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## **A study on the emotional intelligence and academic achievement among higher secondary students**

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**Abstract**--The key goal of the present study aims to explore the capacity to understand people on a deeper level and scholarly accomplishment of students at the higher optional level. Utilizing irregular testing procedure 321 students, from the higher optional level in various frameworks of training, specifically, state, registration and focal board schools are picked. The Emotional Intelligence Scale (Hydes and others, 2002) has been utilized to evaluate the capacity to appreciate anyone on a profound level and the imprints scored in Science were taken from their half yearly presentation. The information gathered is exposed to measurable examination, specifically, mean, standard deviation, 't'- test, 'F'- proportion, Karl Pearson's Product Moment Correlation Co-effective 'r'. Results show a positive huge connection between's capacity to understand people on a profound level and scholastic accomplishment among the students. Further the students having a place with the focal board schools have a more elevated level of the capacity to understand people on a deeper level contrasted with students in state board yet didn't vary with students in registration board schools at the higher optional level. Also, students having a place with focal board schools are found to perform better in scholastics contrasted with students in state and registration board schools at the higher optional level.

**Keywords**---Emotional intelligence, Academic Achievement.

## Introduction

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Researchers investigated dimensions of emotional intelligence by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term 'emotional intelligence' came into use. Teachers in schools have been teaching the rudiments of emotional intelligence since 1978, with the development of the Self Science Curriculum and the teaching of classes such as "social development," "social and emotional learning," and "personal intelligence," all aimed at raising the level of social and emotional competence" (Goleman, 1995). Social scientists are just beginning to uncover the relationship of emotional intelligence to other phenomenon, e.g., leadership (Ashforth and Humphrey, 1995), group performance, individual performance, interpersonal/ social exchange, managing change, and conducting performance evaluations (Goleman, 1995).

Emotional intelligence represents an ability to validly reason with emotions and to use emotions to enhance thought. Emotional Intelligence encompasses the following five characteristics and abilities:

- Self-awareness--knowing your emotions, recognizing feelings as they occur, and discriminating between them
- Mood management--handling feelings so they're relevant to the current situation and you react appropriately
- Self-motivation--"gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness
- Empathy--recognizing feelings in others and tuning into their verbal and nonverbal cues
- Managing relationships—handling interpersonal interaction, conflict resolution, and negotiations.

## Need for the study

Research in mind based learning recommends that close to home wellbeing is crucial to powerful learning. As per a report from the National Center for Clinical Infant Programs, the most critical component for an understudy's progress in school is a comprehension of how to learn for example The capacity to appreciate individuals on a deeper level. The critical elements for this understanding are certainty, interest, deliberateness, restraint, relatedness, ability to convey and capacity to collaborate. These qualities are parts of the capacity to appreciate individuals on a deeper level. Essentially, an understudy who figures out how to learn is significantly more well-suited to succeed. The capacity to understand individuals on a profound level has demonstrated a preferred indicator of future accomplishment over conventional techniques like the GPA, IQ, and government sanctioned test scores. Subsequently, the extraordinary interest in ability to understand people on a deeper level with respect to enterprises, colleges, and schools from one side of the country to the other. The possibility of Emotional Intelligence has propelled examination and educational program improvement all

through these offices. Specialists have presumed that individuals who deal with their own sentiments well and manage others are bound to carry on with content lives. Also, cheerful individuals are more able to hold data and do so more really than disappointed individuals.

## Methodology

### Population and Sample

The target population for the present study is the students in different categories of schools following different systems of education at the higher secondary level. From the target population a sample of 321 students (106 state, 110, matriculation and 105 central board students) are chosen.

### Tools Used for the study

The research tool used for the present study to analyze the, self-concept of students in different systems of education at the higher secondary level is Emotional Intelligence Scale (Hydes and others, 2002) and for academic achievement the achievement in all subjects was taken.

### Hypothesis

1. There is no significant difference in Emotional Intelligence and Academic Achievement.
2. There is no significant difference in Emotional Intelligence and Academic Achievement in relation to type of management.
3. There is no significant relationship between Emotional Intelligence and Academic Achievement among students.

