



IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT

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Abstract:

Intelligence is considered as one of the most desirable personality qualities in today's society. Performance of an individual depends on the level of intelligence possessed by the individual. Time by time, intelligence is defined by various psychologist and also gave various tools to measure level of intelligence. Psychologists John Mayer and Peter Salovey introduced the concept of emotional intelligence in the early 1990's. According to them, emotions are internal events that coordinate physiological responses, cognitions, and conscious awareness. Emotional intelligence is defined as, "The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to regulate emotions reflectively so as to promote emotional and intellectual growth". The main objective of the study was to measure emotional intelligence of the students at secondary level. to find relationship between emotional intelligence and academic performance of secondary school students. For the present study, all students of standard 9 were studying in Gujarati medium secondary schools of South Gujarat region of Gujarat state consist population. The researcher had decided to take 10% schools of south Gujarat from Gujarat board with random sampling technique using lottery method from each district. Then the students were selected by cluster sampling method. The researcher had developed two research tools named as Emotional Intelligence Test (EIT) and achievement test. The researcher adopted t-test and Person's correlations were used. The major findings of the study that the secondary school students with reference to their level of emotional intelligence were found to be same with reference to their academic performance. It indicates that secondary school boy students are having better academic performing than the secondary school girl students.

Key Words: Emotional Intelligence, Academic Performance

1. Introduction:

Intelligence is considered as one of the most desirable personality qualities in today's society. Performance of an individual depends on the level of intelligence possessed by the individual. Time by time, intelligence is defined by various psychologist and also gave various tools to measure level of intelligence. Application of measurement of intelligence tool has not limited to counselling filed but it is applicable in each and every field such as education, industries, defence etc. and they do apply it with varied purpose. Earlier intelligence is described as 2 factors – *G factor* and *S factor*, and based on combination of these two factors, individual is behaving. With the advancement in the field of intelligence various concepts are added. Presently, more acceptable view of intelligence is as given by Gardner. His view about intelligence is different, he said that individual possesses various types of intelligence and he gave concept of Multiple Intelligence.

Earlier intelligence is describing cognitive ability possessed by the individual, but with advancement in the field of psychology, intelligence has been viewed differently and other non-cognitive aspects are added. It has been described with reference to other aspects of individual life. Along with general intelligence, individual also possesses social intelligence, emotional intelligence and spiritual intelligence.

In 1920, E. L. Thorndike, used the term social intelligence to describe the skill of understanding and managing other people. In other words, he proposed that individual possesses several types of intelligence, one form is being called as social intelligence.

Psychologists John Mayer and Peter Salovey introduced the concept of emotional intelligence in the early 1990's. According to them, emotions are internal events that coordinate physiological responses, cognitions, and conscious awareness. Emotional intelligence is defined as, "The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to regulate emotions reflectively so as to promote emotional and intellectual growth".

In this conceptual discussion some other intelligences are as under. There are four different types of intelligence 1. General intelligence 2. Social intelligence and 3. Spiritual intelligence and 4. Emotional intelligence.

1. General intelligence can be defined as a construct that is made up of different cognitive abilities. These abilities allow people to acquire knowledge and problem solving. This intelligence also known as mental ability to specific mental skills in different area such as numerical, mechanical, verbal etc.
2. Social intelligence is the ability to know oneself to others. This is also capability to know how do other feel and how do behave in various situations.
3. Spiritual intelligence is the expression of innate spiritual qualities through individual's thoughts, actions and attitude. These abilities are the scare of EQ and IQ.
4. Emotional intelligence is the ability to understand, use and manage individual's own emotions and feeling in positive ways to face stress, communication effectively, empathize with other, develop heathy relationship, manage conflict situation and overcome challenges.

2. Rationale of the Study

The aim of education is to make holistic development of the child. To achieve aim of the education, learning experiences have to be such that by experiencing such students will develop not only cognitively but also develop their affective and psychomotor domain. By emphasizing importance of holistic development of child and its mechanism, NCERT (2000) said that "A curricular programme while on the one hand should identify such children, on the other, it should also nurture their diverse creative abilities by paying them special attention. It is also important that the identification and nurturance begins right from the earliest stage of education. Moreover, the task of identifying the gifted and talented must be accomplished on the basis of a broad conceptualization of the process from multiple perspectives rather than as a search for a unitary human attribute. Not only their IQ (Intelligence Quotient) but also their EQ (Emotional Quotient) and SQ (Spiritual Quotient) ought to be assessed. A suitable mechanism for locating the talented and gifted will have to be devised". The task of making holistic development is challenging if teachers are untrained. Teacher's training is not only centered to aspect of developing and measuring of cognitive abilities of students but also include components related to developing and measuring co-scholastic aspects of the students. But still fully the aim of education is not achieved.

