



IMPACT OF EMOTIONAL INTELLIGENCE AND SELF EFFICACY ON SCHOLASTIC ACHIEVEMENT AMONG SOCIAL ISOLATE STUDENTS

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ABSTRACT

An attempt was made in the present investigation to study the impact of emotional intelligence and self efficacy on scholastic achievement among social isolate students. Sample of the present study consists of 300 IXth class boys students selected from government and municipality schools in Kadapa District of Andhra Pradesh State. Social isolation/loneliness scale developed by Praveen Kumar Jha (1980), The Emotional Intelligence scale developed by Baron's (1997), the Self-efficacy scale developed by Copeland and Nelson (2004) were administered. Results revealed significant influence of nature of students, emotional intelligence and self-efficacy on scholastic achievement among students.

KEYWORDS : Emotional Intelligence, Self-Efficacy, Scholastic Achievement and Social Isolate Students.

INTRODUCTION

Achievement in academic subjects taught in the school is, in general, regarded as scholastic achievement or academic achievement. In the present fast growing society scholastic achievement, which is identified with the development in cognitive domain attained utmost importance, neglecting development in other domains. Success in academics is equated to success in life in the present competitive world. In the changed socio-economic and familiar scenario several other new factors like emotional intelligence, perceived value of academic achievement and learning needs of pupils, etc., could also be envisaged to be influencing pupils, school performance.

In Social situations, individuals have varying perceptions of their ability to successfully interact with others. In other words, their self-efficacy beliefs reflect their level of social confidence (Bandura, 1977).

Emotional intelligence is 'the ability to integrate cognition and emotion in order to guide and supplement thinking, understanding, and behavior to comprehend and deal with the environmental/situational demands' (Salovey & Mayer, 1990).

Review of Literature

Frederickson and Furnham (2004) investigated the relationship between emotional intelligence and academic performance and found that emotional intelligence positively supports the relationship between academic performance and cognitive ability. Adeyemo (2007) studied the relationship between emotional intelligence, academic self-efficacy, and academic performance of university level students. The study shows a significant association of emotional intelligence with academic achievement and recommends that EI must be included in curriculum at school, college, and university level. Hassan, Sulaiman and Ishak (2009) found a significant positive association of emotional intelligence with the level of academic achievement among rural area students. Ogundokun and Adeyemo (2010) report a strong positive correlation of senior secondary school students' emotional intelligence with their academic performance measured through their scores on English language and mathematics achievement tests. Farooq (2000) investigated the relationship between emotional intelligence and academic performance of students at school level. The study reveals that the students who score high on emotional intelligence specifically in the areas of interpersonal skills, intrapersonal skills, adaptability, general moods, and stress management skills were having good academic performance as compared to students who score low on these scales. Shipley, Jackson and Segrest (2010) studied the relationship of emotional intelligence with academic performance of management students at college level. Conversely, the study reports no significant association

of emotional intelligence with academic performance. As the relation of EI with academic performance of student's remains inconclusive, so the current study attempts to investigate the relationship of EI with academic performance of students. Yaman Köseoğlu (2015) examined that the self-efficacy and academic achievement. Results indicated that students with low self-efficacy were inclined to believe that intelligence is inherent and cannot be changed. It was also found that the relationship between self-efficacy and GPA was partially mediated by effort-regulation.

OBJECTIVE

1. To assess the impact of nature of students, emotional intelligence and self-efficacy on scholastic achievement among students.

Hypotheses

1. There would be significant impact of nature of students on scholastic achievement among students.
2. There would be significant impact of emotional intelligence on scholastic achievement among students.
3. There would be significant impact of self-efficacy on scholastic achievement among students.

Sample

Sample for the present study consists of 300 IXth class boys students selected from Government and municipality schools in Kadapa District of Andhra Pradesh State. The subjects were in the age group of 13-15 years and using purposive sampling method.

Variables Studied

Independent Variables

1. Nature of Students
2. Emotional Intelligence
3. Self-Efficacy

Dependent Variable

1. Scholastic Achievement.

Tools Used

Assessment of Social isolation/ loneliness: Social isolation/loneliness scale developed by Praveen Kumar Jha (1980). It consists of 36 items. The reliability of the instrument was established by test - retest method and it is 0.84. **Assessment of the emotional intelligence:** Emotional intelligence scale developed by Baron (1997). It consists of 30 items. The reliability of the instrument was established by test - retest method and it is 0.86. **Assessment of The self-efficacy:** Self efficacy scale developed by Copeland and Nelson (2004). It consists of 16 items. The reliability of the instrument was established by test - retest method and it is 0.82. **Assessment of the Scholastic Achievement:** The Half-yearly and annual marks obtained in IXth Class constituted the dependent

variable - scholastic achievement scores.

