An Effect of General Merit Students Emotional Intelligence, Study Habits and Adjustment Problem on achievement in Social Science among Morarji Desai Residential Secondary School Students

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ABSTRACT

The purpose of the study was to analyze independent and combined effects of variables viz., Emotional Intelligence, Study Habits and Adjustment Problem on achievement in Social Science among Morarji Desai Residential Secondary School Students; The sample of the present study includes 250 general merit students studying in IX standard were drawn using stratified random sampling technique. Among the other things, the study revealed that; i) The Morarji Desai Residential School general merit students with high Emotional intelligence have more influence on Academic achievement in Social science than the Morarji Desai Residential School general merit students with low Emotional intelligence; ii)The general merit students with high Emotional intelligence and high study habits have more influence on Academic achievement in Social science than the general merit students with high Emotional intelligence and low Study habits; iii) The general merit students with high Study habits and low Adjustment problems have more influence on Academic achievement in Social science than the general merit students with low Study habits and high Adjustment problems; iv) The students with high Emotional intelligence, high Study habits and low Adjustment problems have more influence on Academic achievement in Social science than the students with low Emotional intelligence, low Study habits and high Adjustment problems.

Key Words: General Merit Students, Emotional Intelligence, Study Habits and Adjustment

Introduction

It has been truly accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace than others. In fact, such children are found in all sections of the society, in all areas including the most backward one. However, so far, education with good quality has been available only to well-to-do sections of society, the poor have been left out.

Well conducted residential schools help the students know and adapt to community living. They get a habit of proper scheduling and prioritising things. They get opportunity to socialise healthily. Students get more time to interact with teachers and clear their doubts. Teachers also get time for better monitoring students and devote time for special classes and orientation for those who need it. Students get more time for physical activity and collective recreations. Studious and interested students can make use of school library better.

Residential school for classes V to X, has a dynamically designed curriculum that provides great scope for creativity, intellectual growth, academic excellence, artistic expression, and achievement in sports. Every student's sense of values and innate personality are strengthened by leadership and social responsibility. Students gain the advantages of diverse learning processes rooted in Indian values and culture, to enable them to become global citizens.

Rationale for the Study

 Mukul Bavan Mandal (2017) revealed that there exists a significant relationship between emotional intelligence and academic achievements of the rural upper primary students. **Torbate, Heydariel, Iran(2015**) found that there is no significant relationship between Emotional intelligence and Academic achievement but the relationship between creative thinking and academic achievement was positive and significant. **Azuka Benard Festus(2012)** revealed that apart from cognitive factors, Emotional intelligence also affects their academic achievement in mathematics. **Chamundeshwari (2013)** found that there is a positive significant correlation between Emotional intelligence and Academic achievement among the students. **Kattekar (2010)** Found a positive relationship between emotional intelligence and academic achievement of students. OWOEYE, **Singh (2011)** examined academic achievement and study habits of higher secondary students and revealed that; i) The results indicates that girls and boys differs significantly in their study habits and academic achievement; and ii) It also clears that good co-relation in study habits and academic achievement. **Bhan and Gupta (2010)** studied that study habits and academic achievement among the students belonging to scheduled caste and non-scheduled caste group and revealed that; i) Sex has no significant impact on the study habits and academic achievement of students; and ii) Caste has significant impact on the study habits and academic achievement of students. **Raj and Sreethi (2000)** Studied academic achievement as related to procrastination behaviour and study habits and found that; i)Procrastination

behaviour lead to improper study habits which further leads to lower academic achievement. **Devaraddy V. R. (2017)** Studied the of Adjustment Problems of Boys Students Studying in Secondary Residential Schools and revealed that; i)the 'peer-group adjustment problems' of boys have significant relationship with Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement; ii) The 'curriculum adjustment problems' of boys have significant relationship with Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement; **Ballary B.V. (2017)** Studied the Adjustment Problems of Students Studying in Rani Chennamma Schools in Karnataka and found that; i) The 'curriculum adjustment problems' of girls have significant relationship with Science; ii) The classroom teaching adjustment problems' of girls have significant relationship with Kannada, Hindi, Mathematics and Social Studies. **Ramathirth B.B. 0(2016)** Studied the Adjustment and Study Habits on Academic Achievement of Secondary School Boys and Girls Students and found that; i) There is a positive and significant relationship between academic achievement and adjustment and study habits of IX standard students; ii) There is a positive and significant relationship between academic achievement and adjustment and study habits of boys studying in IX standard.

