



ACADEMIC PERFORMANCE IN RELATION TO EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The investigation of the present study academic performance and emotional intelligence of higher secondary students. The Academic Performance students annual examination marks in obtained and Emotional Intelligence Scale (EIS) Anukool Hyde, Sanjyotho and Upender Dar (2001) were used to collect the data from a sample of 250 higher secondary school students studying in kancheepuram District of Tamilnadu State in India. The survey method had been followed and simple random sampling technique was used in administration of the research tools. Findings revealed that the high level of academic performance and emotional intelligence of higher secondary school students, there is significant difference in the gender and student residence of higher secondary school students with respect to their academic performance and emotional intelligence, there is significant and positive relationship between academic performance and emotional intelligence of higher secondary school students.

Key Words: Academic Performance, Emotional Intelligence and Higher secondary school students

1. Introduction

In contemporary discussions within the educational sphere, there is a burgeoning recognition of the vital role played by life skills in the holistic growth of students. Life skills encompass a wide array of abilities and competencies that empower individuals to navigate the challenges and opportunities presented in their daily lives. These competencies, spanning from problem-solving and decision-making to effective communication and interpersonal skills, are not only essential for academic excellence but also for personal and professional flourishing. Recognizing the intricate interplay between life skills and academic performance among secondary school students holds significant implications for educational policies and practices. This research endeavors to comprehensively explore this nuanced relationship.

Academic performance, typically gauged through grades and standardized test scores, constitutes just one aspect of students' overall development, while life skills encompass a broader spectrum of capabilities contributing to success across various domains. This study aims to delve into how the acquisition and application of life skills impact students' academic performance.

Mayer and Salovey (1997) have expanded their definition to include the capacity to perceive. David W Chan emotions, assimilate emotion-related feelings, understand the information of these emotions, and manage these emotions. Rather than as a single ability, Emotional Intelligence is now

conceptualized as a set of abilities that ranges from the relatively simple, such as distinguishing emotional facial expressions, to the more complex and integrated, such as understanding the causes and consequences of emotions in everyday interpersonal situations and how they interplay with motivation.

2. Need and Importance of the Study

In the present Indian education academic performance 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.

An emotionally intelligent individual leads a happy, healthy and peaceful life. If He/ she is at ease with himself/herself, surrounding and other fellow beings, they can labeled mentally healthy persons. They express the characteristics like adoptable and resilient mind, cheerful and optimistic outlook, well regulated instincts and habits, insight into one's own conduct, good tempered, socially adoptable and having a definite philosophy of life realistic imagination etc. Therefore the development of emotions is extremely important for a harmonious development of the personality. Proper training and education will go a long way to enable the young people to control their emotions and obtain mental balance and stability. Emotions are the prime motive forces of thought and conduct and their control is very important.

3. Statement of the Problem

This study investigates the relationship between emotional intelligence (EI) and academic performance among higher secondary school students. It addresses the gap in understanding how emotional regulation, motivation, and empathy influence academic achievement, amid concerns that high-stakes environments lead to, or are impacted by, low emotional intelligence. In this paper entitled as “**Academic Performance in Relation to Emotional Intelligence of Higher Secondary school Students**”.

4. Operational Definitions of the Study

Academic performance

Academic performance refers to the level of proficiency attained in academic work or acquired knowledge in the higher secondary school student's academic year examination percentage marks.

Emotional Intelligence

Emotional intelligence refers to the ability to process emotion - laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required behaviors.

5. Objectives of the Study

1. To study the level of academic performance of higher secondary school students.
2. To study the level of emotional intelligence of higher secondary school students.
3. To study the significant difference, if any in the academic performance of higher secondary school students based on gender.
4. To study the significant difference, if any in the academic performance of higher secondary school students based on student residence.
5. To study the significant difference, if any in the emotional intelligence of higher secondary school students based on gender.
6. To study the significant difference, if any in the emotional intelligence of higher secondary school students based on student residence.
7. To study the relationship between academic performance and emotional intelligence of higher secondary school students.

6. Hypotheses of the Study

1. The level of academic performance of higher secondary school students is low.
2. The level of emotional intelligence of higher secondary school students is low.
3. There is no significant difference in the academic performance of higher secondary school students based on gender.
4. There is no significant difference in the academic performance of higher secondary school students based on student residence.
5. There is no significant difference in the emotional intelligence of higher secondary school students based on gender.
6. There is no significant difference in the emotional intelligence of higher secondary school students based on student residence.
7. There is no significant relationship between academic performance and emotional intelligence of higher secondary school students.

7. Method of the Study and Sample Used

The normative survey method was adopted in the present study. In order to collect the required data, Academic Performance students annual examination marks in obtained and Emotional Intelligence Scale (EIS) Anukool Hyde, Sanjyotha and Upender Dar (2001). Simple random sampling technique has been employed to collect the data from 250 higher secondary school students studying in government, aided and private schools of kancheepuram district.

8. Analysis of Data and Interpretation

1. Descriptive Analyses (Mean and Standard Deviation)
2. Differential Analyses ('t' test and 'F' test) and
3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

Descriptive Analysis

Hypothesis 1

The level of academic performance of higher secondary school students is low.

