A study of emotional intelligence and academic achievement of secondary school student in district Ganderbal-Kashmir

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Full Length Research Paper

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The main purpose of this research was to study the emotional intelligence and academic achievement of secondary school students of district Ganderbal- Kashmir on the basis of sex dicotomy. The sample for this study consists of 200 secondary students. (Boys= 100, Girls= 100). For the measurement of Emotional Intelligence, Hayde’s emotional intelligence scale was employed and for Academic achievement, the examination results of previous two classes of the sample subjects were taken as their academic achievement. The analysis of the data showed that there was no significant difference between boys and girls secondary school student on self awareness, empathy, emotional stability, managing relations, commitment, altruistic behavior dimension of emotional intelligence, in comparison of it boys and girls differ significantly on self motivation, integrity, self development value, orientation and composite dimensions of emotional intelligence. Further boys and girls of secondary school student differ significantly on academic achievement.

Key words: Emotional intelligence, Academic achievement, sex dicotomy, Gandarbal, Kashmir, Secondary school student.

INTRODUCTION

Human existence would appear lifeless without feelings and emotions. In our day to day life we experience different feelings-pleasure, delight or distress, elation or depression, love or anger, joy or sorrow. These feelings are connected with any activity that one performs in his daily life. In other words, these feelings which are responsible for mental agitation and excitement are accompanied with certain body changes and are known as emotions. The word emotion has been derived from a Latin word ‘movere’ which means to stir up or to agitate. Thus emotions is that state of mind which deprives an individual of his equilibrium, and feels himself disturbed and is unable to perform even ordinary activities. It is innate response and profoundly influences action for better or worse. Emotions play important role in the life of individual because they make life interesting, thrilling, exciting and beautiful. They activate our whole body. Woodsworth, “Emotion is moved or stirred up state of an organism; it is a stirred up state of feeling that is the way it appeared to the individual himself. It is disturbed muscular and glandular activity- that is the way it appears to an external observer. Buck (1985) has defined emotion as the process by which motivational potential is realized or read out, when activated by challenging stimuli. In other words, emotion is seen as read out mechanism carrying information about motivational systems. Emotion is inherently neither positive nor negative; rather, they serve as the signal of most powerful source of human energy. In fact each feeling provides us with vital and potential profitable information every minute of the day this feedback ignites creative genius, improves an inner compass for one’s life and career, guides to unexpected possibilities and even saves organization from disaster. To exhibit emotion is very easy but doing it at the right times, at the right place with right person and to the right degree is difficult. The management of emotions has given rise to the most talked term emotional intelligence (EI) involves the ability to carry out accurate reasoning.
about the ability to use emotions and emotional knowledge to enhance thought. Copper and Swaf (1997) define emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Mayer and Salovery (1993) define emotional intelligence as the ability to monitor one's own and others' feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action. Emotional intelligence involves the ability to access and generate feeling when they facilitate thoughts, the ability to understand emotions and emotional knowledge and intellectual growth.

During the last 20 years, emotional intelligence has become an increasingly popular topic within the fields of psychology and management (Grandey, 2000; Law, Wong and Song, 2004; Mayer, Robert, and Barsad, 2008). The last decade of 20th century is in fact considered to be the best gift to the international community of psychological science, as it is known for the best discovery related to emotional intelligence. The impressive growth of emotional intelligence in scholarly work has been partially fueled by claims that emotional intelligence is as strong a predictor of job performance as in I.Q (Goleman, 1995). This purported relationship between Emotional intelligence and work performance has also stimulated interest among human resource practitioner, who have made Emotional Intelligence a widely used tool for personal hiring and training (Fineman, 2004). Gliebe, Sudikate (2012) revealed the importance of emotional intelligence in christian higher education. Specifically it addressed the possible implications between emotional intelligence skill and success in the area of learning, mental health and career proportion. The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eyes of others. Thus a child, who sees himself as top ranking, or as scholar, may set his goal and the attainment of the highest grade in the class. A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens. Academic achievement is a capacity to excel others which is important component for every person especially for a student to be successful, as he or she is always facing competitive situation in his educational career. Achievement after all is the end product of all educational endeavors. Balasubramaniyam (1992) while reviewing the studies of achievement has observed, achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves. Quality control, quality assurance and of late total quality management of the achievement have increasingly gained the attention of researchers in education.

