

**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE
AND ACADEMIC ACHIEVEMENT OF STUDENTS AT
HIGHER SECONDARY LEVEL**



एन सी ई आर टी
NCERT
DISSERTATION

**Submitted for Partial Fulfilment of the
Requirement for the Degree of**

**MASTER OF EDUCATION
2011 - 2012**

BARKATULLAH UNIVERSITY, BHOPAL

**Submitted by
Rehana Meer**

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Assistant Professor
Department of Education**

**REGIONAL INSTITUTE OF EDUCATION
(A Constituent Unit of National Council of Educational Research
and Training, New Delhi)
Shyamla Hills, Bhopal - 462013**

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DECLARATION

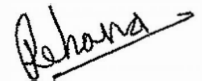
I do hereby declare that the dissertation entitled 'RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF STUDENTS AT HIGHER SECONDARY LEVEL' has been carried out by me during the academic year 2011-2012 in partial fulfilment of the requirement for the Degree of Master of Education, Barkatullah University, Bhopal.

This study has been conducted under the supervision and guidance of Dr. Kiran Mathur, Associate Professor and Mrs. Mary Bini A. Assistant Professor, Department of Education, RIE, Bhopal.

It is further declared that the research work or any part of has not been submitted elsewhere for any other degree, diploma or certificate course. The contributions of the authors/ publication and all other works, wherever they have been used are duly acknowledged.

Date: 12-04-2012

Place: Bhopal



Rehana Meer


M.Ed. RIE, Bhopal

CERTIFICATE

This is to certify that Rehana Meer, a student of M.Ed. course of Regional Institute of Education, Bhopal in the year 2011-12 has worked under my guidance. Her dissertation 'RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF STUDENTS AT HIGHER SECONDARY LEVEL' is original and worthy of presentation in partial fulfilment of Degree of Master of Education, Barkatullah University, Bhopal. The present study is an outcome of her sincere efforts.

Place: Bhopal

Date: 12-04-2012



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Date :

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CHAPTER I: INTRODUCTION

Content

- 1.1 Need and importance of the study
- 1.2 Statement of the problem
- 1.3 Operational definition of the terms
- 1.4 Objectives of the study
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- 1.6 Delimitations of the study
- 1.7 Chapterization

CHAPTER I: INTRODUCTION

“Anyone can become angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – this is not easy.”

-Aristotle

Emotional intelligence (EI) is a new area of research in the Indian context. The growing interest in the construct of emotional intelligence can be attributed to the recent theories taking broader conceptualizations of intelligence. Emotional intelligence can be included as a member of an emerging group of potential ‘hot’ intelligence that included social intelligence, practical intelligence, personal intelligence, and emotional creativity. Each of these forms a coherent sphere that partly overlaps with emotional intelligence, but separates human abilities in different ways. However, the work of Goleman (1995; 1998), Mayer and Salovey (1997) and Salovey and Mayer (1990) focused on emotional intelligence.

The roots of emotional intelligence can be traced back to over 2000 years, the famous psychologist Edward Lee. Thorndike through his concept of social intelligence laid down a solid foundation of the essence of emotional intelligence in 1920. Thorndike defined Social Intelligence as “the ability to understand and manage men and women, boy and girl to act wisely in human relations.” Human relations as commonly visualized are day-to-day dealings with other people at home and at work. Whatever may be the nature of our work, the success or failure of a task depends on our handling, the situation and the people involved with.

Emotional intelligence is the ability or tendency to perceive, understand, regulate and harness emotions adaptively in self and in others (Schutte *et al*; 1998). Researchers have conceptualized emotional intelligence both as ability and as a trait. It includes the ability to

understand and regulate others as well as one's own emotions. People who can have control over their life can manage their feelings, and can read and deal effectively with other people's feelings, while the people who cannot have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly (Goleman, 1996).

The various characteristics make up emotional intelligence such as self-motivation ability to control impulses, regulate moods and keep distress away. Mowers also reported importance of emotions in intelligence. He remarked that emotions are of quite extraordinary importance in the total economy of living organism and do not deserve being put into opposition with intelligence. Emotions themselves were considered as higher order intelligence (Mowers, 1990).

