EMOTIONAL INTELLIGENCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, TYPE OF SCHOOL AND ACADEMIC ACHIEVEMENT

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Abstract

The present study has been designed to study the Emotional Intelligence among Sr. Sec. School Students in relation to their Gender, Type of School and Academic Achievement. For this purpose a sample of 300 Sr. Sec. School Students, randomly selected from eight Senior secondary schools of Rohtak district, As a result no significant difference was found in mean scores of Emotional Intelligence among Sr. Sec. School Students in relation to their Gender and Type of School but significant difference was found in mean scores of Emotional Intelligence among High Achievers and Low Achievers.

Keywords: Emotional Intelligence, Academic Achievement.

In the recent years emotions are increasingly being considered as signals that provide information, direct attention and facilitate achievement of goals and are viewed as organizing processes that enable people to think and behave adaptively. Our emotions play an important role in guiding and directing our behavior and shaping our personality. Individuals who can regulate their emotions are healthier because they ‘accurately perceive and appraise their emotional states, know when and how to express their emotions, and can effectively regulate their mood states’. This set of characteristics, dealing with the perception, expression, and regulation of moods and feelings, suggests that there must be a significant relationship between emotional Intelligence and physical as well as psychological health (Salovey et al., 1999). An emotionally intelligent person can cope better with life’s challenges and control his emotions more efficiently, both of which contribute to good psychological and physical health (Taylor,2001). There is a relationship between emotional Intelligence, stress and a number of measures of psychological health, such as depression, hopelessness and suicidal ideation among young people (Ciarrochi, Deane & Anderson, 2002).

According to Mayer and Salovey (1995) “Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth”. Emotional intelligence is emerging as a critical factor for sustaining high achievement, retention, and positive behavior as well as improving the standard and success of life. Increasingly, schools and educational organizations are turning emotional intelligence seeking a systemic solution to improve outcomes, both academic and social. Farooq (2003) studied the effect of emotional intelligence on academic performance of 246 students and found
that students with high emotional intelligence show better academic performance than those of the students with low emotional intelligence.

Drago (2004) examined the relationship between emotional intelligence and academic achievement in non-traditional college students. Since students differed in cognitive abilities, with some students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Results revealed that emotional intelligence to be significantly related to student GPA scores, student cognitive ability scores, and student age. Parker and others (2005) studied the impact of emotional intelligence on the successful transition from high school to university. Results demonstrated that academically successful students had significantly higher levels of various different emotional and social competencies. These findings suggest that emotional intelligence plays an important role in the successful transformation from high school to university. Tamannaifar and others (2010) conducted a study on 6,050 students at the University of Kashan to explore the relationship between emotional intelligence, self concept and self esteem with academic achievement. It was found that emotional intelligence, self concept and esteem, of students was found to be significantly related to their academic achievement.

**OBJECTIVES**

Following were the objectives of the present study:

1. To study the difference in mean scores of Emotional Intelligence among Adolescents in relation to their Gender, Type of School and Academic Achievement.

**HYPOTHESES**

$H_{01}$. There exists no significant difference in mean scores of Emotional Intelligence among Sr. Sec. School Students in relation to their Gender.

$H_{02}$. There exists no significant difference in mean scores of Emotional Intelligence among Sr. Sec. School Students in relation to their Type of School.

$H_{03}$. There exists no significant difference in mean scores of Emotional Intelligence among Sr. Sec. School Students in relation to their Academic Achievement.

**RESEARCH DESIGN**

In the present study, descriptive survey method was used.

**SAMPLE**

The sample of the present study included 300 senior secondary school students from Rohtak district of Haryana state was selected by random sampling.
TOOLS USED

In order to collect the data for the present study following tool was employed by the investigator:
• Mangal Emotional Intelligence Inventory (2004).
• Academic Achievement: scores obtained by the students in 10th standard were considered as their academic achievement.

STATISTICAL TECHNIQUES USED

Mean, S.D. and ‘t’-test were used to analyze the collected data.