Statistical Analysis

The obtained data were subjected to statistical analysis such as Means, SDs, and Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

Table-1: Mean and SD's for Total Scholastic Achievement among Eight Groups.

Nature of students		High Emotional Intelligence		Low Emotional Intelligence	
		High Self efficacy	Low Self efficacy	High Self efficacy	Low Self efficacy
Normal	Mean	267.76	246.50	258.74	234.64
	SD	38.78	35.21	36.52	42.96
Social Isolates	Mean	255.63	224.12	254.49	216.44
	SD	32.15	43.52	39.26	41.10

Grand means

Normal students : 251.97	High Emotional Intelligence: 248.50
Social Isolates : 237.67	Emotional Intelligence Low: 241.07
High Self efficacy: 259.15	
Low Self efficacy: 230.42	

The normal students with High Emotional Intelligence and with high self-efficacy have obtained the highest mean score of 267.76 indicating high scholastic achievement. Whereas, social isolates with low emotional intelligence and with low self-efficacy have obtained the lowest mean of 216.44 indicating their poor scholastic achievement.

Table-II: A Summary ANOVA for scores on Total Scholastic Achievement.

Source	Sum of Squares	df	Mean Square	F-Values
Nature of students (A)	13714.84	1	13714.84	8.71**
Emotional intelligence (B)	3729.30	1	3729.30	2.37@
Self efficacy (C)	55809.46	1	55809.46	35.45**
AXB	614.06	1	614.06	0.39@
AXC	2475.89	1	2475.89	1.57@
BXC	371.50	1	371.50	0.24@
AXBXC	58.04	1	58.04	0.04@
Error	459730.36	292	1574.42	--
Total	544903.88	299	--	--

** -Significant at 0.01 level @-Not Significant at 0.05 level

From the table it can be seen that the obtained F-ratio for Nature of students (F=8.71) is significant at 0.05 level and F-ratio for self efficacy (F=35.45) is significant beyond 0.01 level. However the F-ratio for emotional intelligence (F = 2.37) is not significant at 0.05 level. The controls in interaction with Emotional intelligence did not effect on scholastic achievement (F = 0.39) and the controls in interaction with Self-efficacy is did not effect on scholastic achievement (F = 1.57) and emotional intelligence in interaction with Self-efficacy is did not effect on scholastic achievement (F = 0.24). The table for shows no significant interaction between Emotional Intelligence and Self-efficacy and between Nature of students and Emotional intelligence with Self-efficacy (F = 0.04).

The hypothesis-1: Predicted that there would be significant difference between social isolates and normal (control group) with regard to their performance in total scholastic achievement. As the F- ratio is significant beyond 0.01 level. The hypothesis is accepted as warranted by the results. The hypothesis is accepted as warranted by the results. The probable reason for the low scholastic achievement of the students with loneliness/social isolation may be due to the individual who is lonely gets the feeling of being unwanted

and rejected by others. Due to this the feeling of worthlessness begins to creep in within the individual, which eventually lowers the self-esteem of that person. The person begins lose self-confidence and there is a lack of self-belief within the individual. This lack of self-belief and self-esteem has a negative effect on various aspects of the individual's life, including his/her academic performance.

The person starts to feel that there is no use of studying and that he/she is not going to gain anything by studies. The loss in self-belief makes the student feel that studying and getting good grades will not do any good for him/her. Gradually the student begins to lose interest in studies itself. The feeling of being unwanted and rejected has a severe affect on his/her academic interests. This ultimately, and obviously, leads to a decline in the student's academic performance. The findings of the present study are corroboration with findings of earlier studies.

The hypothesis-2: Predicted that there would be significant impact of Emotional intelligence on scholastic achievement. As the F-ratio is not found to be significant at 0.05 level. The hypothesis is rejected as unwarranted by results of the findings of the present study are supported by earlier studies. Probable reason for similar performance of these two groups may be explained that the students are not focused to learning climate. The students must be coming from the similar socioeconomic background and have been receiving similar social training which in turn influenced on their scholastic achievement. More over these students are attached to government and municipality schools where personal care and attention is a problem. This hinders the development of social and emotional skills of the students.

The hypothesis-3: Predicted that there would significant effect of Self-efficacy on scholastic achievement. As the obtained F-ratio is (F = 35.45) significant beyond 0,01 level. The hypothesis is accepted as warranted by the results.

CONCLUSIONS

1. The social isolation of students found to have significant impact on scholastic achievement. The normal students have better scholastic achievement than the students with social isolation students.
2. The emotional intelligence did not have any significant impact on academic performance.
3. Study also found significant impact of self-efficacy on scholastic achievement. The students with high self efficacy have achieved more than the students with low self-efficacy.

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