

The Effect of Emotional Intelligence on Academic Achievement of Hostler and Day Scholar Secondary School Male Students in Science

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Abstract

This research was designed to investigate the effect of Emotional Intelligence on Academic Achievement of Hostler and Day Scholar Secondary School Male Students in Science . The sample of the study comprised of 131 Senior Secondary male students of class X selected randomly from various Secondary Schools in Aligarh. Emotional intelligence scale developed by Dr .Arun Kumar Singh and Dr Shruti Narain in 2014 was used to collect data from the selected sample. The Science Achievement Test prepared by investigator was used to found out their achievement in science. Percentage, mean, standard deviation, t test and Pearson Product Moment Correlation were used for the analysis of data. The findings of the study showed that there was significant positive correlation between Emotional Intelligence and Academic Achievement of Hostler Secondary School Male students in Science whereas there was no significant relationship between Emotional Intelligence and Academic Achievement of Day Scholar Secondary School Male students in Science.

Key Words: Emotional Intelligence, Academic Achievement , Secondary School Students

Introduction

Existence of human being is worthless without feelings and emotions. All daily activities we do involve feelings. The term emotional intelligence was coined in 1990 by two psychologists **Salovey and Mayer**. Emotional intelligence is the ability to identify and accurate reasoning of emotions and our ability to use them appropriately. Emotional intelligence is a way of identification and organization of special skills for understanding and experiencing emotions adaptively(**Goleman, 1995**). In recent years this topic of research involving relationship between emotional intelligence and academic

achievement has created a lot of interest in researchers. Before the advent of emotional intelligence it was IQ scores which were used to determine academic achievement and success in life (**Dulewicz and Higgs, 2000**).

Abisamra (2000) studied a positive relationship between emotional intelligence and academic achievement. **Farooq (2003)** studied the effectiveness of emotional intelligence on academic achievement of 246 adolescents and found that students with high emotional intelligence performed better than those students with low emotional intelligence. **Parker et al (2004)** found in their study that emotional intelligence of highly successful students were greater than those who were not successful.

Low and Nelson (2004) explored that emotional intelligence skills play a very important role in the academic achievement and performance of students of high school and college. **Svetlana (2007)** also found a significant relationship between emotional intelligence and academic achievement. **Kattekar (2010)** studied the relationship between emotional intelligence of 500 IX class students of Karnataka and their academic achievement in Kannada language and their relationship was found to be positive. **Oommen (2015)** conducted a study on relationship between emotional intelligence of 300 secondary school students of Kerala and their academic achievement in Mathematics. Results of the study showed a positive relationship between them. **Sharma and Pinku (2017)** conducted a study on emotional intelligence in relation to academic achievement, gender and locality. The findings of the study showed that emotional intelligence had a significant effect on academic achievement of students.

Objectives of the study

- 1.To find out the effect of Emotional Intelligence on Academic Achievement of Hostler Secondary School Male Students in Science .
- 2.To find out the effect of Emotional Intelligence on Academic Achievement of Day Scholar Secondary School Male Students in Science .
- 3.To compare the Academic Achievement of Hostler and Day Scholar Secondary School Male Students of Low Emotional Intelligence in Science.
- 4.To compare the Academic Achievement of Hostler and Day Scholar Secondary School Male Students of High Emotional Intelligence in Science.

Hypothesis

Null Hypothesis was formulated for all the above objectives

H₀ 1. There is no significant effect of Emotional Intelligence on Academic Achievement of Hostler Secondary School Male Students in Science .

H₀2. There is no significant effect of Emotional Intelligence on Academic Achievement of Day Scholar Secondary School Male Students in Science .

H₀3. There is no significant difference in Academic Achievement of Hostler and Day Scholar Secondary School Male Students of Low Emotional Intelligence in Science.

H₀4. There is no significant difference in Academic Achievement of Hostler and Day Scholar Secondary School Male Students of High Emotional Intelligence in Science.

Operational definitions of terms and variables

Emotional Intelligence: In this study it refers to the score obtained on Emotional Intelligence scale developed by Dr .Arun Kumar Singh and Dr Shruti Narain. This test consists of 31 items in four dimensions – Understanding emotions, Understanding motivation, Empathy, Handling relations.

Academic Achievement: In the present study academic achievement refers the marks scored by the sample in Science Achievement Test.

Secondary School Students: In this study it refers to class IX students.

Sample

The present study was conducted on a sample of 131 Secondary School Male students of class IX in Aligarh District . Random Sampling Technique was used to collect the sample of the study.

Tools

Emotional Intelligence Scale

The data for the present study was collected with the help of Emotional Intelligence scale developed by Dr .Arun Kumar Singh and Dr Shruti Narain. This test consists of 31 items in four dimensions – Understanding emotions, Understanding motivation, Empathy, Handling relations. The reliability of the test was found to be 0.86 alpha coefficients and its concurrent validity was found to be 0.86.