Wayne (1985) says emotional intelligence "involves relating creativity to fear, pain and Desire" and offers guidance on "how to relate to them in emotionally intelligent ways". Slovey and Mayor (1990) defined emotional intelligence as "the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action".

Historically speaking, the phrase 'Emotional intelligence' was first introduced in 1990 by two American professors, Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences between people's ability in the areas of emotions. However, the credit for popularizing the concept of emotional intelligence goes to another American psychologist Daniel Goleman through his book *Emotional intelligence: why it can matter more than I.Q.* published in 1995.

What do happiness, fear, anger, affection, shame, disgust, surprise, lust, sadness, elation and love have in common? These are emotions which directly affect our day-to-day life. For long, it has been believed that success at the workplace depends on our level of intelligence or

intelligence quotient (IQ) as reflected in our academic achievement, exams passed, marks obtained, etc. In other words, our intellectual credential: doing well in school, holding an engineering degree or even an advanced computer degree, obtaining high scores in an IQ test. All these are instances of intelligence of the academic variety. But how bright are we outside the classroom, faced with life's difficult moments? Here, we need a different kind of resourcefulness, termed as EI which is a different way of being smart.

Emotion is defined as any agitation or disturbance of mind, person, vehement or excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological state and range of propensities to act (Singh, 2001).

Emotional intelligence includes traits like self awareness social deftness and the ability to delay gratification, to be optimistic in the face of adversity, to channel strong emotion and to show empathy towards others. The concept of emotional intelligence and its measure, EQ has revealed that a person's emotional intelligence measured through his EQ may be a greater predictor of success than IQ.

The popularity of emotional intelligence during the past decade has led researchers to examine its potency in various areas of human functioning. Thus, it has been found that emotional intelligence is related to life success, (Bar, 2001) life satisfaction and well-being and (Palmer, walls Bergess & Staugh, 2002) interpersonal relationships (Fitness, 2001) some other empirical studies have also found emotional intelligence as an important tool related to positive criterion such as prosaically behaviour, parental warmth and positive family and peer relations (Mayer et al., 1999, Rice, 1999, Salovey et al., 2001). From literature review, it appears that emotional intelligence provides a very unique kind of ability by linking cognitive and affective sphere of human personality.

The EQ concept argues that IQ or conventional intelligence, is too narrow, that there are wider areas of emotional intelligence that dictate and enable how successful we are, success requires more than IQ which has tended to be the traditional measure of intelligence, ignoring essential behavioural and character elements. We met people who are academically brilliant and yet are socially and inter-personally inept. Also it is understood that despite possessing a high IQ rating, success does not automatically follow.

Goleman identified the five 'domains' of EQ as:

- Knowing your emotions
- managing your own emotions
- motivating self
- recognizing and understanding other people's emotions and
- managing relationships that is, managing the emotions of others

Controlling the emotions constructively has been called as 'emotional intelligence' in the recent year. EI is the ability to perceive and express emotion accurately and adaptively, to understand emotion and emotional knowledge, to use feelings to facilitate thought, and to manage emotions in one self and others. EI emphasizes interpersonal, intrapersonal, and practical aspects of intelligence which has been popularized by Daniel Goleman (1995) in his book Emotional intelligence was initially developed by Peter Salovey and John Mayer (1990), who defined it as the ability to perceive and express emotion accurately and adoptively (such as taking the perspective of others), to understand emotion and emotional knowledge (such as understanding the roles that emotions play in friendship and marriage), to use feeling to facilitate thought (such as being in a positive mood, which is linked to creative thinking), and to manage emotions in oneself and others (such as being able to control one's anger).

Trinidal & Johnson, (2002) in their study used the MSCEIT (Mayer – Salovey – Caruso Emotion Intelligence Test (MSCEIT) and found that youths with higher emotional intelligence were less likely to have smoked cigarettes or to have used alcohol.