Objectives

The present study was designed with the following objectives in views:

1. To study the effect of General merit students' Emotional intelligence on Academic achievement in Social science

2. To study the effect of General merit students' Study habits on Academic achievement in Social science

3. To study the effect of General merit students' Adjustment problem on Academic achievement in Social science

4. To study the interaction effect of General merit students' Emotional intelligence and Study habits on Academic achievement in Social science

5. To study the interaction effect of General merit students' Emotional intelligence and Adjustment problems on Academic achievement in Social science

6. To study the interaction effect of General merit students' Study habits and Adjustment problem on Academic achievement in Social science

7. To study the interaction effect of General merit students' Emotional intelligence, Study habits and Adjustment problem on Academic achievement in Social science.

Hypotheses

In pursuance of the objectives (1-7), the following null hypotheses were set up.

➢ Ho_1: There is no significant difference between the effects of high and low Emotional intelligence of Morarji desai residential school general merit students in terms of their influence on Academic achievement in Social science.

➢ Ho_2: There is no significant difference between the effects of high and low Study habits of Morarji desai residential school general merit students in terms of their influence on Academic achievement in Social science.

➢ Ho_3: There is no significant difference between the effects of high and low Adjustment problem of Morarji desai residential school general merit students in terms of their influence on Academic achievement in Social science.

➢ Ho_4:There is no significant difference between the Interaction effects of Emotional intelligence X Study habits of Morarji desai residential school general merit students in terms of their influence on Academic achievement in Social science.

➢ Ho_5: There is no significant difference between the Interaction effects of Emotional intelligence X Adjustment problem of Morarji desai residential school general merit students in terms of their influence on Academic achievement in Social science.

➢ Ho_6: There is no significant difference between the Interaction effects of Study habits X Adjustment problem of Morarji desai residential school general merit students in terms of their influence on Academic achievement in Social science.

➢ Ho_7: There is no significant difference between the Interaction effects of Emotional intelligence X Study habits X Adjustment problem of Morarji desai residential school general merit students in terms of their influence on Academic achievement in Social science.

Research Design

Method

Ex Post Facto research design was used in the present study (Kerlinger, 1964 p. 379). Ex Post Facto research is systematic empirical inquiry in which the investigator does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulateble. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.

Sample

The sample of the present study includes 250 general merit students studying in Morarji Desai Residential school IX standard were drawn using stratified random sampling technique from the Chitradurag district.

Tools

The following tools were used to collect the essential data:

i) Emotional Intelligence Scale(EIS)2001) constructed by Anukool Hyde and Sanjyot Pethe. It consists of 25 items. The split of reliability coefficient was found to be 0.88.

ii) Study Habit Inventory (SHI) (1983) constructed by M. Mukyopadhyay and D. N. Sansanwal. It consists of 35 items. The Reliability Coefficients by test-retest method was found to be 0.87 and split half method 0.91.

iii) Adjustment problem checklist developed by Talawar M.S.(1992) and R.R.Madankar (2003). The check list consists of 64 items. The reliability coefficient was found to be 0.605 by test retest method and 0.7025 by Split half method.

iv) Academic Achievement in Social Science was constructed by the investigator. It consists of 54 items and the stability reliability was 0.9925(n=100) and consistency reliability was 0.8738 (n=100).

Procedure

Data relating to Emotional intelligence, Study habits, Adjustment problems and Academic achievement in Social science were collected by administering the above tools to IX standard students studying in Morarji Desai Residential School in Chitradurga District.

