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Research Paper

ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO EMOTIONAL INTELLIGENCE

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Abstract

This study explores the role of Emotional intelligence and academic achievement among 100 students of secondary level of school students who are participated in this study. The simple random sampling technique is used for students belong urban and rural areas of Balasore district, Odisha. The Emotional Intelligence scale and the annual examination marks of secondary school students have been used for knowing the positive correlation. Here statistical techniques Mean, S.D, Correlation product moment are used for data collection. There is positive correlation among students' academic achievement and Emotional intelligence. If students' Emotional intelligence is increased then academic achievement also increased and vice versa.



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Background of the study

Emotional intelligence is very essential for students, teachers, and parents for ensuring good physical, mental and emotional health as well as helpful for guiding own emotions and others, with it helps to students how adjust in society and gives priorities for their bright future, that emphasizes inborn quality, many psychologists believe emotion can be developed through practical experience and level of maturity . For one's measurement of Emotional intelligence the EQ is needed while the Awareness, Acceptance, Attitude, Action are the key point that controlled Emotional intelligence, for better communication with others and build strong relationship among people it's improvement necessary. For better decision making and produce good people in society, it is needed that enhances collaboration, overcome challenges and defuses conflict, than improves the management skills, removes stress and modify behaviour of human in society with developing good Personality. In adolescence period its management is very difficult so the stress and challenges can be removed by increase of emotional intelligence and guides us in our work place. EQ is important than IQ because it's management power is more than intelligence power that related with heredity and environment. The intelligence is measured by IQ but for the success of life both IQ and EQ essential that should be increased among students, than one can maintain the good life in carrier, job, any programmes, and in work places also. For management of our emotions some important components are needed those are Empathy, Self-awareness, emotional stability, interpersonal

relationship, intrapersonal relationship, self-motivation, self - regulation etc. If it is very old concept but it is needed in every place and any circumstances, for better success of life that various researchers prove that IQ alone can't bring success, So EQ also necessary in every educational and organisational field.

Many researchers, Howard Gardner, Salovey and Goleman have identified a range of key skills a combination of traits, values and behaviours which play a major role in determining successful performance. Thus, the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual so all the research indicates that $IQ + EQ = \text{Success}$.

Researchers have defined the concept of Emotional Intelligence in a variety of ways that a lot of people have given their different views on the word emotion, but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states. The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and Salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good?

Rationale of the Study

Alshakhsi et al., 2022; Che et al., 2017; Gisbert-Pérez et al., (2024) found that low level of emotional intelligence people always creating problematic situation. The various study reports showing that low level of emotional intelligence students correlate with high level of emotional intelligence students by use of internet, smart phone etc. Acar et al., (2022); Ciacchini et al., (2023); Xu et al., (2023) reported that low self-esteem students more addicted social media, and more time spends in social media plat form like facebook, twitter, whatsapp etc and gave idea that by adopting social media the students' self-esteem may be decreased day by day . Many hours they are spending with social media in a day. So the students' emotional intelligence is decreased day by day.

Lee & Sim, (2021) the training programmes can effectively improve the workers' emotional skills and trained to them how regulate their emotions. Ye et al., (2022), EI found with nursing staff that they manage relationship with others in the real world settings. Khokhar and Kush (2009) reported that high emotional intelligence ensures better performance in work. Khan and Ishfaq (2016), suggested that there is a significant difference between Emotional Intelligence among Adolescents with reference to Gender, socioeconomic status, and type of school. The present study of Senad (2017), found that the CBSE students are a high level of Emotional Intelligence, then the ability of Understand, Motivation, and Empathy than ICSE students. The Female students have more emotional intelligence and empathy then male. They can understand others emotion quickly and provides motivation to them. The conclusion in the study is that there is no significant difference in CBSE (male and female) and ICSE (male and female) students. It is most essential for success of life.

Harrod and Scheer (2005) on 200 youths of age 16-19, revealed a significant difference in the scores of males and females on emotional intelligence with females reporting higher EI level. Abdullah (2006) also found that some dimensions of emotional intelligence significantly predict academic performance of college students. After reviewing research studies about emotional intelligence in relation to university students, Abraham (2006) concluded that training in appropriate emotional skills is necessary for career success and fulfilment. In a study, Qualter, Whiteley, Hutchinson, and Pope (2007) reported that higher levels of emotional intelligence facilitate students' ability to cope with the transition from primary to secondary school. Adeyemo (2008) suggested that high emotional intelligence of female workers is different in organizations than their male counterparts. Schutte et al. (2007) carried that EI has a positive correlation with mental, psychosomatic and physical health and trait measures had better correlation than ability measures.