Although much work remains, the concepts of social and emotional intelligence have increased teachers awareness that provides experiences to meet student's social and emotional needs can improve their adjustment (Graczy et al., 2000). Salovey (1990) defines emotional intelligence which involves five characteristics namely, self-awareness or knowing one's emotions, the ability to manage one's emotions and impulses, self-motivation, skills, empathy or the ability to sense how others are feeling and finally, social skills or the ability to handle the emotions of other people. Molouff and Schett, (1998) found in their study that, the persons with higher emotional intelligence were more socially accepted and they display better social skills. Emotional intelligence plays a significant role in establishing and maintaining relationship (Goleman, 1995).

There are two models of emotional intelligence, one which emphasizes more on the cognitive aspects, such as perception, understanding analysis and reflective regulation (thinking about feeling) of emotions (Mayer and Salovey, 1997) and the other which include non cognitive aspects, such as motivation, general mood and global personal as some functioning along with some cognitive aspects (Goleman, 1995; Bar, 1997)

A number of studies found that female have scored higher than male on emotional intelligence scale (Brackett and Mayer, 2003, Mayer et al., 2002, Thingujan and Ram, 2000).

The Components of Emotional Intelligence are as follows:

1. **Self-awareness** – The ability to stand aside and look at self, understand strength and weakness.
2. **Self-regulation** – Having the integrity to work within the strengths while focusing to improve upon weaknesses.
3. **Motivation** – Referring to the drives and pulling forces which result in persistent behaviour directed towards certain goals.
4. **Social-awareness** – The ability to understand other's behaviour and acknowledge difference as acceptable.
5. **Social skills** – Communication skills, group working, and behavioural skills, leadership skills, self-motivation in the face of opposition are some of these compositions.

However, researches and experiments conducted in the 90's onwards have tried to challenge such over-dominance of intelligence and its measure IQ by replacing it with the concept of emotional intelligence and its measure Emotional Quotient (EQ), reveals that a person's emotional intelligence measured through his EQ may be a greater predictor of success than his or her IQ. Hence, there is a need to bring intelligence to emotion.

Emotional intelligence is grounded primarily in psycho-biology and modern neuroscience. Howard Gardner was the first one to point out the distinction between intellectual and emotional capacities and introduced his theory of multiple intelligence (1983) including interpersonal intelligence and intrapersonal intelligence.

Family is the first institution of a child, but with the breakdown of joint families and the advent of a high living index both parents are out for work leaving the child with very little time to spend with the parents. Moreover, parents are not always in a position to cope with or dispense with the necessary emotional skills. This makes the role of schools particularly of the teachers in nurturing emotional skills in children even more crucial scientific research on functioning of the brain in particular

indicates that the information of emotional skills is much easier in 'formative years' i.e. from birth to the late teens. But the fine line between childhood and adulthood is disappearing due to massive media exposure, too much of stress on performance and cut-throat competition. Thus, there is a rise in juvenile delinquency, children indulging in alcoholism, smoking, adolescent pregnancies, child suicides and many other antisocial activities which make us realize that something is lacking somewhere.

In the Indian context, we realize that to change the curriculum of schools is a herculean task. But in order to increase the efficiency of schools as places of learning, we can put the onus on the shoulders of our teachers or educators. Education is able to instil in the child a sense of maturing and responsibility by bringing in it the desired changes according to its needs and demands of ever changing society of which it is an integral part. In this sense, education is that conductive process which drags a persons from darkness, poverty and misery by developing his individuality in all its aspects physical, mental, emotional and social, with this type of all-round development, he becomes a responsible, dynamic, resourceful and enterprising citizen of strong good moral character, who uses all his capacities to develop his own self, his society and his nation to the highest extent. He is able to meet the conflicting challenges and tide over all the difficulties which confront him in day-to-day life. Thus, education develops the individual like a flower which distributes its fragrance all over the environment. There are various views and definitions of the phrase emotional intelligence; yet the most accepted explanation is given by John D. Mayer and Peter Salovey (1997) a Yale University psychologist in their book "Emotional Development and Emotional Intelligence". Emotional intelligence may be defined as "the capacity to reason with emotion in four

areas: to perceive emotion, to integrate in thought to understand it and to manage it.”