Results

The data were analyzed using 3 –way ANOVA technique with a view to identify independent and combined effect of selected variables on Academic Achievement. The results of the analysis are given in Tables 1 to 2.

Table -1 : Summary Table of ANOVA with Respect to   'General Merit Students'

Source of Variation	df	Sum of Squares	Mean of Sum of Squares	F – Ratios	P - Value	Significance
Main effects						
Emotional Intelligence (A)	1	427.34	427.34	82.2067	<0.01	S
Study habits (B)	1	130.17	130.17	25.0401	<0.01	S
Adjustment problems (C)	1	326.11	326.11	62.7324	<0.01	S
2 way interactions						
EI x MH (A x B)	1	239.26	239.26	46.0257	<0.05	S
EI x AP (A x C)	1	46.64	46.64	8.9725	<0.05	S
SH x AP (B x C)	1	76.59	76.59	14.7334	<0.01	S
3way interactions						
EI x SH x AP (A x B x C)	1	23.23	23.23	4.4686	<0.05	S
Error	242	1258.01	5.20			
Total	249	2527.36				

Findings

The analysis of Table-1 reveals the following

i)   There is a significant difference between the effects of high   and low Emotional intelligence of Morarji Desai Residential School general merit students in terms of their influence on Academic achievement in Social science.

However, the means of Emotional intelligence scores of   general merit students with high and low Emotional intelligence are 58.1971 and 54.1593 respectively. The two means clearly reveals that the general merit with high Emotional intelligence have a greater mean than that of the mean of the general merit students with low Emotional intelligence. Thus, it can be interpreted that the Morarji Desai Residential School general merit students with high Emotional intelligence have more influence on Academic achievement in Social science than the Morarji Desai Residential School general merit students with low Emotional intelligence.

ii)   There is a significant difference between the effects of high and low Study habits of Morarji Desai Residential School general merit students in terms of their influence on Academic achievement in Social science.

However, the means of Study habits scores of   general merit students with high and low Study habits are 58.4609 and 54.5926 respectively. The two means clearly reveals that the   general merit students with high Study habits have a greater mean than that of the mean of the general merit students with low Study habits. Thus, it

can be interpreted that the Morarji Desai Residential School general merit students with high Study habits have more influence on Academic achievement in Social science than the Morarji Desai Residential School general merit students with low Study habits.

iii)   There is a significant difference between the effects of high and low Adjustment problem of Morarji Desai Residential School   general merit students in terms of their influence on Academic achievement in Social science.

      However, the means of Adjustment problems scores of   general merit students with high and low Adjustment problem are 54.1538 and 58.7750 respectively. The two means clearly reveals that the   general merit students with high Adjustment problem have a lesser mean than that of the mean of the   general merit students with low Adjustment problem. Thus, it can be interpreted that the Morarji Desai Residential School general merit students with low Adjustment problem have more influence on Academic achievement in Social science than the Morarji Desai Residential School general merit students with high Adjustment problem.

iv)   There is significant difference between the interaction effects of high/low Emotional intelligence and high/low Study habits of Morarji Desai Residential School general merit students in terms of their influence on Academic achievement in Social science.

v)   There is a significant difference between the interaction effects   of   high/low Emotional intelligence and high/low   Adjustment   problem of Morarji   Desai Residential School general merit   students in terms of   their   influence   on   Academic achievement   in Social science.

vi)   There is a significant difference between the interaction effects   of high/low Study habits and high/low Adjustment problem of   Morarji Desai Residential School general merit students in   terms   of their influence on Academic achievement in Social science.

vii)   There is a significant difference between the interaction effects   of   high/low Emotional intelligence, high/low Study habits   and   high/low   Adjustment   problem   of Morarji Desai Residential School   general merit students in terms of their   influence   on Academic   achievement in Social science.

