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IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

Emotional intelligence is a kind of emotional processing that includes paying attention to emotions, proper evaluation of them in oneself and others, systemic organization of them and appropriate instruments, in a way that improves life. The present study aims to find out the Emotional Intelligence of prospective teachers. People's success depends on their emotional intelligence and this ability is learnable and could be reformed. Emotional intelligence as the ability, talent and skills to identify, assess and manage the emotions of the person in dealing with people and groups. The present study the level of Emotional Intelligence and Academic Achievement on secondary school students. The research design for this study is the descriptive research survey method. A random sampling technique was used to collect data. To collect the relevant data required for the present study, the researcher considered all areas of Cumbum, Prakasam district of Andhra Pradesh. The collected data was analyzed using Mean, S.D. and T-test. To determine whether there is a difference between the dependent and significant independent variables.

Keywords: Emotional Intelligence, Academic Achievement, secondary school students

Introduction

Education is a fundamental basis of the country's economic, social, cultural, and political development. Its role in improving the living conditions of individuals and communities is clear to everyone. A society transitioning from traditional to modern society needs qualified personnel. One of the essential tasks of education in every country is transmitting the community's cultural heritage, developing students' talents, and preparing them for active participation in the community. Therefore educating people for various purposes seems necessary, and success and failure in education have been a primary concern of any educational system in all communities. Students' education at all levels is to change their behavior, thoughts, attitudes, and skills and is ultimately measured by achievement and academic performance. Academic success and improvements of students in every community represent the educational system's success in targeting and paying attention to satisfying individual needs. Therefore, the education system is successful when students' educational improvement at various levels has the most significant and highest number. For students, grades represent their academic ability to enter the world of work and employment and higher educational levels.

On the other hand, we're at the beginning of a new century, and intelligence and success are not achieved as in the past. Contemporary theories of intelligence and creativity have been introduced and are gradually replacing the previous approaches. Students not only because of their ability for reason but are at the center of concerns due to creativity, emotions, and interpersonal skills. Goleman(1995) argues that IQ alone is not a sign of success; emotional intelligence, social intelligence, and luck also play an essential role in one's success. Moreover, Robinson (2006) believes that creativity and creative thinking are as important as education and should be considered equally and with the same quality. The application of creative thinking is not limited to science and art. Creative thinking is beneficial in every aspect of life. People think that creativity is manifested mainly in arts, but it is displayed in all areas. Creativity remains an exciting mystery in science, literature, music, painting, or any other area of life. Despite this fact, psychologists' attention to this fact grows every day. Hence the basis of creativity may include all of the lessons, all aspects of life, all fields of education, and even various ages. However, it affects students, college students, and younger generations.

Emotional Intelligence

Salovey believes that emotional intelligence is a kind of emotional processing that includes paying attention to emotions, proper evaluation of them in oneself and others, systemic organization of them, and appropriate instruments in a way that



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improves life. According to Goleman, people's success depends on their emotional intelligence, and this ability is learnable and could be reformed. Bradberry et al. (2009) define emotional intelligence as the ability, talent, and skills to identify, assess and manage the emotions of the person in dealing with people and groups. Emotional intelligence theories can be divided into two groups or models. The first group is the ability-based model in which emotional intelligence is considered a form of mental ability; therefore, it is a part of cognitive intelligence. Another group is the mixed model, where theorists combine mental abilities with personality characteristics such as optimism and well-being. Salavy and Mayer are fans of the ability-based model. Bar-on considers this issue from a mixed-model perspective. According to Bradberry and Greaves, the components of emotional intelligence are A. Self-awareness includes recognition of the feeling at the moment of happening, which comprises the essential part of emotional intelligence. B. Self-management: self-management is the ability to use "awareness of Emotions" to remain flexible and conduct positive behaviors, to be able to control emotional reactions in front of people and under different conditions. C. Social Awareness: Social Awareness is the art of communicating with people and the skills to control and manage the feelings of others. This often means that you understand the thoughts and feelings of others. D. Relationship Management: The ability to use "awareness of others' emotions" to control and manage interactions.

Academic Achievement

Khoynezhad defines academic achievement as the students' achievement of educational goals, usually in cognitive domains and a specific study subject. Shelviry considers progression as the learned amount in the institutes measured by various tests such as math, science, etc. Merriam-Webster believes that educational development includes the quality and quantity of student work. Progress in multiple fields of life, such as sports, education, industry, occupation, etc., is important for children and the people around them. In the formal education sector, academic achievement is the primary scale measuring training to achieve curriculum goals. Studying the factors affecting student academic achievement is a complex issue because it is a multi-dimensional element and is specifically related to intelligence, motivation, personality characteristics, and locus of control, the emotional atmosphere in the family, social and economic status of the family, teaching methods, classroom emotional atmosphere and the feeling of success in courses tests.