Consequently, the role of teachers in displaying emotional skills while teaching and managing classroom situations becomes all the more critical and the last hope. This can be the first possible solution to develop such essential skills among the children in schools and to make school a place where pupils can learn something for their future social behaviour and success in work places through proper education.

1.1 Need and importance of the study

High intellect does not ensure on success in life and education. In fact, one's success is contributed by high emotional and spiritual intelligence. This statement is supported by a research done by Goleman (1995) who stated that 80% of a person's success relies on emotional intelligence. The findings of this research are supported by Sternberg. Sternberg found out that IQ's influence towards a person's success is limited to 4% of variance. Besides that, Goleman's statement is also supported by Mohamed (2001). He added that individuals who have a good combination of spiritual and emotional aspects which are harmonized with their intellect could produce a balanced generation. This situation could ensure the generation to have a strong self-defence to face world challenges without any bother. This statement clearly shows that emotional level of intelligence really influences one's level of achievement. Good emotional intelligence of an individual could influence a student's level of academic achievement. The stability in emotional intelligence would not only have implications towards good achievements but also became the measure for good attitudes of the students. Though many studies have been conducted that is related emotional Intelligence and academic achievement whereas, the investigator could come across very few studies where the emotional

intelligence of secondary students was studied in relation to academic achievement. This gap led the researcher to conduct a study discovering whether secondary level students differ in emotional intelligence and academic achievement and also to compare emotional Intelligence and academic achievement of students of government and private higher secondary school.

Most of the people think that if an individual has high level of intellect, the individual will have the opportunity to achieve better success compared to those with low intellect. However, there are cases where people with high intellect who are left behind those who have low intellect.

The findings of the present study may be useful to the teachers; administration, parents/guardians and other to develop and understanding the behaviours of school students. This will also put forth, the phenomenon of relationship between emotional intelligence and academic achievement.

In this context, the teachers have more responsibilities in moulding the character of students; teachers help them in their development of physical, mental, emotional and intellectual growth. They have to take care of the affective domain of the students besides the stress on academic excellence. It will ensure that students are prepared to face the challenge and utilize opportunities. Hence the investigator chose the topic 'Relationship between emotional intelligence and academic achievement of students at higher secondary level'.

1.2 Statement of the problem

The present study is entitled as 'Relationship between Emotional Intelligence and Academic Achievement of Students at Higher Secondary Level.'

1.3 Operational definition of the key terms

Before proceeding further in any research the researcher should have a clear understanding of the problem. The terms as such emotional intelligence, and academic achievement need special description as it may convey different meaning to different people. This may result in ambiguous understanding of the terms. Therefore, to overcome this problem the researcher made an attempt to define the terms operationally. In this study the researcher has given the understanding of these terms as follows-

Emotional Intelligence: - Emotional intelligence refers to four major parts:

- i) The ability to be aware of, to understand and to express one self,
- ii) The ability to be aware of, to understand and related to others,
- iii) The ability to deal with strong emotions and control one's impulses.
- iv) The ability to adapt to change and to solve problems of personal and social nature.

Academic Achievement: Achievement is the end product of all educational endeavours. It means the attained level at which the student is functioning in school task as measured by school marks or grades earned.

Academic achievement is a core topic in the discipline of educational psychology and outcome of vital importance to governments and policy makers. In this study the academic achievement is operationally defined as the marks obtained by the students on the previous class (X standard).

1.4 Objectives of the study

Following objectives were kept in view while conducting this investigation-

1. To find out the relationship between emotional intelligence and academic achievement of students at higher secondary level.
2. To find out the levels of emotional intelligence among of higher secondary school students.
3. To find out the levels of academic achievement among higher secondary school students.
4. To find out significant differences if any in emotional intelligence among higher secondary school students with regard to gender and type of schools.
5. To find out significant differences if any in academic achievement of higher secondary school students with regards to gender and type of the schools.