    In order to identify the combination of variables which is having highest influence on academic achievement further comparison of means was carried out by using Scheffe's test.

Multiple Comparison of Means – 'General Merit Students '

Scheffe's simultaneous confidence intervals for all possible treatment groups pertaining to the General Merit Students are given below:

Table - 2 : Comparison of Means of Treatment Groups on 'General Merit Students' - Scheffe's Simultaneous Confidence Intervals

Sl. No.	Comparison of treatment groups		Corresponding means		Simultaneous Confidence Intervals		P-value	Significance	Significance
1	a1 x b1	a1 x b2	60.13	55.13	5.00	4.21	5.78	<0.05	S
2	a1 x b1	a2 x b2	60.13	54.24	5.89	5.19	6.58	<0.05	S
3	a1 x c1	a2 x c1	55.26	53.39	1.87	1.08	2.67	<0.05	S
4	a1 x c2	a2 x c2	60.05	55.81	4.24	3.35	5.13	<0.05	S
5	b1 x c1	b1 x c2	56.06	60.12	-4.05	-4.90	-3.21	<0.05	S
6	b1 x c2	b2 x c1	60.12	53.07	7.05	6.31	7.78	<0.05	S
7	a1 x b1 x c1	a1 x b2 x c1	58.39	52.87	5.52	4.29	6.76	<0.05	S
8	a1 x b1 x c1	a2 x b1 x c1	58.39	53.83	4.56	3.25	5.86	<0.05	S
9	a1 x b1 x c2	a2 x b2 x c1	60.79	53.19	7.60	6.76	8.44	<0.05	S
10	a1 x b1 x c2	a2 x b2 x c2	60.79	56.17	4.61	3.61	5.62	<0.05	S
11	a2 x b2 x c1	a2 x b2 x c2	53.19	56.17	-2.98	-4.02	-1.95	<0.05	S

Note:

1. Comparison of other treatment groups of government school students were found to be not significant.

2. Higher the mean scores indicates higher influence of independent variables on dependent variable.

Table 2 reveals the following:

1) As the simultaneous confidence interval values of Sl. No.1 are in the same direction i.e. +5.00 and +4.21 the difference is significant.

   Hence, the means of the treatment groups a_1b_1 (60.13) and a_1b_2 (55.13) differ significantly in respect of their influence on Academic achievement in Social science.

   However, the observation of the two means clearly indicates that, the mean of the treatment group a_1b_1 is greater than the mean of the treatment group a_1b_2. This further implies that the general merit students with high Emotional intelligence and high study habits have more influence on Academic achievement in Social science than the general merit students with high Emotional intelligence and low Study habits.

2) As the simultaneous confidence interval values of Sl. No.2 are in the same direction i.e. +5.89 and +5.19 the difference is significant.

Hence, the means of the treatment groups a_1b_1 (60.13) and a_2b_2 (54.24) differ significantly in respect of their influence on Academic achievement in Social science.

However, the observation of the two means clearly indicates that, the mean of the treatment group a_1b_1 is greater than the mean of the treatment group a_2b_2. This further implies that the general merit students with high Emotional intelligence and high Study habits have more influence on Academic achievement in Social science than the general merit students with low Emotional intelligence and low Study habits.

3) As the simultaneous confidence interval values of Sl. No.3 are in the same direction i.e. 1.87 and 1.08 the difference is significant.

Hence, the means of the treatment groups a_1c_1 (55.26) and a_2c_1 (53.39) differ significantly in respect of their influence on Academic achievement in Social science.

However, the observation of the two means clearly indicates that, the mean of the treatment group a_1c_1 is greater than the mean of the treatment group a_2c_1. This further implies that the general merit students with high Emotional intelligence and high Adjustment problem have less influence on Academic achievement in Social science than the general merit students with low Emotional intelligence and high Adjustment problem.

4) As the simultaneous confidence interval values of Sl. No.4 are in the same direction i.e. 4.24 and 3.35 the difference is significant.

