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A STUDY OF EMOTIONAL INTELLIGENCE OF SENIOR SECONDARY STUDENTS WITH REFERENCE TO THEIR ACADEMIC ACHIEVEMTNT

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Abstract

The present research paper is based on the research work to assess the Emotional Intelligence of Senior Secondary Students with reference to their Academic Achievement. The objectives of the study were to assess the level of Emotional Intelligence of students studying at senior secondary level and to compare the Emotional Intelligence of low and high Academic Achievement groups of students studying at senior secondary level. The sample consisted of 600 senior secondary school students selected from senior secondary schools affiliated with the U. P. Board, Prayagraj. Data were collected with the help of the Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. The results revealed that the students studying at senior secondary level possessed a high level of Emotional Intelligence. Further, the results revealed that there is a significant difference in the Emotional Intelligence of low and high Academic Achievement groups. The detail analysis of the Emotional Intelligence is explained in this research paper.

Key Words: Emotional Intelligence, Senior Secondary Students, Academic Achievement, High Achievers, Low Achievers.

Introduction:

Academic Achievement is an important aspect of the educational development of students. However, all students do not perform equally in their academic work, even when they have the required intellectual ability. Some students face problems such as stress, lack of motivation, emotional difficulties and dependence on others. These problems may affect their academic performance. Therefore, it is important to study the factors other than intellectual ability which may influence the Academic Achievement of students.

In this context, Emotional Intelligence is an important factor to consider. Emotional Intelligence is the ability of a person to understand and manage his or her own emotions and to understand the emotions of others. It helps a person to deal with different situations, control emotions and maintain positive relations with others. In the case of students, Emotional Intelligence may help them to manage stress, remain motivated and deal with academic and social problems in a better way.

The concept of Emotional Intelligence has developed gradually over time. The term was used in earlier psychological writings, and Wayne Payne discussed Emotional Intelligence in his

doctoral thesis in 1985. Later, Peter Salovey and John Mayer introduced the term Emotional Intelligence in 1990. The concept became widely known after the work of Daniel Goleman. Salovey and Mayer explained Emotional Intelligence in terms of four main abilities. These are the ability to perceive emotions, use emotions in thinking, understand emotions and manage emotions. These abilities help a person to understand emotional information and use it properly in different situations.

Different psychologists have explained Emotional Intelligence in different ways. Daniel Goleman explained Emotional Intelligence through different personal and social abilities and gave importance to self-awareness, self-management, social awareness and relationship management. Reuven Bar-On's model explained Emotional Intelligence as a group of emotional and social abilities and included areas such as intrapersonal skills, interpersonal skills, adaptability, stress management and general mood. Petrides explained Emotional Intelligence as a trait related to a person's own understanding of his or her emotional abilities. These approaches show that Emotional Intelligence includes different abilities that help individual understand themselves, regulate emotions and interact effectively with other.

Emotional Intelligence includes important components such as self-awareness, self-regulation, motivation, empathy and social skills. Self-awareness means understanding one's own emotions, feelings, strengths and limitations. Self-regulation means managing one's emotions and controlling unwanted emotional reactions. Motivation refers to the inner desire to achieve goals and continue efforts towards them. Empathy means understanding the feelings and emotions of other people. Social skills refer to the ability to communicate with others, maintain good relationships and deal with problems in social situations.

Emotional Intelligence is related to the academic performance of students. Students with better Emotional Intelligence may manage academic stress and anxiety more effectively. They may also remain focused, motivated and able to control their emotions during difficult situations. Emotional Intelligence helps students maintain good relationships with teachers and classmates. Good social relations can create a better learning environment. Self-awareness and self-regulation may also help students to manage their study activities and continue their efforts when they face academic difficulties.

Academic Achievement refers to the performance of a student in academic work. It shows how well a student has achieved the learning objectives of his or her education. It may be reflected through examinations, class tests, grades and other forms of academic assessment. Academic Achievement is an important part of a student's educational life and is influenced by different factors. Intellectual ability is one important factor, but academic performance is not based on intelligence alone. Motivation, self-control, study habits, engagement and emotional factors may also affect the academic performance of students.

Students who are motivated towards their studies and have good self-control may be better able to continue their work and achieve their academic goals. Good study habits, proper time management and regular participation in learning activities may also support better academic performance. Apart from personal factors, teachers, family conditions and the school environment may also influence the Academic Achievement of students. Teacher support and feedback, family support, socio-economic conditions and a positive school environment can help students in their academic development.

At the senior secondary level, Academic Achievement is particularly important because students are preparing for further education and future career choices. Good academic performance may provide better opportunities for higher education and future development. At this stage, students also have to face different academic and personal challenges. Emotional control, motivation, confidence, resilience and social behaviour may affect the academic performance of students. Therefore, Academic Achievement is an important area of study at the senior secondary level.

Thus, Emotional Intelligence may be considered an important factor in the academic life of students. It may help students to understand and manage their emotions, remain motivated, face academic pressure, maintain good relationships and interact properly with others. Academic Achievement, on the other hand, reflects the academic performance of students and is influenced by both intellectual and emotional factors. Therefore, understanding Emotional Intelligence in relation to Academic Achievement at the senior secondary level is meaningful. Keeping the above points in view, the present work was undertaken to study Emotional Intelligence of Senior Secondary Students with reference to their Academic Achievement.