1.5 Hypotheses

Following hypotheses were formulated in the study on the bases of above objectives

1. There is no significant relationship between emotional intelligence and academic achievement of higher secondary students.
2. There is no significant difference in emotional intelligence of higher secondary students with respect to gender.
3. There is no significant difference in emotional intelligence of higher secondary students with respect to type of the schools.
4. There is no significant difference in academic achievement of higher secondary students with respect to gender.
5. There is no significant difference in academic achievement of higher secondary students with respect to type of the schools.

1.6 Delimitations of the study

1. The study has been conducted only in two schools affiliated to Madhya Pradesh Board of Secondary Education (one private and one government) in Bhopal city.
2. The study is further delimited to students of class XI.
3. The study was conducted on 200 students only.

As the study was conducted on 200 students of class XI only in two schools in Bhopal city, therefore, the findings cannot be generalized.

1.7 Chapterization

Present study was proposed to organize in to five chapters. This description is given below.

Chapter-I is introductory in nature. It introduces need of the study, statement of the problem, objectives and hypotheses. It mentions delimitation of the study also.

Chapter-II presents review of related literature and provides foundation for the research problem.

Chapter-III deals with the methodology, research design, sample, tools, used, data collection procedure and statistics used.

Chapter- IV includes analysis and interpretation of the obtained data.

Chapter-V is of summary and conclusion. This chapter deals with findings, conclusion and educational implications of the study and also includes suggestions for further research.

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 REVIEW OF RELATED LITERATURE

2.2 SUMMARY

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 REVIEW OF RELATED LITERATURE

The results of a literature review may be compiled in a report or they may serve as part of a research article, thesis, or grant proposal.

"Research literature reviews can be contrasted with more subjective examinations of recorded information. When doing a research review, we systematically examine all sources and describe and justify what we have done. This enables someone else to reproduce our methods and to determine objectively whether to accept the results of the review. Subjective reviewers choose articles without justifying why they are selected, and they may give equal credence to good and poor studies. The results of subjective reviews are often based on a partial examination of the available literature, and their findings may be inaccurate or even false.

There should be clear links between the aims of our research and the literature review, the choice of research designs and means used to collect data, our discussion of the issues, and our conclusions and recommendations

Review on Emotional Intelligence

Karen Vander Zee (2002) examines the relationship of self and other ratings of with academic intelligence and personality, as well as the incremental validity of emotional intelligence beyond academic intelligence and personality in predicting academic and social success. Factor analysis revealed three emotional intelligence dimensions that were labelled as empathy, autonomy and emotional control. Little evidence was found for a relationship between emotional and academic intelligence. Academic intelligence was low and inconsistently related to Emotional intelligence, revealing both negative and positive interrelations. Strong relationships were found for the emotional intelligence dimensions with extraversion and emotional stability. Interestingly, the emotional intelligence

dimensions were able to predict both academic and social success above traditional indicators of academic intelligence and personality.

Katyal (2005) studied the gender differences in emotional Intelligence among adolescents. In this study 150 students of class X from different government schools from Chandigarh were selected randomly. The data were collected through standardized emotional intelligence tests. The findings revealed that girls were found to have greater emotional intelligence than boys.

Collender (2008) found that higher emotional intelligence may help protect at-risk individuals from future episodes of depression by promoting healthier interpersonal dynamics.

Kaur (2008) focussed on emotional intelligence of students in relation to their demographic variable. The findings show that there is significant gender difference in emotional Intelligence among senior secondary school students. There is no significant difference in emotional intelligence of school student from urban and rural areas.

Gupta (2008) in his research work has attempted to study the role of EI and intelligence in the depression of adolescent girls. The results show that adolescent girls with high level of emotional intelligence and intelligence scored low in depression.

Jadhav and Patil (2009) for their study on emotional intelligence among student teachers in relation to General Intelligence and Academic Achievement have used the Mangal Emotional Intelligence Inventory (MEII, 2004) and General Intelligence Test (GIT) by Pal and Mishra (1998) as tools. Academic Achievement was obtained from college records. On the basis of findings of the study it was concluded that (a) there is no significant relationship between emotional intelligence and General Intelligence of student teachers. (b) There is no significant relationship between Emotional Intelligence and Academic Achievement of student teachers.

