

EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS IN NAGAPATTINAM DISTRICT

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ABSTRACT

The main objectives of the present study are to find out the significant difference between the subgroups of ninth-standard students in their mean score of emotional intelligence and academic achievement and also to find out the correlation between emotional intelligence and academic achievement. The study was conducted through a descriptive survey method of research. The population for the present study is the ninth-standard students (N=300) who are studying in high school and higher secondary schools in Nagapattinam district of Tamil Nadu state. It is quite clear that emotional intelligence and academic achievement should properly be inculcated or improved in ninth-standard students to achieve higher academic achievement/performance. The researcher employed a simple random sampling technique in this study. The study reveals that there is a significant difference between boys and girls of ninth-standard students in the mean score of academic achievement. The study also reveals that there is a significant positive correlation between emotional intelligence and academic achievement ninth standard students.

Keywords: Academic Achievement, Emotional Intelligence, IX Standard Students.

Introduction

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Education is a never-ending process of growth and development of personality from womb to tomb. It is the process, which makes life progressive, cultural and civilized. It is a dynamic process that trains a human to develop thinking, reasoning, intelligence, creativity, positive sentiments and attitudes.

The man without education would still be living just like an animal. It is education, which transformed man from a mere "two-legged animal" into a human being. The word education is like a diamond that appears to be of a different colour when seen from different angles. It is as basic to civilization for the social survival of the society. Education of an individual does not begin at school or college; it begins much before the birth that is when it is in the mother's belly in the form of an embryo. It ends not when he graduates from the university but at his death. Hence education is a lifelong process that brings forth the best in a man to mould well-balanced personalities-naturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually mature, vocationally self-sufficient and internationally liberal.

Need and Significance of the Study

Emotional intelligence develops with an increase in age and experience as a person progresses from childhood to adulthood. There has been increasing interest in emotional intelligence in recent decades within the academic and performance of an individual. An actual education that a student gains

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in the school chooses his or her livelihood. The school setting is one of the important reasons supporting the educational, social and emotional development of the students. As they start and progress through their school, they are continually called upon to adjust to new situations, and a certain amount of expected level of emotional intelligence. It is also important to make clear to the teachers and parents the possibility of emotional intelligence among the students. The academic achievement of a student is not virtuously determined by his/her intelligence only. It is the abilities shared with others who could completely contribute to academic learning that support a lot in identifying the source of learning, get-together materials, clarifying the doubts, preparing for the examination and being on the top of the ladder of academic performance.

A high level of anxiety, worry and emotional instability contribute to behavioural and learning problems, lack of concentration and poor academic achievement among IX standard students due to adolescence and hormonal changes in the body. Hence, emotional intelligence plays a significant role in their academic activities and their overall personality development. So, providing social and emotional intelligence experiences in school can help adolescents improve their behavioural adjustment in life and academic achievement. Hence, it is necessary to assess emotional intelligence and its relation to the academic achievement of IX-standard students in the Nagapattinam district.

Statement of the Problem

The present investigation is stated as, "Emotional Intelligence and Academic Achievement of IX standard students in Nagapattinam district".

Variables of the Study

- **Independent Variable**
Emotional Intelligence is taken as an independent variable of the study.
- **Dependent Variable**
Academic achievement is taken as a dependent variable of the study.
- **Sub Variables**
Gender and Types of family are the sub-variables taken for the study.

Objectives of the Study

The following objectives are framed for the study,

- To find out the level of emotional intelligence of IX standard students.
- To find out the level of academic achievement of IX standard students.
- To find out if there is any significant difference in the mean score of emotional intelligence and academic achievement of IX standard students concerning gender.
- To find out if there exists any significant difference in the mean score of emotional intelligence and academic achievement of IX standard students concerning type of family.
- To find out if there is any significant correlation between emotional intelligence and academic achievement of IX standard students.

Hypotheses of the Study

- The level of emotional intelligence of IX standard students is high.
- The level of academic achievement of IX standard students is high.
- There is no significant difference in the mean score of emotional intelligence of IX standard students concerning gender.
- There is no significant difference in the mean score of academic achievement of IX standard students concerning gender.
- There is no significant difference in the mean score of emotional intelligence of IX standard students concerning type of family.
- There is no significant difference in the mean score of academic achievement of IX standard students concerning type of family.
- There is no significant correlation between emotional intelligence and academic achievement of IX standard students.

Method of the Study

In this present study, the normative survey research method is used. The normative-survey research attempts to measure the status quo or existing situations and their evaluation. In other words, the primary goal of the survey is an investigation of the present status of the phenomenon.

Sample of the Study

A sample is a small proportion of a population selected for observation and analysis. The sample must be representative of the total population. The present study consists of 300 IX standard students from sixteen schools in the Nagapattinam district of Tamil Nadu. These 300 students were selected based on a simple random sampling technique.

Statistical Techniques Used in the Study

The statistical techniques used for the study are mean, standard deviation, t-test, and coefficient of correlation using SPSS version 26.0.

Testing the Hypothesis

Hypothesis 1

The level of emotional intelligence of IX standard students is high.

