

Study of Mutual Significance Between Self-Management and Academic Achievement



Education

KEYWORDS : Emotional Intelligence, Academic Achievement, High School Students, self-management, Paired 't'-test, Correlation co-efficient

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ABSTRACT

The present study examines the significant relationship between Self-management and Academic achievement of standard IX students of Kendriya Vidyalaya, Chennai. 150 samples were selected. The tool used for the study was an Emotional Intelligence Test Questionnaire designed by Professor William Dane. The results show that there is significant difference between self-management, which is one of the dimensions of emotional intelligence, and academic achievement of IX standard students.

Introduction

Self-management is defined as one's ability to manage his or her emotions and behaviors. This involves regulating one's emotions and responding appropriately (with the right emotion and emotional intensity, as well as with the appropriate behavior) to life circumstances. This includes the emotions and behaviors of others (<http://www.emotionskills.com/four-dimensions-of-emotional-intelligence>, 2015). Self-management is also referred as self-regulation. It denotes the act of taking responsibility for our emotions. When we take responsibility for our feelings, it furnishes us a tool for making decisions that are most supportive for our mental and emotional health. That in turn helps us to be successful in motivating ourselves to achieve our goals. It helps us to overcome the barriers and obstructions which prevent our development. If we realize ourselves and others and if we are able to manage our thoughts, feelings, and behavior, and the behavior of others, we can construct goals that are dependable and goals that do not harm our relationships.

We can also make decisions that are not shaped by distortions, assumptions, and emotional reactions (<http://www.emotionskills.com/four-dimensions-of-emotional-intelligence/>, 2015). Now-a-days, there is tough competition in the field of Education to excel. Students find it difficult to overcome their emotions when they face various situations in their school life. Academic performance alone cannot make a living for a student. Both parents and teachers give more importance to academic performance and less importance to their emotions.

Emotion plays a vital role in molding up a student. Intelligence helps a student to acquire subject knowledge but only emotional intelligence helps him or her to climb up the ladder of success in all situations. Hence, the present study tries to identify whether there is any significant difference in self-management, which is one of the emotional intelligence dimensions and academic achievement of IX standard students. In general, self-management has six competencies such as self-control, transparency, adaptability, achievement, initiative and optimism.

Operational Definitions

Emotional Intelligence

Emotional Intelligence can be defined as "Understanding one's own feeling, empathy for the feelings of others and the regulation of emotion in a way that enhances living. According to Goleman (1995), emotional intelligence consists of five components knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy) and handling relationship.

Self-management

Self-management is built on the understanding that we gained

with self-awareness and involves controlling our emotions so that they don't control us.

Academic Achievement

Academic achievement is defined as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goals measured by examinations.

Objectives of the study

- To find the significant difference between the IX standard students in their self-management which is one of the dimensions of emotional intelligence in terms of their gender
- To find the significant relation between self-management and academic achievement of IX standard students
- To find the significant relationship between self-management and socio-economic status of IX standard students.

Hypotheses

- There is no significant difference between IX standard male and female students in their self-management.
- There is no significant correlation between self-management of IX standard students and their academic achievement.
- There is no significant correlation between self-management of IX standard students and their socio-economic status.

Methods and Procedure

Questionnaire and Interview methods are adopted for the study. Data are collected from sample population of 150 students (75 boys and 75 girls) studying IX standard in Kendriya Vidyalaya in Chennai. Random sampling method (Kothari, 2015) was used to select the sample population. For the present study the researcher used worldwide accepted Emotional intelligence Test tool designed by Professor William Dane, famous Psychiatrist. There are 30 questions for self-management of Emotional intelligence in the questionnaire which was administered among the students. This questionnaire is to be answered using 5points scale as "always/ very often /fairly often/ from time to time/ near or almost never." While constructing items for each of these areas due care was taken to make use of the simple language and provide well-defined purposeful statements to the respondents for the assessment of their self-management in the component of emotional intelligence. The questionnaire was used for collecting data from the students and the researcher herself administered the test in the selected schools after giving proper instructions. SPSS software package was used for analysis of the collected data. Mean, Standard deviation, Paired't' test and Pearson's co-efficient Correlation Techniques were used for the analysis of data and interpretation of results.

Result and Discussion

Analysis is the appraisal of the data and interpretation of the

data consisting of relation between findings of the study to the research problem and theoretical form of the study. An important function of the process of interpretation is to link the findings of the study to the main stream of scientific knowledge in the field.

Hypothesis 1

There is no significant difference between boys and girls in self-management which is the component of emotional intelligence. Table 1 shows the results of 't' test.

TABLE 1
Gender wise difference in Self-management

Variables	N	Mean	SD	't' value	Level of Significance
Male	75	17.126	5.129	2.612	0.05
Female	75	20.357	2.844		

It is evident from the Table 1 that the calculated paired 't' test value is 2.612. But the table value is 1.96. It is significant for degrees of freedom 73 at 0.05 level. Therefore the null hypothesis rejected and it is inferred that there is significant difference between male and female of IX standard students in self-management in favour of girls. Therefore girls are good in self-management.

Hypothesis 2

The coefficient of correlation between self-management and academic achievement is zero, and it is not statistically significant of IX standard students

TABLE 2
Coefficient of correlation and significance of difference between Self-management and academic achievement in of IX standard students

Variables	N	Mean	SD	Coefficient of Correlation	't' value	Level of Significance
Self-management	150	22.346	3.354	0.8913	2.437	0.05
Academic Achievement	150	21.129	2.671			

It is evident from Table 2 that the correlation value is 0.8913 between the self-management and academic achievement of IX standard students. It is very highly correlated. Therefore the null hypothesis for correlation is rejected. So it can be inferred that self-management enhances the academic achievement. The paired 't' test value is 2.437. But the table value is 1.96. It is significant for degrees of freedom 148 at 0.05 levels. So the calculated value is higher than the table value. Therefore the null hypothesis stated is rejected, i.e. there is significant difference

between self-management and academic achievement. Therefore self-management positively contributes to the academic achievement.

Hypothesis 3

The coefficient of correlation between self-management and socio-economic status is zero, and it is not statistically significant of IX standard students

TABLE 3
Coefficient of correlation and significance of difference between Self-management and socio-economic status in of IX standard students.

Variables	N	Mean	SD	Coefficient of Correlation	't' value	Level of Significance
Self-management	150	23.456	3.754	0.8973	2.437	0.05
Socio-economic status	150	22.529	2.81			

It is evident from Table 3 that the correlation value is 0.8973 between the self-management and socio-economic status of IX standard students. It is very highly correlated. Therefore the null hypothesis for correlation is rejected. The 't' test value is 2.437. But the table value is 1.96. It is significant for degrees of freedom 148 at 0.05 levels. So the calculated value is higher than the table value.

Therefore the null hypothesis stated is rejected, i.e. there is significant difference between self-management and socio-economic status.

1. Out of 150 respondents taken for the study, 50% are boys and 50% are girls
2. There is significant difference between male and female of IX standard students in self-management
3. There is significant difference between self-management and academic achievement
4. There is significant difference between self-management and socio-economic status.

Conclusion

The purpose of the present investigation was to study the effect of self-management on the academic achievement of boys and girls of IX standard students of Kendriya Vidyalayas in Chennai. The study has revealed that self-management has a significant relationship with the academic achievement of IX standard students.

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