Hence, the means of the treatment groups a_1c_2 (60.05) and a_2c_2 (55.81) differ significantly in respect of their influence on Academic achievement in Social science.

However, the observation of the two means clearly indicates that, the mean of the treatment group a_1c_2 is greater than the mean of the treatment group a_2c_2. This further implies that the general merit students with high Emotional intelligence and low Adjustment problem have more influence on Academic achievement in Social science than the general merit students with low Emotional intelligence and low Adjustment problem.

5) As the simultaneous confidence interval values of Sl. No.5 are in the same direction i.e. -4.05 and -4.90 the difference is significant.

Hence, the means of the treatment groups b_1c_1 (56.06) and b_1c_2 (60.12) differ significantly in respect of their influence on Academic achievement in Social science.

However, the observation of the two means clearly indicates that, the mean of the treatment group b_1c_1 is lesser than the mean of the treatment group b_1c_2. This further implies that the general merit students with high Study habits and high Adjustment problem have less influence on Academic achievement in Social science than the general merit students with low Study habits and low Adjustment problem.

6) As the simultaneous confidence interval values of Sl. No.6 are in the same direction i.e. 7.05 and 6.31 the difference is significant.

Hence, the means of the treatment groups b_1c_2 (60.12) and b_2c_1 (53.07) differ significantly in respect of their influence on Academic achievement in Social science.

However, the observation of the two means clearly indicates that, the mean of the treatment group b_1c_2 is greater than the mean of the treatment group b_2c_1. This further implies that the general merit students with high Study habits and low Adjustment problem have more influence on Academic achievement in Social science than the general merit students with low Study habits and high Adjustment problem.

7) As the simultaneous confidence interval values of Sl. No.7 are in the same direction i.e. 5.52 and 4.29 the difference is significant.

Hence, the means of the treatment groups $a_1b_1c_1$ (58.39) and $a_1b_2c_1$ (52.87) differ significantly in respect of their influence on Academic achievement in Social science.

However, the observation of the two means clearly indicates that, the mean of the treatment group $a_1b_1c_1$ is greater than the mean of the treatment group $a_1b_2c_1$. This further implies that the general merit students with high Emotional intelligence, high Study habits and high Adjustment problem have more influence on Academic achievement in Social science than the general merit students with high Emotional intelligence, low Study habits and high Adjustment problem.

8) As the simultaneous confidence interval values of Sl. No.8 are in the same direction i.e. 4.56 and 3.25 the difference is significant.

Hence, the means of the treatment groups $a_1b_1c_1$ (58.39) and $a_2b_1c_1$ (53.83) differ significantly in respect of their influence on Academic achievement in Social science .

However, the observation of the two means clearly indicates that, the mean of the treatment group $a_1b_1c_1$ is greater than the mean of the treatment group $a_2b_1c_1$. This further implies that the general merit students with high Emotional intelligence, high Study habits and high Adjustment problem have more influence on Academic achievement in Social science than the general merit students with low Emotional intelligence, high Study habits and high Adjustment problem.

9) As the simultaneous confidence interval values of Sl. No.9 are in the same direction i.e. 7.60 and 6.76 the difference is significant.

Hence, the means of the treatment groups $a_1b_1c_2$ (60.79) and $a_2b_2c_1$ (53.19) differ significantly in respect of their influence on Academic achievement in Social science.

However, the observation of the two means clearly indicates that, the mean of the treatment group $a_1b_1c_2$ is greater than the mean of the treatment group $a_2b_2c_1$. This further implies that the general merit students with high Emotional intelligence, high Study habits and low Adjustment problem have more influence on Academic achievement in Social science than the students with low Emotional intelligence, low Study habits and high   Adjustment problem.

10) As the simultaneous confidence interval values of Sl. No.10 are in the same direction i.e. 4.61 and 3.61 the difference is significant.

Hence, the means of the treatment groups $a_1b_1c_2$ (60.79) and $a_2b_2c_2$ (56.17) differ significantly in respect of their influence on Academic achievement in Social science.