Table 1

S. No.	Variables	No	Low		Average		High	
			No	%	No	%	No	%
1	Emotional Intelligence	300	58	19.3	189	63.0	53	17.7

From the above table, the mean score of students is found to be more in average level (63.0%); low level (19%); and high level (17.7%). The null hypothesis is rejected.

Hypothesis 2

The level of academic achievement of IX-standard students is high.

Table 2

S. No.	Variables	No	Low		Average		High	
			No	%	No	%	No	%
1	Academic Achievement	300	58	18.3	189	63.0	56	18.7

From the above table, the mean score of students is found to be more in average level (63.0%); low level (18%); and high level (18.7%). The null hypothesis is rejected.

Hypothesis 3

There is no significant difference in the mean score of emotional intelligence of IX standard students concerning gender.

The hypothesis is tested by using the 't' test.

Table 3

Gender	N	Mean	S.D	't' value	Level of significance
Male	140	234.56	26.93	0.580	Not Significant
Female	160	236.29	24.38		

The above table shows that the computed value of 't' 0.580 is less than the critical value of 1.96 at a 0.05 level of significance and hence it is not significant. The null hypothesis is accepted and it is inferred that there is no significant difference in the mean score of emotional intelligence of IX standard students concerning gender.

Hypothesis 4

There is no significant difference in the mean score of academic achievement of IX standard students concerning gender.

The hypothesis is tested by using the 't' test.

Table 4

Gender	N	Mean	S.D	't' value	Level of significance
Male	140	260.6214	74.1338	4.8671	Significant
Female	160	306.6563	89.6200		

The above table shows that the computed value of 't' 4.8671 is greater than the critical value of 1.96 at a 0.05 level of significance and hence it is significant. The null hypothesis is rejected and it is inferred that there is a significant difference in the mean score of academic achievement of IX standard students concerning gender. It is also observed that female students have more academic achievement than male students.

Hypothesis 5

There is no significant difference in the mean score of emotional intelligence of the IX standard students concerning the type of family.

The hypothesis is tested by using the 't' test.

Table 5

Types of family	N	Mean	S.D	't' value	Level of significance
Individual	220	234.2182	25.7138	1.4380	Not Significant
Joint	80	238.9500	25.0078		

The above table shows that the computed value of 't' 1.4380 is less than the critical value of 1.96 at a 0.05 level of significance and hence it is not significant. The null hypothesis is accepted and it is inferred that there is no significant difference in the emotional intelligence of IX standard students concerning type of family.

Hypothesis 6

There is no significant difference in the mean score of academic achievement of IX standard students concerning the type of family.

The hypothesis is tested by using the 't' test.

Table 6

Types of family	N	Mean	S.D	't' value	Level of significance
Individual	220	287.1364	85.4850	0.652	Not Significant
Joint	80	279.7750	86.8315		

The above table shows that the computed value of 't' 0.652 is less than the critical value of 1.96 at the 0.05 level of significance and hence it is not significant. The null hypothesis is accepted and it is inferred that there is no significant difference in the academic achievement of IX standard students concerning the type of family.

Hypothesis 7

There is no significant correlation between academic achievement and emotional intelligence of IX standard students.

This hypothesis was tested by using Karl Pearson's Product Moment Coefficient of Correlation.

Table 7

Correlations		
	Academic Achievement	Emotional Intelligence
Academic Achievement	1	0.493**
Emotional Intelligence	0.493**	1

The above table shows that the computed value of 'r' (0.493) is greater than the critical values of 0.148 at the 0.01 level and hence, it is significant. Consequently, the null hypothesis is rejected and it can be said that there is a significant positive correlation between academic achievement and the emotional intelligence of IX-standard students.

The Findings of the Study

- It is found that the levels of emotional intelligence and academic achievement are in average level.
- It is found that there is no significant difference in the emotional intelligence of IX standard students concerning gender.
- It is found that there is a significant difference in the mean score of academic achievement of IX standard students concerning gender.

- It is found that there is no significant difference in the emotional intelligence of IX standard students concerning the type of family.
- It is found that there is no significant difference in the academic achievement of IX standard students concerning the type of family.
- It is found that there is a significant positive correlation between academic achievement and emotional intelligence of IX-standard students.

Recommendations

In the present study, it is found that there is a significant difference in the mean score of academic achievement of IX standard students concerning gender. Thus, efforts should be made to help them enhance their academic achievement, which will help them improve their level of emotional intelligence. The schools should be given more opportunities and atmosphere to share their emotions and desires easily so that they can solve their problems and get better adjusted.

The study also reveals a significant positive correlation between emotional intelligence and academic achievement. This can be done through training them, on their emotional perception, expression, regulation and utilization and those of others. Consequently, this will improve their intrapersonal, and interpersonal relationships as well as communication skills both at school and out of school, thus increasing their academic achievement.

Conclusion

The present study found that there is a significant difference between boys and girls of ninth-standard students. This indicates that gender plays a significant role in their emotional intelligence. These differences should be eliminated through proper training among ninth-standard students. The emotion is under the affective domain. So, the proper training programme should be arranged in the school. It will be controlling the student's emotions. Students having balanced emotions, the achievement may increase.

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