ANALYSIS AND INTERPRETATION

Table-1
Significance of difference in mean scores of Emotional Intelligence among Sr. Sec. School Students in relation to their Gender, Type of School and Academic Achievement

<table>
<thead>
<tr>
<th>Variable</th>
<th>Categories</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of significance</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>150</td>
<td>66.60</td>
<td>9.35</td>
<td>0.39</td>
<td>0.05</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>150</td>
<td>66.65</td>
<td>10.39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of School</td>
<td>Govt. School</td>
<td>150</td>
<td>65.4</td>
<td>8.7</td>
<td>0.53</td>
<td>0.05</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Private School</td>
<td>150</td>
<td>64.6</td>
<td>10.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>High Achievers</td>
<td>150</td>
<td>70.09</td>
<td>15.51</td>
<td>3.12</td>
<td>0.01</td>
<td>Significant</td>
</tr>
<tr>
<td>Achievement</td>
<td>Low Achievers</td>
<td>150</td>
<td>65.12</td>
<td>11.50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-1 reveals that the mean scores of Emotional Intelligence among Male and Female Sr. Sec. School Students are 66.60 and 66.65 respectively and S.D.s are 9.35 and 10.39 respectively. The t-ratio is 0.39 which is not significant at 0.05 level of significance. Hence the null hypothesis “H01. There exists no significant difference in mean scores of Emotional Intelligence among Sr. Sec. School Students in relation to their Gender” is accepted.

Table-1 depicts that the mean scores of Emotional Intelligence among Sr. Sec. School Students of Govt. schools and Private schools are 65.4 and 64.6 respectively and S.D.s
are 8.7 and 10.8 respectively. The t-ratio is 0.53 which is not significant at 0.05 level of significance. Hence the null hypothesis “H_02. There exists no significant difference in mean scores of Emotional Intelligence among Sr. Sec. School Students in relation to their Type of School” is accepted.

Table-1 again reveals that Table-1 reveals that the mean scores of Emotional Intelligence among High Achievers and Low Achievers are 70.09 and 65.12 respectively and S.D.s are 15.51 and 11.50 respectively. The t-ratio is 3.12 which is significant at 0.01 level of significance. Hence the null hypothesis “H_03. There exists no significant difference in mean scores of Emotional Intelligence among Sr. Sec. School Students in relation to their Academic Achievement” is not accepted.

**Findings**

- No significant difference was found in mean scores of Emotional Intelligence among Sr. Sec. School Students in relation to their Gender.

- No significant difference was found in mean scores of Emotional Intelligence among Sr. Sec. School Students in relation to their Type of School.

- Significant difference was found in mean scores of Emotional Intelligence among Sr. Sec. School Students in relation to their Academic Achievement. This finding supports the findings by Drago (2004), Parker and others (2005), Tamannaifar and others (2010) academically successful students had significantly higher levels of emotional competencies. This finding is contradictory to the finding of Shah and others (2014) who found that there is a Negative relation among emotional intelligence and academic achievement of the participants.

An emotion is a physiological response to a situation that is too important to leave to intellect alone, such as danger, painful loss, persisting toward a goal despite frustrations, bonding with a mate, building a family. To ensure emotional development, the concept of emotional intelligence should be included in the school curriculum. In this arena of competition, the level of achievement has become main factor for progress in personal, educational and social life of an individual. By learning to use the emotional part of students’ brain as well as the rational, students’ not only expand their range of choices when it comes to responding to a new event, they will also factor emotional memory into their decision-making. This will help prevent students’ from continually repeating earlier mistakes. As teachers are considered as the second parent of the students, the teachers play a vital role in shaping the behaviour of the future citizens. The teacher’s ability to deal with emotional problems is a powerful factor in developing and molding the minds of the students. Emotionally intelligent teachers can produce emotionally intelligent citizens (Mr. A. Stephen Harris Paul, Dr. H. Samuel Thavaraj 2015). The educational institution could give a thought of including Yoga and Meditation in their curriculum for improving emotional intelligence and employing teachers/faculty members with high level of emotional intelligence which plays an important role in inculcating and developing emotional skills among the students.
The modern concept of emotional intelligence is in itself a youthful one. Much work has yet to be done to discover exactly what emotional intelligence encompasses and how it would be most effectively applied.

References