Sowmyah et.al., (2009) in their study has attempted to assess the level of emotional intelligence competency among secondary school female teachers. From results, it has been found that there is a significant difference in emotional intelligence of extroverts. The emotional stability is significant or more among rural secondary school female teachers than urban secondary female teachers.

Subramanyam (2010) studied the impact of emotional intelligence and study skills of high school students. 60 high school students constituted the sample of the study. Based on the findings of the study it was concluded that there is no significant difference with regard to the impact of gender on emotional intelligence and study skill of high school students.

Chaman, Sharma and Sharma (2010) in their study on emotional intelligence of scheduled caste students in relation to self concept, Mangal Emotional Intelligence Inventory and Bhatnagar's Self Concept Inventory were administered on the 584 Scheduled caste male and female students of arts and science stream of class XI. The sample consisted of 335 male and female scheduled caste students of arts and science stream with high and low emotional intelligence. To find out the significance difference between two means 't' test was carried out.

Shipley, Natalie, et al. (2010) studied the relationship between emotional intelligence, as measured by the Trait Emotional Intelligence Questionnaire Short

Form (TEIQue SF) and academic performance were examined in a sample of undergraduate business students (N=193). Emotional intelligence was found to be positively associated with work experience. Despite this finding, emotional intelligence was not significantly associated with age. Global trait emotional intelligence was not significantly associated with academic achievement; however, students in the mid-range GPA had a significantly higher mean 'well-being' factor score than students in the lower and higher-range GPA.

Stella and Maria (2010) in their research on Trait Emotional Intelligence influence on academic achievement and school behaviour used a sample comprised 565 children (274 boys and 286 girls) between the age of 7 and 12 (m age = 9.12 years, SD=1.27 years) attending three English state primary schools. Additional data on achievement and SEN were collected from the school achieves. Conclusion of this research shows that Trait Emotional Intelligence holds important and multifaceted implications for the socialization of primary school children.

Mohanty and Devi (2010) in their study on socio-personal variables and emotional intelligence of adolescents in secure attachment style was taken up to examine the relationship between the emotional intelligence of adolescents of secure attachment style and selected socio-personal variables. The sample comprised of 60 adolescents studying in schools of Hyderabad and Secunderabad. Attachment scale by Hazen and, Shaver (1987) was used to find out adolescent's perception about different attachment styles. Emotional Intelligence inventory (2003) was used to find out their Emotional Intelligence levels. Results revealed that securely attached adolescents having parents who are highly educated and having good problem solving skills and were happier. Interestingly, adolescent girls of secure attachment style were more optimistic and well and are of their feelings than boys.

Sailaja and Umadevi (2010) tried to find out the relationship between Perceived Self-Efficacy of adolescents and their emotional intelligence levels. The sample

comprised of 1000 adolescents in the age range of 13-16 years studying in high school and intermediate. The Self-efficacy Scale (Schwarzer and Jerusalem, 1993) and Emotional Intelligence Inventory (Umadevi and Mayure, 2003) were used to find out the self-efficacy and emotional intelligence of adolescents. The results revealed that adolescents with low self-efficacy, medium self-efficacy and high self-efficacy level fell under below average, average and above average categories of emotional intelligence respectively. Differences were noticed in the emotional intelligence of adolescents with different self-efficacy to score better than medium and low self-efficacy levels on all dimensions of emotional intelligence.

Review on Emotional Intelligence and Academic Achievement

Verma (1985), conducted a study on factors affecting academic achievement, “a cross cultural study of tribal and non-tribal students at Junior High School level in Uttar Pradesh”. The Kuppaswamy’s Social-economic Status Scale, the Raven’s Standard Progressive Matrices for intelligence, aggregate marks in previous class for academic achievement were used as tools in the study. The mean achievement of SC students was significantly lower than that of ST students from other caste.

Nada (2000) studied the relationship between emotional intelligence and academic achievement in Eleventh Graders. The sample was 500 11th graders-boys and girls from public and private schools in Montgomery, Alabama. Baron Emotion Quotient Inventory (EQI) was used. Result of this study was that there is positive relationship between emotional intelligence and academic achievement of eleventh graders.

