the emotional intelligence of the child.

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