**Need and importance of the study**

Emotional intelligence, like general intelligence, is a product of one's heredity and its interaction with his environment forces. Until, recently, we had led to believe that a person's general intelligence measured as IQ is the greatest predictor of success in any walks of life academic, social, vocational or professional. Consequently, the IQ scores are often used for selection, classification and promotion of individuals in various programmes, courses, and job placements etc. However, researchers and experiments conducted in 90's onwards have tried to challenge such over dominance of intelligence and its measure IQ, by adding the concept of emotional intelligence and its measures EQ. These have revealed that a person's emotional intelligence measured through his EQ may be the greater predictor of success than his or her IQ. Knowing about one's emotional intelligence in terms of an emotional quotient has wide educational and social implications for the welfare of an individual and the society. This fact has now been recognized and given practical shape and implication all round the globe. The credit giving due publicity and acquainting the world wide population about the importance and significance of emotional intelligence goes famous American psychologist Dr. Danial Goleman through his bestselling book like Emotional Intelligence-why it can matter more than IQ(1995) and working with emotional intelligence (1998). The importance of EI is that helps a person to cope with environment. A person needs emotional intelligence because of the simple fact that he must be able to understand and relate with every part of his being in order to utilize it properly. People who try to disregard emotions when it comes to learning and business find that this can be very difficult. They can also be limited to their emotions. Landsman (2002) described the art of parenting and found that the emotional intelligence is influenced by parental behavior. Martinez (1999) studied the effect of parental behavior on EI and observed that modeling, encouragement, facilitation and reward have positive effects on emotional intelligence. Child rearing practices influence the emotional intelligence of an individual to a great extent (Bajaj, 2005). Keeping all these things in view, the present investigator wants to study the emotional intelligence and academic achievement of secondary school students. This can prove to be helping ground for parents, teachers, and administrators and counselors for raising the level of emotional intelligence and academic achievement among those who lack this.

**Objectives of the study:**

- To study emotional intelligence of boys and girls secondary school students.
- To study the academic achievement of boys and girls secondary school students.
- To compare boys and girls secondary school student on different dimensions of emotional intelligence.
- To compare boys and girls secondary school students on academic achievement.

**Null Hypotheses:**

The following hypotheses were formulated for the
Table 1: Sample of 200 adolescents

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

Table 2: Significance of mean difference between boys and girls (N=100 each group) on factor 'A'. Self awareness of emotional intelligence.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>14.98</td>
<td>3.11</td>
<td>1.07</td>
<td>Not significant</td>
</tr>
<tr>
<td>Girls</td>
<td>14.53</td>
<td>2.75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Significance of mean difference between boys and girls (N=100 each group) on factor 'B'. Empathy of Emotional intelligence.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>18.16</td>
<td>2.73</td>
<td>0.15</td>
<td>Not significant</td>
</tr>
<tr>
<td>Girls</td>
<td>18.22</td>
<td>3.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4: Significance of mean difference between boys and girls (N=100 each group) on factor 'C'. Self Motivation of Emotional intelligence.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>21.9</td>
<td>4.00</td>
<td>1.98</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Girls</td>
<td>20.85</td>
<td>3.50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is no significant difference between boys and girls on different dimensions of emotional intelligence. There is no significant difference between boys and girls on academic achievement.

Operational definition of variables:

Emotional intelligence: in present study emotional intelligence means the scores gained by the sample on the inventory Hydel et al; (2001). The scale consists of ten factors. These are self awareness, Empathy, self motivation, Emotional stability, Managing relation, integrity, Self development, value orientation, commitment and Altruistic behavior.

Academic achievement: Aggregate percentage of marks of previous two classes, as indicators of academic achievement.

Design of the study

Sample: The sample for the present study consisted of 200 adolescents (100 boys and 100 girls) was selected randomly from the different government schools of district Ganderbal- Kashmir (table 1).

Tools used

The following tools are used in the present study:

Emotional intelligence scale developed by Anokool Hyde, Sanjyot Pethe and Upinder Dhar was used to measure Emotional intelligence of adolescent students Academic achievement of the student was collected by giving them self constructed information blank in which they had to give the aggregate marks of previous two classes.