Table 1: There is no significant difference in Emotional Intelligence and Academic Achievement

Variable	Source of Variation	<i>df</i>	Sum of Square	Mean of Sum of Square	<i>F</i> -ratio
Emotional Intelligence	Between groups	2	409001.85	204500.92	941.79**
	Within groups	318	69050.46	217.140	
	Total	320	478052.35		
Academic Achievement	Between groups	2	2048.55	1024.28	4.94**
	Within groups	318	65910.63	207.27	
	Total	320	67959.18		

In order to establish the actual degree of difference between the students belonging to different categories of schools, namely, state, matriculation and central board schools, critical ratios were worked out and the actual difference between the mean scores were established. The tables presented below thus indicate the mean difference between the students in the different categories of schools at the higher secondary level.

Table 2: There is no significant difference in Emotional Intelligence and Academic Achievement in relation to type of management

Variable	Category of Schools	Sample Size	Mean	SD	SEM	SED	CR
Emotional Intelligence	State Board	106	62.80	15.61	1.52	2.04	21.52**
	Matriculation Board	110	106.78	14.42	1.38		
	State Board	106	62.80	15.61	1.52	2.05	42.93**
	Central Board	105	150.86	14.14	1.38		
	Matriculation Board	110	106.78	14.42	1.38	1.95	22.62**
	Central Board	105	150.86	14.14	1.38		
Academic Achievement	State Board	106	59.58	13.74	1.33	1.92	1.97*
	Matriculation Board	110	63.35	14.47	1.38		
	State Board	106	59.58	13.74	1.33	1.98	3.12**
	Central Board	105	65.75	14.96	1.46		
	Matriculation Board	110	63.35	14.47	1.38	2.01	1.20 <sup>NS</sup>
	Central Board	105	65.75	14.96	1.46		

It is evident that the matriculation school students are better in their emotional intelligence when compared to the state board school students; the central board school students are better in their emotional intelligence when compared to the state board school students; the central board school students are better in their emotional intelligence when compared to the matriculation board students at the higher secondary level.

It is also seen that the matriculation school students are better in their academic achievement when compared to the state board school students; the central board school students are better in their academic achievement when compared to the state board students; the central board school students are similar in their academic achievement when compared to the matriculation board students at the higher secondary level.

Table 3: There is no significant relationship between Emotional Intelligence and Academic Achievement among students

Variable	Emotional Intelligence	Academic Achievement
Emotional Intelligence	1	0.25 **
Academic Achievement		1

It seems to be there is a positive correlation between Emotional Intelligence and Academic Achievement among students. Thus it implies there is a relationship between Emotional Intelligence and Academic Achievement among Higher secondary students. Hence we should ensure the Emotional Intelligence for the better scholastic achievement.

## Conclusion

In the present study, it is found that the students concentrating on in various classifications of schools following various frameworks of training, to be specific, the state, registration and the focal board schools are found to contrast essentially as for the capacity to understand people on a profound level and scholarly accomplishment. The focal board students are essentially better in their capacity to appreciate anyone at their core and scholarly accomplishment when contrasted with their partners in state and registration board schools at the higher auxiliary level. The registration board students at the higher auxiliary level are fundamentally better in capacity to appreciate anyone on a deeper level and scholarly accomplishment than their partners in state board schools, however are essentially lower when contrasted with the students in state board schools. The students at the higher optional level in registration and focal board schools have better foundation offices at schools, similar to, exceptional labs, sufficient library offices asset focuses, play types of gear and their educational plan is likewise an extremely difficult one that requires complete responsibility from the piece of educators and the administration. The help reached out from the guardians, offices at home and the home climate with is exceptionally favorable for students in both, registration and focal board schools than when contrasted with their partners in state board schools at the higher optional level. These elements contributed altogether towards the better improvement of the capacity to understand anyone on a deeper level and scholastic accomplishment of the students in registration and focal board school students.

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