REVIEW OF RELATED LITERATURE

Vijaya S. and Vijaya R. (2016) A study on Relationship between Emotional Intelligence on Academic achievement among secondary school students. Findings i) Emotional intelligence has positive relationship with academic achievement. It clearly shows that, when the emotional intelligence is high, the academic achievement is also high, ii) There is a significant difference between male and female students with respect to academic achievement of secondary school students.

John A. M. (2019). Studied the influence of Emotional Intelligence on Academic Achievement of Senior Secondary School Students in Physics. Findings; i) There is significant influence of senior secondary school students' self-awareness of their emotions on academic achievement in physics; ii) There is significant influence of senior secondary school students' self-regulation of their emotions on academic achievement in physics; iii) There is significant influence of senior secondary school students' self-motivation on academic achievement in physics.

Sushil Kumar Tiwari and Nisha Singh (2021). Studied Emotional Intelligence and Academic Achievement of Secondary School Students and found that; Emotional intelligence of secondary school students shows positive impact on academic achievement, as who are having high emotional intelligence their academic achievement is also high. Babajide, V.F.T. and Amosu,

Research methodology

Title of the study

"Impact of Emotional Intelligence on Academic Achievement of secondary school students"

Objectives

The following objectives are framed for the present study by the researcher.

To find out the level of Emotional Intelligence of Secondary School Students

To find out the level of Academic Achievement of Secondary School Students

To find out the influence of the following demographic variables on Emotional Intelligence



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1. Gender
2. Locality
3. Type of management

Hypotheses of the study

1. There would be no significant difference between boys and girls in their Emotional Intelligence
2. There would be no significant difference between rural and urban students in their Emotional Intelligence
3. There would be no significant difference between government and private school students in their Emotional Intelligence
4. There would be no significant relationship between **Emotional Intelligence** and Academic achievement of secondary school students.

Methodology of the study

The most popular method for resolving educational issues is the normative survey. The normative survey approach emphasizes and evaluates what is already present in current situations or interactions, as well as prevalent customs, ideas, and behaviors.

Population

Population or universe is the aggregate of all units possessing specific unique characteristics on which the sample seeks to draw inferences. To collect the relevant data required for the present study, the researcher considered all the areas from Cumbum Prakasm district of Andhra Pradesh.

Tool of the study

Tool 1: Emotional Intelligence Scale constructed by.A. K. Singh and Shruti Narain, (2017) (This scale consists of 31 items divided into four areas I. understanding emotions II. Understanding motivation III. Empathy IV. Handling relation).

Statistical Techniques

The following statistical technique has been adopted for analyzing the data which were collected from the sample. They are

Descriptive Analysis (Mean, Standard deviation)

Differential Analysis (t test)

Analysis and Interpretation of the Data

Hypothesis 1: There would be no significant difference between boys and girls in their Emotional Intelligence

Table 4.1

Emotional Intelligence – Gender analysis

S.No	Gender	N	Mean	S.D	M.D	't' value
1	Boys	500	48.63	1.73	3.78	2.724*
2	Girls	500	53.81	2.51		

Significant at 0.05 level & Table value for 1.96 at 0.05 level.

Interpretation

From the above table (4.1), the following aspects have been observed: The total number of secondary school students is 1000. The mean value from boys is 48.63, the standard deviation value is 1.73; the mean value from girls is 53.81, the standard deviation value is 2.51; the t value is 2.72 significant at 0.05 level.

Finding:-

The above table (4.1) indicates that the obtained "t" value is 2.72 is greater than the table value of 1.96 at 0.05 level. Therefore it is a significant. Hence the null hypothesis is rejected for the variable is 'gender'. The result shows that gender has an impact on **Emotional Intelligence**. There is a significant difference between boys and girls in their **Emotional Intelligence**. Girls are better in their **Emotional Intelligence** when compared with boys.



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Hypothesis 2: There would be no significant difference between rural and urban students in their Emotional Intelligence

Table 4.2

Emotional Intelligence – Locality wise analysis

S.No	Location	N	Mean	S. D	M.D	't' value
1	Rural	500	46.38	2.37	1.73	0.086
2	Urban	500	53.94	2.61		

Not Significant at 0.05 level & Table value for 1.96 at 0.05 level.