Achievement Test

It was developed by researcher herself. It consist of 40 multiple choice questions. Its reliability was found to be 0.9.

Statistical Analysis and Interpretation of data

Statistical techniques like Mean, Standard deviation and t-test were used for analysis of data. The statistical analysis of the data is shown in the following tables below:

Objective1.To find out the effect of Emotional Intelligence on Academic Achievement of Hostler Secondary School Male Students in Science .

Table 1: Showing the relationship between Emotional Intelligence and Academic Achievement of Hostler Secondary School Male Students in Science .

Correlations				
Livingplace			Emotional Intelligence	Academic Achievement
Hostler	Emotional Intelligence	Pearson Correlation	1	.300*
		Sig. (2-tailed)		.026
		N	55	55
	Academic Achievement	Pearson Correlation	.300*	1
		Sig. (2-tailed)	.026	
		N	55	55

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

The above table 1 shows that that there exists a positive and significant correlation of $r = 0.3$ between Emotional Intelligence and Academic Achievement of Hostler Secondary School Male Students in Science and it was found to of medium strength. Therefore null hypothesis H_0 1 formulated above is rejected.

Objective 2. To find out the effect of Emotional Intelligence on Academic Achievement of Day Scholar Secondary School Male Students in Science .

Table 2: Showing the relationship between Emotional Intelligence and Academic Achievement of Day Scholar Secondary School Male Students in Science .

Correlations				
Living place			Emotional Intelligence	Academic Achievement
Day Scholar	Emotional Intelligence	Pearson Correlation	1	.19
		Sig. (2-tailed)		.09
		N	76	76
	Academic Achievement	Pearson Correlation	.19	1
		Sig. (2-tailed)	.09	
		N	76	76

Not Significant

This table shows that exist a positive but insignificant correlation of $r = 0.19$ between Emotional Intelligence and Academic Achievement of Day Scholar Secondary School Male Students in Science . Therefore null hypothesis H_0 2 formulated above is accepted.

Objective 3. To compare the Academic Achievement of Hostler Secondary School Male Students of High and Low Emotional Intelligence in Science.

Table 3: Showing significance of mean difference between Academic Achievement of Hostler Secondary School Male Students of High and Low Emotional Intelligence in Science.

Variable	Living Place	Gender	Emotional Intelligence	N	Mean	SD	SEM	df	t	Sig
Academic Achievement	Hostler	Male	High	16	20.3	3.87	0.97	29	-2.17	0.03
			Low	15	17.4	3.73	0.96			

Significant

This table clearly shows that Hostler male students of high Emotional Intelligence group with M=20.3 and SD=3.87 performed significantly better than those of low Emotional Intelligence group with M=17.4 and SD=3.73. Therefore null hypothesis H_0 3 formulated above is rejected.

Objective 4. To compare the Academic Achievement of Day Scholar Secondary School Male Students of High and Low Emotional Intelligence in Science.

Table 4: Showing significance of mean difference between Academic Achievement of Day Scholar Secondary School Male Students of High and Low Emotional Intelligence in Science.

Variable	Living Place	Gender	Emotional Intelligence	N	Mean	SD	SEM	df	t	Sig
Academic Achievement	Day Scholar	Male	High	21	22.2	3.37	0.73	34	-2.04	0.04
			Low	21	19.5	5.2	1.13			

Significant

This table clearly shows that Day Scholar male students of high Emotional Intelligence group with M=22.2 and SD=3.37 performed significantly better than those of low Emotional Intelligence group with M=19.5 and SD=5.2. Therefore null hypothesis H_0 4 formulated above is rejected.

Conclusion

1. The findings of the study revealed that there exists a positive significant correlation between Emotional Intelligence and Academic Achievement of Hostler Secondary School Male Students in Science .
2. It was found that there exists no significant correlation between Emotional Intelligence and Academic Achievement of Day Scholar Secondary School Male Students in Science .
3. It was found that there exists significant difference between Academic Achievement of Hostler Secondary School Male Students of High and Low Emotional Intelligence in Science.
4. It was found that there exists significant difference between Academic Achievement of Day Scholar Secondary School Male Students of High and Low Emotional Intelligence in Science.

Suggestions

1. The present study may be replicated with a large sample in order to increase the scope of generalization.
2. The study should be conducted on senior secondary school students, students of ITI's, students of medical sciences and others.
3. Guidance and counseling strategies should be evolved on the basis of follow up studies to inculcate emotional intelligence in the students.
4. There is need to conduct similar type of research with rural urban dichotomy.

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