



Emotional Intelligence and Academic Achievement of High School Students

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ABSTRACT

In the present study, 'Emotional Intelligence and Academic Achievement of High School Students,' an attempt has been made to understand the relationship between emotional intelligence of a selected group of high school students and their academic achievement and demographics. The study involved 298 (54 females and 36 males in the age range between 13 to16) randomly selected students of VIII, IX and X standards. Trait Emotional Intelligence Questionnaire – Adolescent Short Form (Petrides and Furnham, 2006) was used to assess the Emotional Intelligence of the students. The marks of two Term Examinations were collected from the school records. The results showed that there was no statistically significant relationship between emotional intelligence and academic achievement; there was a statistically significant relationship between emotional intelligence and place of living; there was a statistically significant relationship between academic achievement and gender.

KEYWORDS : Emotional Intelligence, Academic Achievement, High School Students

Introduction

Contemporary psychological research literature indicates emotional intelligence (EI) as positively implicated in physical health, mental health, relationship, conflict resolution, success and leadership. For quite a long, intelligence quotient (IQ) was viewed as the primary determinant of success. Individuals with high IQs were assumed to be destined for a life of accomplishment and achievement and researchers debated whether intelligence was the product of genes or the environment. However, some critics began to realize that not only was high intelligence no guarantee for success in life, it was also perhaps too narrow a concept to fully encompass the wide range of human abilities and knowledge.

Nevertheless, IQ is still recognized as an important element of success, particularly when it comes to academic achievement. Individuals with high IQs typically do well in school, often earn more, and tend to be healthier in general. But today experts recognize it is not the only determinate of life success. Instead, it is part of a complex array of influences that includes emotional intelligence among other things. When such is the scenario, it becomes imperative that the educational system laid the foundation and nurture emotional intelligence in schools. Healthy classroom environments depend on the creation of a classroom culture that allows children to develop emotional intelligence competencies. It has been identified that social emotional learning (SEL) is a method for developing the skills of emotional intelligence in school children.

In the present study, an attempt has been made to understand the relationship between emotional intelligence of a selected group of high school students and their academic achievement and demographics. This study is intended to pay way for more such studies which can help evolve SEL programmes that are tailor made for specific groups of children.

Method

Participants

From Vidya Vikasini Matriculation Higher Secondary School, Coimbatore, 298 students studying in VIII, IX and X were randomly selected to serve as the sample of the study. The sample included both boys and girls. They were in the age range of 13-16 years.

Tools

- Case Study Schedule was used to collect the required demographic data of the participants.
- Trait Emotional Intelligence Questionnaire – Adolescent Short Form (TEIQue- ASF) (Petrides and Furnham, 2006) was used to assess the Emotional Intelligence of the participants. TEIQue- ASF consists of 30 items. There are 7 possible responses to each item

ranging between Agree - Disagree. The participants are asked to circle any one of the alternatives, which apply to them most. The internal consistency of the global score exceeds .80.

- Assent Forms were distributed to the participants to obtain their consent to participate in the study.

Ethical Clearance

Prior to the commencement of the data collection, the Research Proposal (AUW.IHEC.2013:68) submitted to the Institutional Human Ethics Committee had been scrutinized. The committee granted approval for the proposal and the approval number obtained was AUW/IHEC-13-14/XMT-17.

Procedure

The participants were provided with an introductory session to build rapport. After the introductory session, the participants completed Case Study Schedule, Trait Emotional Intelligence Questionnaire – Adolescent Short Form and Assent Form.

Results and Discussion

Table 1: Showing the Level of Emotional Intelligence of the Sample N=298

Emotional Intelligence	n	Percentage (%)
Very High (183 & above)	0	0
High (132-182)	49	16
Average (81-131)	247	82
Below Average (30-80)	2	1

It is very encouraging to note from Table 1 that, 82% of the student participants had average emotional intelligence. The participants of the present study might be well balanced in their emotions without the negative emotions interfering their interpersonal relationships in classroom their academic performance.

Table 2: Showing the Emotional Intelligence of Male and Female Participants

	Gender	n	Mean	Std. Deviation	t	p
Emotional Intelligence	Male	137	119.1095	12.20094	0.6756	0.4998
	Female	161	118.0932	13.53782		

Table 2a: Showing the Correlation between Emotional Intelligence and Gender

		Gender of the Respondent	Emotional Intelligence level
Gender of the Respondent	Pearson Correlation	1	-.039
	Sig. (2-tailed)		.500
	N	298	298
Emotional Intelligence	Pearson Correlation	-.039	1
	Sig. (2-tailed)	.500	
	N	298	298

It can be noted from Table 2 that there is only a difference of one point in the mean emotional intelligence of male and female participants of the present study. By conventional criteria, this difference is considered to be not statistically significant. Obviously, Table 2a does not show a statistical significance in correlation between emotional intelligence and gender.

Table 3: Correlation between Emotional Intelligence and Birth order

		Emotional Intelligence	Birth Order
Emotional Intelligence	Pearson Correlation	1	-.020
	Sig. (2-tailed)		.735
	N	298	298
Birth Order	Pearson Correlation	-.020	1
	Sig. (2-tailed)	.735	
	N	298	298

The type of extent of socialization one receives from one's family may be related to both family size and birth order. Family size can be defined by the number of children in the family. Birth order can be defined as the age ranking of oneself in comparison with siblings that are either born or adopted in to his/her family. Table 3 indicates that emotional intelligence and birth order are not correlated.

