

Impact of Emotional Intelligence in Academic Achievement of Secondary School Students in Chennai District

J.Ambethkar, Assistant Professor, School of Education, Vels Institute of Science, Technology and Advance Studies (VISTAS), Pallavarm, Chennai-117.

Abstract

The present research study has prime Impact on Emotional Intelligence and Academic Achievement of Secondary School Students. Normative survey method was adapted and sampling carried out by random sampling method. The sample of size of the study 250. The prime objective of the study is to assess the emotional intelligence and academic achievement of Secondary School Students. The major findings of the study are. There is a significant difference in emotional intelligence and academic achievement of among boys and girls. Students those have good, are reflecting the high at emotional intelligence. As a result they show better academic achievement this will give bright future for them.

Introduction

The school assumes great responsibility in the process of harmonious development of personality. Children spend five to seven hours in school. Schools are in, a position to help in the development of children potentialities by catering to their needs. Below are mention in brief the various measures which can be taken in schools for the proper development of physical, mental and spiritual abilities of children. Emotional intelligence in the Indian context is not a homogeneous trait or a mental ability devoid of social concerns like respecting others, concern for others, fulfilling one's duties. These along with moral values of Ahimsa (non-violence), kindness, benevolence, provide the very basis for emotional expression and responsive. The study shows that there is a positive relationship between emotional intelligence and academic achievement among secondary school students. Students, who are having sound, are having high emotional intelligence. As a result students show better academic achievement.

Operational Definition

Emotional intelligence

Emotional intelligence is a term which is defined as the capacity of an individual having awareness of oneself, understanding the feelings of others, maintaining the balance of his own feelings, self-directed to his own activities and maintaining the harmonious relationship with others and oneself is considered as Emotional Intelligence.

Academic achievement

Academic achievement refers to the performance of a student in any test/examination conducted by respective schools.

SIGNIFICANCE AND NEED OF THE STUDY

In the present Indian education academic achievement seems to be the focuses. This is the main factor that decides the future of the student. In view of its great importance, a large number of studies were conducted on the factors which are influence the academic achievement of the students. These factors can broadly be categorized into two groups – Cognitive factors and

Psycho social factors. Intelligence, Creativity, Memory, etc., come under cognitive factors while Motivation, Adjustment, Attitude Socio – economic status etc., are Psycho – Social factors.

OBJECTIVES OF THE STUDY

1. To assess the level of emotional intelligence and academic achievement of standard IXth students of Chennai District.

2. To find whether there is a significant difference in emotional intelligence and academic achievement of among standard IXth students of Chennai District in the following categories.

2.1 Boys and Girls.

2.2 Students of Government, private-aided and private-unaided schools.

HYPOTHESES

In order to achieve the mentioned objectives of the study, the following hypotheses are formulated for testing.

1. There is no significant difference in emotional intelligence and academic achievement among standard IXth students of Chennai District in the following categories....

1.1. Boys and Girls.

1.2. The students belonging to government, private-aided and private un-aided schools.

Methodology and area of investigation

After reviewing the relevant literature major components of are identified based on the components initially 150 items were framed. The items were given to 5 subject experts who were professors for the Correction individually. After getting validity of the items, it was administered for 250 students. The items were analyzed based on each component and 60 items were chosen. Investigator translated the English version of the scale in to Tamil then it was given to language experts for correction. These items were again administered for 200 secondary school students. The data was then tabulated and item- total correlations were calculated by split half method. Items having correlation value of 0.62. The final form of the scale constituted 60 items. The scale includes both positive and negative statements in each component.

Sample of the study

All the government, private aided and un-aided schools of Chennai District in Tamilnadu state constitute the population of the study.

Table 1. Number of IXth standard students of government, private aided and private un-aided schools presented.

SL no	Chennai District in Tamilnadu state	Government schools		Private Aided schools		Private Un-Aided		Total	
		Population	Sample	Population	Sample	population	Sample	population	Sample
1		81	3	83	4	86	5	250	12
	Total	81	3	83	4	86	5	250	12

Statistics Used

The first step in data analysis involved (a) creating system for each of the questionnaires and (b) applying these coding systems to each individual questionnaire. These two tasks were completed using the Statistical Package for Social Science (SPSS) program. The researcher continued coding the data for the gender of students, type of school, finally, different dimensions of the questionnaires and all items of them were coded. For the purpose of this study, descriptive statistics were used to report data included in this study. All responses to each characteristic were assigned a score by adding the total group of question responses for each participant.

Data analysis and Interpretation

For the purpose of this study, descriptive statistics were used to report data included in this study. All responses to each characteristic were assigned a score by adding the total group of question responses for each participant.

DESCRIPTIVE STATISTICS

Table-4.3 The percentage of students having high, moderate and low Levels of Emotional intelligence

Variable	Levels	Frequency	Percent
Emotional intelligence	High	42	16.4
	Moderate	169	67.8
	Low	39	15.8
Total		250	100.0

From the **Table 4.3**, it is found that 16.4% of students were found to be having high level of emotional intelligence, 67.8% of students had low level of emotional intelligence and 15.8% of students found to be moderate level of emotional intelligence.

Table 4.4: The percentage of students having high, moderate and low Level of Academic Achievement

Variable	Levels	Frequency	Percent
Academic achievement	High	34	13.5
	Moderate	174	71.5
	Low	42	15.0
Total		250	100.0

From the **Table 4**, it is evident that 13.5% of them were having high level of academic achievement, 71.5 percentage of students were found to be average academic achievement, 15.0% of them were showed low level of academic achievement.

Findings of the Study

1. 61.2% of the standard IX students have moderate level of emotional intelligence. Very less number of students 14.8% including both Boys and Girls have high level of 14% low level of emotional intelligence.
2. There is no significant difference in emotional intelligence among Std. IX Boys and Girls, government schools, private aided schools and private un-aided schools
3. There is a significant difference in academic achievement among Boys and Girls, government schools, private aided schools and private un-aided schools.
4. 71.6% of the students have performed moderately in academic achievement and 13.5% of the students shows high level of academic achievement and 15% of the students shows low level of academic achievement.
5. There is a significant positive relationship between emotional intelligence and academic achievement among the students of IXth standard students.
6. There is a significant positive relationship between emotional intelligence and academic achievement among the students of standard IXth.

Educational implications

This study shows that there is a positive relationship between emotional intelligence and academic achievement among secondary school students. Students, who are having sound, are having high emotional intelligence. As a result they show better academic achievement. Whereas poor emotional intelligence result is poor in academic performance. So, the school should adopt suitable curricular and co-curricular practices to cater to and emotional intelligence of the students. The parents and members of the community should also take care to help students maintain their and enhance the emotional intelligence of secondary school students.

Therefore, the teachers' should be oriented by experts to improve and emotional intelligence components through in-service programmes like special methods of teaching, knowledge of adolescence psychology, guidance and counseling aspects. There is a need for generating awareness and attitude development programme for teachers with regard to importance of and emotional intelligence of secondary school students.

Conclusion

This research paper reflects that there is a positive relationship between emotional intelligence and academic achievement among secondary school students. Students, who are having good reflecting the high at emotional intelligence. As a result they show better academic achievement also. Whereas students belongs poor in emotional intelligence result is poor in academic achievement.

Therefore we can understand that the components of, emotional intelligence and academic are interrelated. Therefore, it is clear that in order to bring good academic achievement among the students, the educational system should cater to and emotional

intelligence by introducing suitable curricular and co- curricular practices.

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