Interpretation

From the above table (4.2), the following aspects have been observed: The total number of secondary school students is 1000. The mean value from rural students is 46.38, the standard deviation value is 2.37, the mean value from urban students is 53.94, the standard deviation value is 2.61, the t value is 0.086 not significant at 0.05 level.

Finding:-

The above table (4.2) indicates that the obtained "t" value is 0.086 is less than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is accepted for the variable is 'locality'. The result shows that locality does not impact on **Emotional Intelligence**. There is no significant difference between rural and urban students in their **Emotional Intelligence**.

Hypothesis 3: There would be no significant difference between government and private school students in their Emotional Intelligence

Table 4.5

Emotional Intelligence – Type of Institute analysis

S.No	Type of Institute	N	Mean	S.D	M.D	't' value
1	Government	500	50.73	2.83	2.16	1.64
2	Private	500	47.61	1.73		

Significant at 0.05 level & Table value for 1.96 at 0.05 level.

Interpretation

From the above table (4.3), the following aspects have been observed: The total number of secondary school students is 1000. The mean value from Government school students is 50.73, the standard deviation value is 2.83, the mean value from private school students is 47.61, the standard deviation value is 1.73; the t value is 1.64 not significant at 0.05 level.

Finding:-

The above table (4.3) indicates that the obtained "t" value is 1.73 is less than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is accepted for the variable is 'Type of Institute'. The result shows that Type of Institute does not impact on **Emotional Intelligence**. There is no significant difference between government and private school students in their **Emotional Intelligence**.

Hypothesis 4: There would be no significant relationship between **Emotional Intelligence** and Academic achievement of secondary school students.

Table –4.37

Correlation between Emotional Intelligence and Academic achievement.

S. No.	Variables	N	df	'r'
1	Emotional Intelligence	1000	998	0.17** (p=0.00)
2	Academic achievement	1000		

Table value of Correlation at p=0.00, DF=998 is 0.066; ** significant at 0.05 level



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Observations

From the above table (4.4), the following observations have been made. The number of students is 2000, the number of students from **Emotional Intelligence** is 1000, the number of students from Academic achievement is 1000, the df value is 998, and 'r' value is 0.17 significant between variables.

Interpretation

The computed correlation value (r) for **Emotional Intelligence** and Academic achievement is 0.17, as shown in Table 4.4. At a 0.05 level of significance, the estimated 'r-value' is bigger than the table value of 'r' at 0.06. As a result, hypothesis 4 is ruled out. As a result, it may be stated that there is a significant positive relation between **Emotional Intelligence** and Academic achievement.

Findings of the study

1. There is significant difference between boys and girls in their Emotional Intelligence
2. There is no significant difference between rural and urban students in their Emotional Intelligence
3. There is no significant difference between government and private school students in their Emotional Intelligence
4. There is significant relationship between **Emotional Intelligence** and Academic achievement of secondary school students.

Educational Implications

1. Experts in the field of Emotional Intelligence should design a curriculum on the development of Emotional Intelligence and incorporate it into the curriculum for classes 1 through 12 in Andhra Pradesh
2. Students in courses such as teacher training should perform or practice emotional intelligence skills in order to use this knowledge in the actual world.
3. The objective of the lessons for secondary school children in Andhra Pradesh Should be to increase their emotional intelligence.
4. Enhance interpersonal and intrapersonal communication in the school curriculum to promote the development of the students' emotional intelligence.
5. Games that primarily involve groups, such as Football, Hockey, Cricket, Volley-Ball, and Basket-Ball should be incorporated into student performance evaluations. Students will be able to work in groups and their personal adjustment will be fostered through these activities.
6. The youngster should be encouraged to participate in a variety of social activities or programme so he or she may comprehend the practical nature of our world and adapt to changing circumstances.
7. Not just students, but also teachers, teacher educators, administrators, and others in positions of authority should cultivate emotional intelligence skills for the sake of humanity and the maintenance of positive relationships.

Conclusion

Emotional intelligence has emerged as an important factor for students for their strong career decision making. Therefore the school administration should set up counseling cells to strengthen the emotional intelligence among the students. Emotional intelligence tests should be made a part of the admission process in order to check the strength of emotions among students and to identify the level and need of counseling to be provided. The responsibility in the government sector is to ensure the proper utilization of funds and make proper use of various infrastructures, so that the career decision making of the students studying in government Senior Secondary Schools should improve.

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