Table 4: Correlation between Emotional Intelligence and Socio Economic Status

		Emotional Intelligence level	Socio Economic Status
Emotional Intelligence level	Pearson Correlation	1	.034
	Sig. (2-tailed)		.553
	N	298	298
Socio Economic Status	Pearson Correlation	.034	1
	Sig. (2-tailed)	.553	
	N	298	298

Table 4 shows that there is no correlation between emotional intelligence and socio economic status in the participants of the present study. Socioeconomic status is measured as a combination of education, income, and occupation.

Table 5: Emotional Intelligence and Place of Living

	Place of Living	n	Mean	Std. Deviation	t	p
Emotional Intelligence	Urban	256	117.9648	12.86776	1.9728	0.0495*
	Rural		122.1905	12.85802		

*Significant at 0.05 level

Table 5a: Correlation between Emotional Intelligence and Place of Living

		Emotional Intelligence level	Place of Living
Emotional Intelligence level	Pearson Correlation	1	.114*
	Sig. (2-tailed)		.049
	N	298	298
Place of Living	Pearson Correlation	.114*	1
	Sig. (2-tailed)	.049	
	N	298	298

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

It is interesting to observe that the rural residents have higher level of emotional intelligence than the urban residents of the present study. Accordingly, Table 5a indicates a statistically significant correlation (0.05 level) between emotional intelligence and place of living of the participants of the study. In the present study, 85% of students are from urban areas and 82% belonged to nuclear families. Some studies have proved that high socio economic status people have trouble in understanding the emotions of others. It is probably because of their increased educational facilities and financial security that they fare well in life. But low socio economic status students have the ability to face the day to day situations and they know the value of each and every facility that they get. They need to run the family on their own and there is a difficult in getting job too.

Table 6: Correlation between Emotional Intelligence and Type of family

		Type of Family	Emotional Intelligence
Type of Family	Pearson Correlation	1	-.003
	Sig. (2-tailed)		.958
	N	298	298
Emotional Intelligence	Pearson Correlation	-.003	1
	Sig. (2-tailed)	.958	
	N	298	298

Table 6 shows that emotional intelligence and type of family are not correlated in the present study. Here 82% of students are belonged to nuclear family. Only 17 % belonged to joint family. And also in some nuclear families, both the parents are working. So they are unable to get quality time with their children and thereby fail to cater to the emotional needs of children.

Table 7: Level of Academic Achievement of the Student Participants

	n	Mean	Std. Deviation	Minimum	Maximum
High	22	268.0000	68.64470	121.00	370.00
Moderate	274	304.5474	56.36426	123.00	398.00
Low	2	244.0000	8.48528	238.00	250.00
Total	298	301.4430	58.03092	121.00	398.00

Table 7a: ANOVA of Academic Achievement

	Sum of Squares	df	Mean Square	F	p
Between Groups	33845.647	2	16922.823	5.166	.006
Within Groups	966327.883	295	3275.688		
Total	1000173.530	297			

Above ANOVA Table denotes there is definite difference between the groups. The value is significant as it is less than .05.

Table 8: Correlation between Emotional Intelligence and Academic Achievement

		Emotional Intelligence level	Marks Obtained
Emotional Intelligence	Pearson Correlation	1	.093
	Sig. (2-tailed)		.110
	N	298	298
Marks Obtained	Pearson Correlation	.093	1
	Sig. (2-tailed)	.110	
	N	298	298

Table 8 shows no correlation between emotional intelligence and marks of the participants of the study. While Intelligence Quotient has long been used as a predictor of a student's success, as the world enters the 21st century, research shows that emotional intelligence is a better predictor of "success" than the more traditional measures of cognitive intelligence. Emotional intelligence is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another. Emotional intelligence skills are vital to human performance and the management of successful learning organizations.

Table 9: Correlation between Academic Achievement and Gender

		Marks Obtained	Gender of the Respondent
Marks Obtained	Pearson Correlation	1	.173**
	Sig. (2-tailed)		.003
	N	298	298
Gender of the Respondent	Pearson Correlation	.173**	1
	Sig. (2-tailed)	.003	
	N	298	298

**Correlation is significant at the 0.01 level

Table 9 shows that gender differences and academic achievement are correlated. It is significant at 0.01 level. Most studies show that, on average, girls do better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys (Jacobs, 2002). Standardized achievement tests also show that females are better at spelling and perform better on tests of literacy, writing, and general knowledge (National Center for Education Statistics, 2004). An international aptitude test administered to fourth graders in 35 countries, for example, showed that females outscored males on reading literacy in every country.

Empirical Findings

Eighty two percentage of the participant students had average emotional intelligence.

The coefficient of correlation between emotional intelligence and academic achievement is statistically not significant.

The coefficient of correlation between gender and emotional intelligence is not statistically significant.

The coefficient of correlation between emotional intelligence and birth order is statistically not significant.

The coefficient of correlation between emotional intelligence and socio economic status is statistically not significant.

The coefficient of correlation between emotional intelligence and place of living is statistically significant at 0.05 level.

The coefficient of correlation between emotional intelligence and family type is statistically not significant.

The coefficient of correlation between gender and academic achievement is statistically significant at 0.01 level.

Recommendations

- Counsellors and Educational psychologists trained in various study skills and cognitive behavioural techniques could be appointed in all schools.
- Parents and teachers could be given awareness about Emotional Intelligence.
- Social Emotional Learning (SEL) should be recognized as a mandatory part of the school curriculum.

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