Martins et al. (2010) established that EI is better correlated with mental and psychosomatic health than physical health and EI showed strongest association among all trait measures. Joseph and Newman (2010) proposed a cascading model of EI and tried to integrate ability and mixed models. They also looked at gender difference in EI scores, which has been a subject of many studies with contrasting results. Van Rooy et al., (2006), and showed that while women fared better than men in ability measures, for

self-report measures, there was no gender difference. In recent years, many meta-analyses have been published linking EI with students' academic performance.

Li and zhang (2024) reported a teacher has high emotional intelligence, so he can understand his emotion and students also. So the classroom improvement can be possible. It enhances the teaching outcomes. Kelly et al. (2024) focused on teacher's emotional intelligence engages to students in the classroom and motivated to the students for better learning. It is relevant for AI. Li, He, sun, and Zhang (2020) suggested that positive emotion gives success and strengthen the work sector. And self-regulate to the nature. Steenkamp and Goosen (2024) founded that developing sustainability skills among students and enhancing emotional intelligence in any work place. Tejada-Gallardo et al. (2022) suggested that promoting adolescent adjustment by emotional intelligence. The emotional regulation is positively related with happiness. Gisbert-perez et al, (2024) viewed that creating positive correlation among adolescent students. And avoid to them from problematic situation.

Objectives of the study

1. To investigate the relationship between the emotional intelligence and academic achievement of secondary level school students.
2. To investigate the relationship between the Emotional intelligence and academic achievement of secondary level school students with reference to their gender.
3. To investigate the relationship between the Emotional intelligence and academic achievement of secondary level school students with reference to their locality.

Hypotheses of the study

1. H01- There is no significant relationship between the Emotional intelligence and academic achievement of secondary level school students.
2. H02- There is no significant relationship between the Emotional intelligence and academic achievement of secondary level school students with reference to their gender.
3. H03- There is no significant relationship between the Emotional Intelligence and academic achievement of secondary level school students with reference to their locality.

Method

The study was undertaken employing descriptive survey method.

Population

The present study is focused on secondary school students of Balasore District of Odisha. So all the secondary school students of Balasore district are considered as the population of the study.

Sample

100 secondary school students are taken as sample for the study. The sample is selected using simple random sampling technique.

Tools and techniques

The Researcher has used Emotional intelligence Scale which is constituted 35 items that measures emotional intelligence through seven factors, which includes both positive and negative statements on each component. The details are given in Table No.1

Reliability:

- The reliability of this scale is determined by calculating reliability coefficient of a sample of 200 subjects. The split half reliability coefficient was found to be 0.88.

Table 1: Items Distribution of Emotional Intelligence

Components	S.no of Positive statements	S.no of Negative statements	Total
Empathy	8, 22, 29	2, 15	5
Self-Awareness	9, 16	1, 23, 30	5
Emotional Stability	3, 10	17, 24, 31	5
Self-Motivation	11, 25	4, 18, 32	5
Intra-Personal Relationship	5, 19	12, 26, 33	5
Inter-Personal Relationship	13, 27	6, 20, 34	5
Inter-Personal Relationship	7, 21, 28	14, 35	5
Total	16	19	35

Validity:

- The scale has high content validity. It is evident from the assessment of Judges/experts that items of the scale are directly related to the concept of emotional intelligence. In order to find out the validity from the coefficient of reliability (Garrette, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93

Scoring procedure

In this five-point scale, each item or statement has to assigned score 5 for strongly agree, 4 for agree, 3 for uncertain, 2 for disagree, 1 for strongly disagree. For negative items the score is assigned 1 for strongly agree, 2 for agree, 3 for uncertain, 4 for disagree, 5 for strongly disagree. The student who scored 129-175 have high emotional intelligent, scored 82-128 have moderately emotional intelligent, scored 35-81 have low emotional intelligent,

Techniques of data analysis

The Statistical techniques have been used on the raw score to make it meaningful and to test the significance of the scores. Raw scores do not have any meaning and uses without interpreting with the help of the statistical tools. After obtaining scores on all the variables, the investigator analysed the data adopting appropriate statistical design. These statistical designs have been selected in the view of the requirement in this study. For the present study statistical techniques like Mean, SD, Product moment Correlation have been used. Here the Simple Random sampling has been placed in the present study. Every individual has equal chance for selecting in the final sample .One hundred (100) secondary level of school students have been included in the present study as subjects . Five (5) secondary schools of Balasore District, has been taken in the study.

