



ORIGINAL RESEARCH PAPER

Management

EMOTIONAL INTELLIGENCE AMONG SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

KEY WORDS: Emotional Intelligence, Academic Achievement, School Students.

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ABSTRACT

Education is the development of all those capacities in an individual which will enable a person to control his environment and develop his personality in proper manner. Sharma et al. (2011) focused that one of the most important concerns of education is to ensure that the child is able to make use of most of his abilities and capabilities to achieve to his maximum level. Emotional intelligence is the ability to identify, assess and control the emotions of oneself, of others and of groups. It is ability to acquire and apply knowledge from our emotions and emotions of others in order to be successful and lead a fulfilling life. Mayer et al. (2000) opined that emotional intelligence plays a key role in determining life success. It becomes more and more important as people progress up the career ladder of their life. Academic achievement become evident as a student evolves into a resourceful and enthusiastic learner who is ultimately capable. Sharma et al. (2011) explained achievement is the outcome of the training imparted to students by the teacher in school situation. A sample of 200 school students has been selected randomly from government senior secondary schools of Mansa district of Punjab in which 100 are male and 100 are female. Significance of the difference is used to find out the gender difference statistically. Findings of the present study revealed that there are significant gender difference among school students in terms of positive psychological capital i.e. emotional intelligence and academic achievement.

INTRODUCTION

Education is the development of all those capacities in an individual which enables a person to control his environment and develop his personality in a proper manner. Sharma et al. (2011) focused that one of the most important concerns of education is to ensure that the child is able to make use of most of his abilities and capabilities to achieve to his maximum level. Emotional intelligence is the ability to identify, assess and control the emotions of oneself, of others and of groups. It is the ability to acquire and apply knowledge from our emotions and emotions of others in order to be successful and lead a fulfilling life. Mayer et al. (2000) opined that emotional intelligence plays a key role in determining life success. It becomes more and more important as people progress up the career ladder of their life. Stein and Book (2000) opined emotional intelligence as a set of skills that enables us to make our way in complex world. Emotional intelligence is to know one's unitary ability, judge emotions in cooperation with a persons' thinking process for behaving in a proper way, with the ultimate realization of happiness in him and in others. Bradberry (2003) opined that emotional intelligence is ability to recognize and understand emotions, and skill at using this awareness to manage yourself and relationship with other. Academic achievement become evident as a student evolves into a resourceful and enthusiastic learner who is ultimately capable. Sharma et al. (2011) explained achievement as the outcome of the training imparted to students by the teacher in school situation. Academic achievement is positively related with motivation and family environment. Leeson (2008) stated that gender plays a unique role in predicting academic performance. Kohl et al. (2000) acquire that education of parents influence academic success of the students as highly educated parents encourage their children more for the achievement. Kreider et al. (2007) stated that unfortunately family involvement in education tends to decrease with the increase in educational status of the child.

OBJECTIVES OF THE STUDY

- To study emotional intelligence among school students in relation to their gender.
- To study the relationship between emotional intelligence and academic achievement among school students.

HYPOTHESES OF THE STUDY

- There will be no significant difference in emotional intelligence of school students in relation to their gender.
- There will be no significant relationship between emotional intelligence and academic achievement of school students.

TOOLS

In order to collect the data for the present investigation, following tools were employed:

- Mangal Emotional Intelligence Inventory (MEII), 2004 by Dr. S.K. Mangal and Mrs. Subhadra Mangal.
- Information sheet prepared the obtained marks of 8th class students.

SAMPLE

The population of the study comprised of school students studying in 9th class of Punjab. To collect the sample for the study Mansa district of Punjab was selected. The sample included 200 government senior secondary school students having 100 male and 100 female.

STATISTICAL ANALYSIS

Significance of the difference (t-test) and correlation have been used in the present study for the statistical analysis of the data.

RESULTS

The results of the study are as followed:

Comparison of Emotional Intelligence Scores among School Students in Relation to their Gender

The mean score of emotional intelligence among male and female school students along with SD and t-value is given in table 1.

Table 1 Comparison of Emotional Intelligence Scores among School Students in Relation to their Gender

Gender	N	Mean	SD	t-value
Male	100	62.24	9.66	2.01*
Female	100	64.97	9.50	

*Significant at 0.01 level.

It is clear from the table that mean score of emotional intelligence of male school students is 62.24 (SD=9.66) as compared to mean score of emotional intelligence of female school students which is 64.97 (SD=9.50). The t-value testing the significance of mean difference of emotional intelligence of male and female school students is 2.01 which is significant at 0.01 level. This shows that male and female school students differ significantly in emotional intelligence.

Relationship between Emotional Intelligence and Academic Achievement of School Students

The relationship between emotional intelligence and academic achievement of school students is shown in table 2.

Table 2Correlation of Emotional Intelligence with Academic Achievement of school students (N=200)

Variable	Coefficient of correlation
Emotional intelligence	0.22*
Academic achievement	

*significant at 0.01 level

The correlation value between emotional intelligence and academic achievement is 0.22 that is significant at the level 0.01. The result indicated that emotional intelligence is positively related with academic achievement of school students.

CONCLUSIONS

It is clear from the results of the present study that there are significant gender differences in emotional intelligence and academic achievement of school students. The results also revealed that female school students scored higher on both emotional intelligence and academic achievement scales. Emotional intelligence is positively related with academic achievement of school students. Thus both the hypotheses are rejected.

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