However, the observation of the two means clearly indicates that, the mean of the treatment group $a_1b_1c_2$ is greater than the mean of the treatment group $a_2b_2c_2$. This further implies that the students with high Emotional intelligence, high Study habits and low Adjustment problem have more influence on Academic achievement in Social science than the students with low Emotional intelligence, high Study habits and low Adjustment problem.

11) As the simultaneous confidence interval values of Sl. No.11 are in the same direction i.e. -2.98 and -4.02 the difference is significant.

Hence, the means of the treatment groups $a_2b_2c_1$ (53.19) and $a_2b_2c_2$ (56.17) differ significantly in respect of their influence on Academic achievement in Social science.

However, the observation of the two means clearly indicates that, the mean of the treatment group $a_2b_2c_1$ is lesser than the mean of the treatment group $a_2b_2c_2$. This further implies that the general merit students with low Emotional intelligence, less Study habits and high Adjustment problems have less influence on Academic achievement in Social science than the students with low Emotional intelligence, low Study habits and low   Adjustment problem.

Conclusions

i) In the present study the researcher hypothesized that general merit student with high and low Emotional intelligence differs significantly in-terms of their effects on Academic achievement in Social science. Findings of the study clearly revealed that, general merit with high Emotional intelligence have more influence on Academic achievement in Social science than the students with low Emotional intelligence. This may be due to the following characteristics and abilities like, Self motivation, Impulse control, the ability to regulate one's own emotions and empathizing with others clearly, excel socially, are outgoing and cheerful, are rarely fearful and worried, and are systematic and carrying in their relationship, knowing ones emotions, managing emotions, recognizing emotions in others, and handling relationships etc. these positive characteristics of emotional intelligence enhanced the academic achievement in Social science.

ii) In the present study the researcher hypothesized that general merit student with high and low Study habits differ significantly in terms of their effects on Academic achievement in Social science. Findings of the study clearly revealed that general merits students with high study habits have more influence on academic achievement in Social science than the general merit students with low study habits. This may be due to effective learning methods that is, learning by observation, learning by doing, reading and reviewing, discussing with others, experimenting, thinking around new ideas and concepts, reflecting on what the subject means, thinking about practical applications, listening and asking questions, reformulating, habits of concentration, school environment, home environment and note taking habits, these positive characteristics of high Study habits helps in enhancement of Academic achievement in Social science.

iii) In the present study the researcher hypothesized that general merit students with high and low Adjustment problems differ significantly in-terms of their effects on academic achievement in Social science. Findings of the study clearly revealed that, general merit students with high adjustment problem have less influence on academic achievement in Social science than the general merit students with low adjustment problems. This may be due to culture of the general merit students families, house master/mistress, ignorance of the child psychology, lack of table mannerisms among the students supply of monotonous food, lacking in quality, teaching methods, beyond their learning capacity and unpleasant comments of house master/mistress etc., these characteristics of adjustment problem affects academic achievement of the general merit students in social science.

Educational Implications

- Teacher should use different maxims of teaching, proper method of teaching, experiments be demonstrated in the laboratory, create democratic type of atmosphere and encourage the students to express their ideas and opinions.

- Adequate services of expert consultants and psychologists, psychiatrists, psychiatric social workers, visiting teachers etc facilities be provided in the school.

- School should provide proper environment to improve academic growth of students.

- There should be improvement in the working conditions of teachers and the environment for students should be conducive for the academic achievement.

- Teachers should be given in-service education. The in-service education not only enhances the teaching efficiency of the teacher but also the learning rate of students.

- Teacher should use different maxims of teaching proper method of teaching, experiments be demonstrated in the laboratory, create democratic type of atmosphere and encourage the students to express their ideas and opinions.

- Teachers should help students to develop rationality, curiosity, open-mindedness, personal confidence, aversion to superstition, intellectual belief, suspended judgement etc, as these variables are good predictors of achievement of Social science students.

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