Objectives of the Study:

The present investigation was undertaken with a view to fulfilling the following objectives:

1. To assess the Emotional Intelligence of students studying at senior secondary level.
2. To compare the Emotional Intelligence of low and high Academic Achievement groups of students studying at senior secondary level.

Hypotheses of the Study

1. The students studying at senior secondary level possess moderate level of Emotional Intelligence.
2. There is no significant difference between the Emotional Intelligence of low and high academic achievement groups of students studying at senior secondary level.

Operational Definitions of the Variables:

Emotional Intelligence (EI) is defined as the capability to identify, comprehend, control, and appropriately express one's own feelings, along with the skill to interact successfully with others by recognizing and handling their emotions. It is crucial in personal and professional interactions, influences how decisions are made, and contributes significantly to overall psychological health.

Academic Achievement

In the present research work, academic achievement refers to the marks obtained by students in the class X Board Examination conducted by the Uttar Pradesh.

Low and High Achievers

In the present research work, students were classified into high- and low-achievement groups on the basis of their scores in the Class X Board Examination. The exact criterion used for classification is stated as the upper and lower academic achievers groups

Senior Secondary School Students

In the present research work, senior secondary school students refer to students studying in classes XI and XII.

Population of the study:

A population is the totality of an object under consideration. The population for the purpose of this study has been defined as the total number of students studying in senior secondary school of Meerut district. Thus, the results of the present research work will only be applicable to this population of students.

Sample:

The sample for the present research was selected from senior secondary schools students (15-19 years) of Meerut district, Uttar Pradesh. All the students studying in class XI of the selected school were taken up for this study. Using a simple random sampling technique, a total of 600 students were selected from senior secondary schools affiliated with the UP Board, Prayagraj.

Tool used:

The data for the present research work was collected with the help of the 'Emotional Intelligence Scale' (EIS) developed by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar.

Analysis and Interpretation of Data:

Objective 1:

To assess the Emotional Intelligence of students studying at senior secondary level.

Hypothesis 1:

The students studying at senior secondary level possess moderate level of Emotional Intelligence.

Table 1

Frequency Distribution and Statistics for Emotional Intelligence Scores of Total Sample

S. No.	Class interval	Frequency (f)	Statistics
1	142-154	12	
2	129-141	61	
3	116-128	105	
4	103-115	147	Mean = 104.88
5	90-102	149	$\sigma = 19.40$
6	77-89	87	
7	64-76	26	
8	51-63	13	
	Total	**600**	

Interpretation

It is clear from the above table that the mean score of Emotional Intelligence of senior secondary school students is 104.88, whereas the standard deviation is 19.40. The obtained mean value is found to be higher than the theoretical value 85, also while comparing it with the norms table of the scale it can be concluded that the Emotional Intelligence of senior secondary school students falls under the category of high level of Emotional Intelligence.

As the mean value comes in the category of high level of Emotional Intelligence and the standard deviation is not too high, these two trends in conjugation indicate that the hypothesis "The students studying at senior secondary level possess moderate level of Emotional Intelligence" is Rejected, as the students of senior secondary school hold a High level of Emotional Intelligence.

Objective 2

To compare the Emotional Intelligence of low and high Academic Achievement groups of students studying at senior secondary level.

Hypothesis 2

There is no significant difference between the Emotional Intelligence of low and high Academic Achievement groups of students studying at senior secondary level.

Table 2

Comparison of Emotional Intelligence of Senior Secondary School Students of Low and High Academic Achievement Groups

Groups	Sample	Mean	SD	Mean Difference	SED (Standard Error of Difference)	Critical Ratio	Significance
EI of High Achievers	162	115.94	20.58	24.72	2.21	11.19	Significant at 0.01 level
EI of Low Achievers	162	91.22	19.15				

Interpretation

It is clear from the above table that the mean score of Emotional Intelligence of high academic achievers is 115.94, whereas that of low academic achievers is 91.22. The standard deviation of the high achievers is 20.58 and that of the low achievers is 19.15. The mean difference between the two groups is 24.72 and the obtained CR value is 11.19.

The obtained CR value (11.19) is higher than the critical values at both the 0.05 level (1.96) and the 0.01 level (2.58). The difference between the two groups is significant at the 0.01 level. The mean score of high academic achievers is higher than that of low academic achievers. This indicates that high academic achievers have higher Emotional Intelligence than low academic achievers. The hypothesis "There is no significant difference between the Emotional Intelligence of low and high Academic Achievement groups of students studying at senior secondary level" is rejected.

Conclusion:

On the basis of the research hypotheses following conclusions are drawn:

1. The students studying at senior secondary level possess a high level of Emotional Intelligence.
2. There exists a significant difference in Emotional Intelligence between high and low Academic Achievement groups of senior secondary school students. The high Academic Achievement group has higher Emotional Intelligence than the low Academic Achievement group.

Furthermore, we also conclude that the high level of Emotional Intelligence reveals that the students are able to control their emotions in a better manner. The students with high Emotional Intelligence can positively influence the academic performance by remaining calm, concentrating on their studies and handling academic pressure. Also, students with high Emotional Intelligence maintain good relations with teachers, classmates and family members.

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