Analysis and Interpretation

Pearson's correlation of co-efficient test has been used for knowing the relationship between emotional intelligence and academic achievement among secondary school students. The analysis of the collected data is as follows:

Relationship between the emotional intelligence and academic achievement of secondary level school students

Table 2: Relationship between the emotional intelligence and academic achievement of secondary level school students

Variables	r value	Level of Significance
Emotional Intelligence and Academic Achievement	0.72	0.01

It is found from the table-2 that the co-efficient of co-relation value between emotional intelligence and academic achievement is 0.72. This signifies that there is a positive correlation between emotional

intelligence and academic achievements of secondary level school students. Hence, the null hypothesis is rejected and it is stated that there is positive relationship between emotional intelligence and academic achievements of secondary level school students.

Relationship between the Emotional intelligence and academic achievement of secondary level school students with reference to their gender

Table 3: Relationship between the Emotional intelligence and academic achievement of secondary level school students with reference to their gender

Variables	Gender	r value	Level of Significance
Emotional Intelligence and Academic Achievement	Boys	0.75	0.01
Emotional Intelligence and Academic Achievement	Girls	0.72	0.01

This table reports that there is a positive significant relationship between emotional intelligence and academic achievement among boys and girls of secondary school students at the 0.01 level of significance. So, the null hypothesis is rejected and alternative hypothesis is accepted. This shows that emotional intelligence scores of boys and girls are closely related with the academic achievement scores. Further it implies that emotional intelligence scores of both boys and girls are significantly contributed to increase in their academic achievement.

Relationship between the Emotional intelligence and academic achievement of secondary level school students with reference to their locality

Table 4: Relationship between the Emotional intelligence and academic achievement of secondary level school students with reference to their locality

Variables	Area	r value	Level of Significance
Emotional Intelligence and Academic Achievement	Urban	0.69	0.01
Emotional Intelligence and Academic Achievement	Rural	0.70	0.01

This table focuses that there is a positive relationship between emotional intelligence and academic achievement among urban and rural areas of secondary school students at the 0.01 level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted. This shows that emotional intelligence scores of urban and rural areas of secondary school students are closely related with the academic achievement scores. This further implies that emotional intelligence scores of both urban and rural area students are significantly contribute to increase in their academic achievement

Major findings

Relationship between the emotional intelligence and academic achievement of secondary level school students.

Relationship between the Emotional intelligence and academic achievement of secondary level school students with reference to their gender

Relationship between the Emotional intelligence and academic achievement of secondary level school students with reference to their locality.

1. There has been found a Positive significant Relationship between Emotional Intelligence and Academic Achievement among secondary school of students. It means that the students have high emotional intelligence show better academic achievement.
2. There has been found a Positive significant Relationship between Emotional Intelligence and Academic Achievement among rural and urban secondary school of students. It means that the students of rural and urban having high emotional intelligence show better academic achievement.

3. There is found a Positive significant Relationship between Emotional Intelligence and Academic Achievement among secondary level boys' and girls' students. It means that the boys and girls having high emotional intelligence show better academic achievement.

In this study, shows that There is positive correlation between the Emotional Intelligence and Academic Achievement, which shows that as the emotional intelligence increases the academic achievement also increases and vice versa.

Educational Implications

In the field of education, the findings of the study has certain implications for the parents, teachers, students, counsellors, education planners and other school personnel to enable them to utilize the experiences and knowledge of the researcher. The results of the study can be usefully employed in educational situation. From the results it is evident that emotional intelligence is very important and essential for the students. An emotional intelligent child if given more exposure and chances to develop, can be better than others, emotional intelligent child should be encouraged through our educational system and they should not be simply neglected, as it is not possible to change the intelligence level of the child. It is on the part of education to provide opportunities to them, so that they can fully develop and enhance their capabilities. A lot of exposure should be provided to the students should be the aim of education. The course of the study should be prescribed by the experts, keeping in mind, there is an architect of an environment that can facilitate emotional intelligence by valuing emotional intelligence expression. Such environment would also include a non-evaluate and listening climate. Teachers and students should learn to accept multiple and diverse responses. In this way, the present study bears educational relevance in modifying educational process.

Conclusion

There are a lot of studies conducted by various psychologist related to Emotional intelligence that can be developed by various experiences, and for the development of life skills of an individual Self-regulation essential. The organization's management can be possible by increasing Emotional Intelligence, EQ provides a new way to understand the people's behaviours, management styles, attitudes, interpersonal skills, and potential. It provides service to customers and manages every problematic situation and it handles any organisation in smoothly. Then reduce the disturbance in any field with promotes the people for doing work properly. This research suggests Emotional intelligence and academic achievement are significant factors influencing student's competence and effectiveness. Increasingly Emotional intelligence refers to the ability to understand and manage one's own emotions. It plays a vital role in fostering a positive environment in classroom, building strong relationship with students and self- improvement with balance life.

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