Statistical analysis:

The data collected was subjected to following statistical treatment. Mean , S.D, t-test

Analysis and interpretation of data

The perusal of table 2 makes it clear that there is no significant mean difference between boys and girls on factor ‘A’ Self Awareness of emotional intelligence. However mean score favors boy students (14.98) which show that boys have more self awareness than their counterparts, but the difference failed to arrive at any level of confidence. Therefore the hypotheses which reads as, there is no significant difference between boys and girls on different dimensions of emotional intelligence stand accepted.

The perusal of table 3 makes it clear that there is no significant mean difference between boys and girls on factor ‘B’ Empathy of emotional intelligence. However mean score favors girl students (18.22) which show that girls have more Empathy than their counterparts, but the difference failed to arrive at any level of confidence. Which indicate that both the groups were found to have somewhat similar empathy? Therefore the hypotheses which reads as, there is no significant difference between boys and girls on different dimensions of emotional intelligence stand accepted.

The perusal of table 4 makes it clear that there is
significant mean difference between boys and girls on factor ‘C’ Self Motivation of emotional intelligence. The obtained t value is 1.98, which is statistically significant at 0.05 level. However mean score favors boy students (20.85) which show that boy students are more responsible, better able to make intelligent decisions, using a healthy balance of emotion and reason, better able to focus on task at hand and pay attention. They have more control over their feeling as compared to girls. The reverse is true about girl students. The result seems to be justified on the basis that boys want to get a lot of prestige in the society in order to dominate the girls. In Kashmir, boys receive lot of encouragement, reward, freedom, enthusiasm and financial help from the side of their parents, especially from father, while girls are slightly deprived from such things. Moreover boys stand more tolerant in any difficult situation than girls. Therefore the hypotheses which reads as, there is no significant difference between boys and girls on different dimensions of emotional intelligence stand rejected.

The perusal of table 5 makes it clear that there is no significant mean difference between boys and girls on factor ‘D’ Emotional stability of emotional intelligence. However mean score favors boy students (14.23) which show that boys have high emotional stability than their counterparts, but the difference failed to arrive at any level of confidence. Therefore the hypotheses which reads as, there is no significant difference between boys and girls on different dimensions of emotional intelligence stand accepted.

The perusal of table 6 makes it clear that there is no significant mean difference between boys and girls on factor ‘E’ Managing Relation of emotional intelligence. As there is no significant difference between boys and girls, it indicated that both the groups display somewhat similar ability to manage relation with others. Therefore the hypotheses which reads as, there is no significant difference between boys and girls on different dimensions of emotional intelligence stand accepted.

The perusal of the above obtained ‘t’ value is 2.5 which is significant at 0.05 level. From table 7, it is clear that the mean score of boys (10.83) is more than the mean score of girls (9.98) on factor ‘F’ Integrity. The table shows that boys and girls differ significantly so far as their integrity is concerned. Boys are more aware weakness than girls. Boys are found to be goal oriented and their belief is found to be strong. The result seems to be justified on the basis that boys are found to be more ambitious to gain something better in society. In Kashmir, as parents expect lot from their sons than daughters so parents pay enough attention and enough time to better future. They correct their errors and encourage them to become goal oriented. Moreover boys are more exposed to social situations as compared to girls, which makes boys aware of their weakness. Therefore the hypotheses which reads as, there is no significant difference between boys and girls on different dimensions of emotional intelligence stand rejected.

The perusal of table 8 makes it clear that there is no significant mean difference between boys and girls on factor ‘G’ Self Development of emotional intelligence.
The perusal of table 8 indicated 't' value is 3.62 which is significant at 0.01 level. The table makes it clear that mean score of boys (7.48) on factor ‘G’ Self development is more than mean score of girls (6.54). The table shows that boys and girls differ significantly so far as their self development is concerned. In this factor, it has been found that boys are more popular and better linked by their peers. They are found to be able to handle a number of tasks than girls. They are having more ability to identify and separate their emotions and developing themselves even when the job does not demand it. The result seems to be justified on the grounds that boys are more exposed to social situations than girls, with the result they become better aware of their self and seek to develop more mature relationship with peers and friends. In Kashmir boys are striving and struggling more than girls to meet the demand of the society and this helps them to become more aware about their self. As in Kashmir the men have necessarily to earn in order to get married, therefore boys strive more for self development than girls. Therefore the hypotheses which reads as, there is no significant difference between boys and girls on different dimensions of emotional intelligence stand rejected.