According to WHO Global Health Estimates report (2000-2019) "Globally, one in seven 10-19-year-olds experiences a mental disorder, accounting for 13% of the global burden of disease in this age group. Depression, anxiety and behavioural disorders are among the leading causes of illness and disability among adolescents. Suicide is the fourth leading cause of death among 15-19 year-olds." In India, before stress related to board examination and its result, some of students finds difficulty to manage his/her own emotions and adopt inappropriate behavior by attempting suicide, leaving their home, etc. These age group belongs to adolescence. The move from childhood into adolescence is stressful transitional period. Adolescence is a period of rapid growth and change in physical, cognitive, social and emotional development. They have to deal with the internal impulses, wishes, fantasies and fears that accompany this development. Adolescents also deal with changing mood, withdrawal, anger and helplessness. Because of this, sometimes they face difficulty in understanding his/her own emotions and emotions of family and others. Understanding and managing own and others emotions is an ability and it is intelligence possessed by the individual with reference to emotions, known as emotional intelligence.

The emotional intelligence is conceptualized by many psychologists and everyone has focus about the managing of emotion with reference to the self and society. The emotional intelligence theory given by Denial Goleman (1995) is more acceptable in the field of education. Every individual possessed emotional intelligence and at as per the combination of cognitive intelligence, social intelligence, emotional intelligence and spiritual intelligence. Normally, the school measure cognitive abilities of the students through various subject exams but not emphasizing much on the emotional aspects development.

There is need to study does emotional intelligence impact on the academic performance of the secondary school student. The present study was an attempt to measure emotional intelligence of the secondary school students and try to find out its influence of their academic performance.

3. Objectives of the Study

1. To measure emotional intelligence of the students at secondary level.
2. To find academic performance of secondary school students.
3. To find relationship between emotional intelligence and academic performance of secondary school students.
4. To find impact between emotional intelligence on academic performance of secondary school students with reference to gender.

4. Hypotheses of the Study

- H0.1** There will be no significant correlation between emotional intelligence and academic performance of secondary school students.
- H0.2** There will be no significant difference between mean scores of academic performance of secondary school students having high emotional intelligence and low emotional intelligence.
- H0.3** There will be no significant difference between mean scores of secondary school boy students and secondary school girl students on measures of academic performance.

5. Variable of study

- i) **Independent Variable:** - Emotional Inelegancy and Gender was considered as the independent variable under the study.
- ii) **Dependent Variable:** - Academic performance of the student was considered as the dependent variable under the present study.
- iii) **Control Variables:** - Type of Schools (Grant-in-aid), Area of the schools (Urban), Medium of the schools (Gujarati Medium), Age group of the students (14-15 years), Standard of the students (9th) and Previous scholastic achievement of the students were controlled under the present study.

6. Research Methodology

➤ Population

For the present study, all students of standard 9 were studying in Gujarati medium secondary schools of South Gujarat region of Gujarat state consist population.

➤ Sample of the Study

For the present study, stratified sampling technique was used to classify the Gujarati medium schools of south Gujarat region. From each district, the researcher had selected 10% schools of Gujarati medium school. The researcher had decided to take 10% schools of south Gujarat from Gujarat board with randomnessampling technique using lottery method. 123 number of schools were selected with lottery method from each district. Then the students were selected by cluster sampling method. In sample 696 boys and 934 girls so total 1630 number of secondary school students were sample of the present research.

➤ Research Tool Development

The researcher had developed two research tools named as Emotional Intelligence Test (EIT) and achievement test. To develop the tool, the procedures like, construction and establishment of validity and reliability of EIT were carried out. An achievement test was prepared to find out the academic performance of students of standard 9.

7. Procedure of Data Collection

Online data were collected from the sample.

8. Data Analysis Techniques

The researcher adopted t-test and Person's correlations were used to measure the effect of emotional intelligence on the student's academic performance.

9. Limitation of the study

- In the present study, emotional intelligence of the secondary school students was measured with the help of emotional intelligence test constructed by the researcher. For the present study, limitation of the tool (emotional intelligence test) is the limitation of the study.
- Achievement test was prepared by the researcher by considering level of learning of standard 9 students. In the study, limitation of the tool (achievement test) is the limitation of the study.

10. Findings of the Study

1. The emotional intelligence possessed by the secondary school students are vary from lower level to higher level of emotional intelligence. Majority of the secondary school students possess higher amount of emotional intelligence.
2. There was variation found in the academic performance of secondary school students. Majority of the secondary school students are having average and above average academic performance.
3. There was no significant relation between academic performance of secondary school students and emotional intelligence of secondary school students. It indicates that there is very less relation between academic performance of secondary school students with emotional intelligence.

4. The secondary school students with reference to their level of emotional intelligence were found to be same with reference to their academic performance. It means that secondary school students having low emotional intelligence or high emotional intelligence are having same amount of academic performance.
5. There was difference found in the academic performance of secondary school students with reference to gender. It indicates that secondary school boy students are having better academic performing than the secondary school girl students.

11. Conclusion

By the finding of the study, ways to improvise emotional intelligence of the students can be plan out. As emotional intelligence to some extent influencing academic performance of secondary school students, parents and school has to facilitate them in developing their emotional intelligence. They have to take care about impact of gender on academic performance by adopting appropriate strategy. It is essential for every individual to be emotionally intelligent as its effect every aspect of individual's life. Secondary school students who belong to adolescence age group require more help in improving their emotional intelligence and guidance for future academic and personal life.

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