

**EMOTIONAL INTELLIGENCE AND ACADEMIC  
ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN  
KANYAKUMARI DISTRICT**

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**Abstract**

The objective of the study is to find the significant relationship between emotional intelligence and academic achievement of high school students with reference to the background variables. Survey method was employed. Two tools are used in this study namely self-made Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF) and the Achievement Test Questions. The significant difference between the means of each pair of group is computed using Standard Deviation, 't' test, ANOVA and Pearson's Co-efficient Correlation. The findings are established and tabulated from the analysed data. The finding shows that there is no significant difference between emotional intelligence and academic achievement of high school students. Finally, Interpretations, Recommendations are given by the investigator based on the findings.

**Keywords:** Emotional Intelligence, Academic Achievement, Emotion, Children's Emotional Development, High School Students, Adolescents' Emotions

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## Introduction

Emotional Intelligence (EI) is a typical social intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use the information to guide one's own thinking and actions (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5). Emotions and learning occur in the brain. Learning means acquiring knowledge or skills. Learning requires thinking. Our thoughts influence how we feel. How we feel influences how we think. The connections between emotion and learning are bi-directional and complex. Emotions are the relay stations between sensory input and thinking. When the input is interpreted positively, we are motivated to act and achieve a goal. When the input is interpreted negatively, we do not act and do not learn. Negative emotions can be the cause or the effect of problems with learning (Candy Lawson, n.d.). Learning is as much a function of a person's emotional response to a learning environment as it is to the instructional method or classroom (Flood, 2003). While Intelligence Quotient (IQ) has long been used as a predictor of a student's success, as the world enters the 21<sup>st</sup> century, research shows that EI is a better predictor of "success" than the more traditional measures of cognitive intelligence. EI is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another (Hettich, 2000). Emotional intelligence skills are vital to human performance and the management of successful learning organizations.

## Significance of the Study

In the modern world, education is getting widened and there is a cut-throat competition among students to excel. Students feel difficult to control their emotions in order to face various situations in school life. It is imperative to manage the stress and strain to keep pace with the demands of the world. The way of managing emotions is crucial for better performance. Even after they got into the field they desire, their academic achievement is not at all adequate. Success in academics can be predicted more by emotional measures. Parent and teachers focus always on academic performance through nurturing intelligence and they give tiniest importance to their emotions. Emotions of a student can affect him in many ways. Intelligence may help students in acquiring subject knowledge but only emotional intelligence can enrich their learning proficiency and make them efficient as well as achievers. Hence, the present study has been

undertaken to study the emotional intelligence and academic achievement of high school students.

### **Statement of the Problem**

The present study is entitled as ‘Emotional Intelligence and Academic Achievement of High School Students in Kanyakumari District’.

### **Operational Definitions**

#### ***Emotional Intelligence***

Salovey and Mayer (1997) define EI as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (p. 10).

According to Goleman (1995) emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.

#### ***Academic Achievement***

Academic achievement is defined as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goals measured by examinations.

Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him.

#### ***High School Students***

High school students are the students who are studying in classes IX and X standards.

#### ***Kanyakumari District***

Kanyakumari District is a district in Tamil Nadu State of India, and is the southernmost land area of mainland India (from Wikipedia).

### **Objectives**

1. To find the significant difference between the high school students in their emotional intelligence in terms of their gender.

2. To find the significant relationship between emotional intelligence and academic achievement of high school students.
3. To find the significant relationship between emotional intelligence and socio-economic status of high school students.

### Hypotheses

1. There is no significant difference between male and female high school students in their emotional intelligence.
2. There is no significant correlation between emotional intelligence of high school students and their academic achievement.
3. There is no significant correlation between emotional intelligence of high school students and their socio-economic status.

### Methods and Procedure

Survey method is adopted for the study. Data are collected from samples of 400 students studying in IX and X standard from 1 high school and 9 higher secondary schools in Kanyakumari district that were selected randomly.

For the present study the investigator used Trait Emotional Intelligence Questionnaire short form (TEIQU-SF). Emotional Intelligence Inventory has been designed for use with English and overall marks knowing 14 to 16 years age of high school students for the measurement of their emotional intelligence in respect of four factors of emotional intelligence namely, Well Being, Self-Control, Emotionality and Sociability respectively. It has 30 items, to be answered using 7-point Likert Scale as 'Completely Disagree / Disagree / Sometimes Disagree / Neutral / Sometimes Agree / Agree / Completely Agree'. While constructing items for each of these areas due care was taken to make use of the simple language and provide well-defined purposeful statements to the respondents for the assessment of their emotional intelligence.

The Academic achievement of the students was measured by the Achievement Test Questions which was prepared by the subject experts in the field with well-established Blue Print.

The translated version of both the tools was used for collecting data from the students and the investigator himself administered the test in the selected schools after giving proper instructions. SPSS Programme was used for analysis of the collected data. For analysis of data and interpretation of results, Mean, Standard deviation, t-test, ANOVA and Pearson's Co-efficient Correlation techniques were used.

### Analysis of Data

Analysis is the statistical method, which describes the characteristic of the data and will give the investigator an insight into the problem. It simplifies the masses of facts and presents them in an understandable form in order to test the hypotheses.

1. There is no significant difference between male and female high school students in their emotional intelligence.

Gender	N	Mean	SD	Calculated 't' value	Table Value	Remark
Male	223	139.67	33.69	1.46	1.96	NS
Female	177	135.77	19.09			

Since the calculated 't' value is less than the table value for 398 degrees of freedom at 5 % level of significance, the null hypothesis is accepted.

2. There is no significant correlation between emotional intelligence of high school students and their academic achievement.

Variables	N	Calculated 'r' Value	Table Value	Remark
Emotional intelligence vs. Academic Achievement	400	0.165	0.098	NS

Since the calculated 'r' value is less than the table value for 398 degrees of freedom at 5 % level of significance, the null hypothesis is accepted.

3. There is no significant correlation between emotional intelligence of high school students and their socio-economic status.

Variables	N	Calculated 'r' Value	Table Value	Remark
Emotional intelligence vs. Socio-	400	0.040	0.098	NS

economic Status				
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Since the calculated 'r' value is less than the table value for 398 degrees of freedom at 5 % level of significance, the null hypothesis is accepted.

### Findings

1. There is no significant difference found between male and female high school students in their emotional intelligence.
2. There is no significant correlation found between emotional intelligence and academic achievement of high school students.
3. There is no significant correlation found between emotional intelligence and socio-economic status of high school students.

### Conclusion

The level of emotional intelligence of the high school students is average and the levels of academic achievement are also found to be average. As high school students hail from different socio-economic and educational backgrounds, they may be given orientation with regard to the importance of self-motivation through informal addresses, guest lectures, seminars and workshops. Special address and periodical seminars by eminent educationalists and psychologists would yield fruitful results in this regard.

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