The above table 9 makes it clear that mean score of boys (7.37) is greater than the mean score of girls (7.07) on factor ‘H’ Value orientation. The obtained t value is 3.14, which is significant at 0.01 level. The table shows that boys and girls differ significantly so far as their value orientation is concerned. Boys are found to be better in maintaining the standard of honesty and integrity. Therefore the hypotheses which reads as, there is no significant difference between boys and girls on different dimensions of emotional intelligence stand rejected.

The perusal of table 10 makes it clear that there is no significant mean difference between boys and girls on factor ‘I’ Commitment of emotional intelligence. As there is no significant difference between boys and girls it indicates that both the groups display somewhat similar ability to manage relation. Therefore the hypotheses which reads as, there is no significant difference between boys and girls on different dimensions of emotional intelligence stand accepted.

The perusal of table 11 makes it clear that there is no significant mean difference between boys and girls on factor ‘J’ Altruistic behavior of emotional intelligence. As there is no significant difference between boys and girls, it indicated that both the groups display somewhat similar ability to manage relation with others. Therefore the hypotheses which reads as, there is no significant difference between boys and girls on different dimensions of emotional intelligence stand accepted.

The above table 12 depicts that the mean score of boys (124.66) is greater than the means score of girl (119.81) on composite score of emotional intelligence. The obtained t value is 2.65 which is significant at 0.01 level. Thus it is clear that boys are more responsible and they have more control over their feelings, are more aware of their weakness, strong in their beliefs, better linked with their peers and better in maintaining the standards of integrity than girls. Therefore the hypotheses which reads as, there is no significant difference between boys and girls on different dimensions of emotional intelligence stand rejected.

The perusal of table 13 shows the mean difference between boys and girls on academic achievement. The above table reveals that there is significant between boys and girls on academic achievement and the difference is significant at 0.05 level. The above table revealed that the girls are higher on academic achievement than boys. Therefore the hypotheses which reads as, there is no significant difference between boys and girls on different dimensions of emotional intelligence stand rejected.
Table 12: Significance of mean difference between boys and girls (N=100 each group) on composite score of Emotional intelligence.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>124.66</td>
<td>13.88</td>
<td>2.65</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>Girls</td>
<td>119.81</td>
<td>11.97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 13: Significance of mean difference between boys and girls (N=100 each group) on Academic achievement.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>58.77</td>
<td>15.76</td>
<td>1.96</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Girls</td>
<td>62.55</td>
<td>17.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

dimensions of emotional intelligence stand rejected.

CONCLUSION
The following conclusions have been drawn from the intensive investigation of the present study.
It has been found that there is no significant difference between boys and girls on self awareness factor of emotional intelligence.
It has been found that there is no significant difference between boys and girls on empathy factor of emotional intelligence.
It has been found that there is no significant difference between boys and girls on emotional stability factor of emotional intelligence.
It has been found that there is no significant difference between boys and girls on managing relation factor of emotional intelligence.
It has been found that there is no significant difference between boys and girls on commitment factor of emotional intelligence.
It has been found that there is no significant difference between boys and girls on altruistic factor of emotional intelligence.
The study has shown that boys and girls differ significantly so far as their self motivation is concerned. Boys are found to be more responsible, better able to make decisions using a healthy balance of emotions and reason. It has been found that there is significant difference between boys and girls so far as their integrity is concerned. Boys are found to be more aware of their weakness than girls. Their belief is also found to be stronger than girls.
The study has revealed that boys differ significantly from girls on self development factor of emotional intelligence. Boys are found to be more popular and better linked by their peers.
The study has revealed that boys differ significantly from girls on value orientation factor of emotional intelligence. Boys are found to be more popular and better in maintaining the standards of integrity and honesty.
It has been found that there is significant difference between boys and girls so far as their composite score of emotional intelligence. Boys are found to have higher level of emotional intelligence than girls.
It has been found through the study that boys and girls differ significantly on their academic achievement. Girls are found to have better academic achievement than boys.

REFERENCES