Table-1

Mean and Standard Deviation for the Academic performance Scores of Higher secondary school students

Variable	N	Mean	SD
Academic performance	250	63.32	8.16

From table-1, it is observed that the calculated mean and standard deviation for the academic performance scores of the entire sample were found to be 63.32 and 8.16 respectively. One can get a maximum marks of 100 on academic performance. The mean score higher the score above 60, so the framed hypothesis (1) is rejected and it is concluded that the level of higher secondary school students academic performance is high.

Hypothesis 2

The level of emotional intelligence of higher secondary school students is low.

Table-2

Mean and Standard Deviation for the Emotional Intelligence Scores of Higher secondary school students

Variable	N	Mean	SD
Emotional Intelligence	250	112.21	16.30

From table-2, it is observed that the calculated mean and standard deviation for the mental health scores of the entire sample were found to be 112.21 and 16.30 respectively, which is higher than

the mid value of 102., so the framed hypothesis 2 is rejected and it is concluded that the level of emotional intelligence of higher secondary school students is high.

Differential Analysis

Hypothesis 3

There is no significant difference in the academic performance of higher secondary school students based on gender.

Table-3

Mean Difference of Academic performance Scores of Higher secondary school students with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Academic performance	Male	108	62.18	7.06	4.06	Significant
	Female	142	67.43	8.36		

Table-3 shows that the computed 't' value for the mean academic performance scores between male and female higher secondary students [$t_{(250)} = 4.06 > p$] is significant. Hence, the framed null hypothesis 3 is rejected and it is concluded that there is a significant difference in the academic performance based on gender of higher secondary school students. It is also inferred that female students are having more academic performance than the male students.

Hypothesis 4

There is no significant difference in the academic performance of higher secondary school students based on student residence.

Table - 4

Mean Difference of Academic performance Scores of Higher secondary school students with regard to Student residence

Variable	Student residence	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Academic performance	Rural	122	61.09	7.17	5.19	Significant
	Urban	128	65.12	8.39		

Table-4 shows that the computed 't' value for the mean academic performance scores between rural and urban higher secondary school students [$t_{(250)} = 5.19 > p$] is significant. Hence, the framed null hypothesis 4 is rejected and it is concluded that there is a significant difference in the academic performance based on student residence of higher secondary school students. It is also inferred that urban school students are having more academic performance than the rural school students.

Hypothesis 5

There is no significant difference in the emotional intelligence of higher secondary school students based on gender.

Table - 5

Mean Difference of Emotional Intelligence Scores of Higher secondary school students with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Emotional Intelligence	Male	108	112.30	17.21	3.19	Significant
	Female	142	117.42	19.06		

Table-5 shows that the computed 't' value for the mean emotional intelligence scores between male and female higher secondary students [$t_{(250)} = 3.19 > p$] is significant. Hence, the framed null hypothesis 5 is rejected and it is concluded that there is a significant difference in the emotional intelligence based on gender of higher secondary school students. It is also inferred that female students are having more emotional intelligence than the male students.

Hypothesis 6

There is no significant difference in the emotional intelligence of higher secondary school students based on student residence.

Table - 6

Mean Difference of Emotional Intelligence Scores of Higher secondary school students with regard to Student residence

Variable	Student residence	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Emotional Intelligence	Rural	122	112.52	17.75	2.50	Significant
	Urban	128	116.05	18.15		

Table 6 shows that the computed 't' value for the mean emotional intelligence scores between rural and urban higher secondary school students [$t_{(250)} = 2.50 > p$] is significant. Hence, the framed null hypothesis 6 is rejected and it is concluded that there is a significant difference in the emotional intelligence based on student residence of higher secondary school students. It is also inferred that urban school students are having more emotional intelligence than the rural school students.

Correlation Analysis

Hypothesis 7

There is no significant relationship between academic performance and emotional intelligence of higher secondary school students.

Table 7

Showing the Correlation Values between Academic performance and Emotional Intelligence of Higher secondary school students based on Entire Sample

Variables	N	'r' value	Level of Significance
Academic performance and Emotional Intelligence	250	0.317**	Significant

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table-7 shows that, the co-efficient of correlation between academic performance and emotional intelligence is found to be [N=250, $r=0.317$ at 0.01 level] which indicates that there is a

positive correlation between academic performance and emotional intelligence. Therefore, hypothesis 7 is rejected and it is concluded that there is positive and significant relationship between academic performance and emotional intelligence of higher secondary school students.

9. Findings of the Study

- The level of higher secondary school students academic performance is average.
- The level of higher secondary school students emotional intelligence is high.
- There is a significant difference in the academic performance based on gender of higher secondary school students.
- There is a significant difference in the academic performance based on student residence of higher secondary school students.
- There is a significant difference in the emotional intelligence based on gender of higher secondary school students.
- There is a significant difference in the emotional intelligence based on student residence of higher secondary school students.
- There is positive and significant relationship between academic performance and mental health of higher secondary school students.

10. Conclusion

In the present study of the academic performance and emotional intelligence of higher secondary school students, findings revealed that the average level of academic performance and high emotional intelligence, there is significant difference in the gender and student residence of higher secondary school students with respect to their academic performance and emotional intelligence, there is significant and positive relationship between academic performance and emotional intelligence of higher secondary school students.

11. References

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