Karen Vander Zee (2002) examines the relationship of self and other ratings of emotional intelligence with academic achievement and personality, as well as the incremental validity of emotional intelligence beyond academic intelligence and personality in predicting academic and social success. Factor analysis revealed

three emotional intelligence dimensions that were labelled as empathy, autonomy and emotional control. Little evidence was found for a relationship between emotional and academic intelligence. Strong relationships were found for the emotional intelligence dimensions with extraversion and emotional stability. Interestingly, the emotional intelligence dimensions were able to predict both academic and social success above traditional indicators of academic intelligence and personality.

Kumar and Patil (2006) emphasized that there is no significant difference between emotional intelligence of male and female student teachers. It was also stated that emotional intelligence and academic achievement are significantly related.

Mahajan (2011) conducted a study on academic achievement in relation to emotional intelligence and spiritual intelligence. A sample of 140 students studying in class XI from four schools of District Hoshiarpur was taken for the collection of data clusters at school and section level. B-variate coefficients of correlation and t-ratio were used to analyze the data. The findings were: there is no significant difference between the spiritual intelligence of boys and girls, there exist positive and significant relationship between academic achievement and emotional intelligence of boys and girls. Also the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between academic achievement and spiritual intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between emotional intelligence and spiritual intelligence of boys and girls.

Sreekala (2010) in her experimental study conducted on class IX students of Kerala state to improve their goal orientation. The study intended to see the influence of the experiment on the level of goal orientation in students and thereby its influence on their academic achievement. The result of the study showed that the students improved their mastery goal orientation significantly,

which is associated with hard work and persistence. They reduced their performance goal orientation which is associated with low persistence. They also did better in academics.

Narain and Vijaya (2010) in their study attempted to find out whether there is a relationship between emotional intelligence and academic achievement of school children who have not yet reached the adolescent age. The sample consisted of 200 children (100 boys and 100 girls) of class 4th having age range 9-10 years from various schools of Patna High and low achievers (50 boys and 50 girls in each) were differenced based on their percentage in the last two consecutive examination results multifactor emotional intelligence scale developed by Dr. Vinod Kumar Shanwal was used which measured four components of emotional intelligence viz., perceiving, assimilation, understanding and managing emotions. The results repeated positive correlation between emotional intelligence and academic achievement of school children in all the four areas. Significant differences were also found between boys and girls high and low achievers.

2.2 Summary

The review of the literature is an important part of research and is also carried out in educational research. The review of the literature in educational research provides us with the means of getting to the particular fields of knowledge. Until researcher learns what are the studies already under taken and what remains still to be studied, he/she cannot develop a research project that will contribute to furthering knowledge in that field. Thus the literature in any field forms the foundation upon which all future research work must be built. All the above define reviews help to researcher get the new direction for her study.

CHAPTER III: METHODOLOGY

3.1 Research Method

3.2 Population

3.3 Sample

3.4 Tools

3.5 Procedure for Data Collection

3.6 Statistical Techniques Used

CHAPTER III: METHODOLOGY

3.1 Research Method

The present study is descriptive in nature. In order to accomplish the objectives of the present study, survey method was considered suitable for finding significant relationship between emotional intelligence and academic achievement as well as differences in emotional intelligence and academic achievement among students of class XI.

3.2 Population

The population of the present study is students studying in class XI from government and private co-education schools of Bhopal affiliated to M.P. Board of Secondary Education.

3.3 Sample

In the present study, school is the unit of study and out of all the M.P. Board of Secondary Education affiliated schools in Bhopal. Two randomly picked schools were namely Model Higher Secondary School from the government sector and Kopal Higher Secondary School from the private sector. Out of many sections of class XI, the science section was chosen from both the schools.

A sample of 200 students of XI standard from above two schools was taken for the study using simple random sampling technique. Distribution of sample is presented in Table 3.3.1.

Table – 3.3.1 Distribution of Sample

S. No.	Name of the School	Boys	Girls	Total
1	Kopal Higher Secondary school	50	50	100
2	Model Higher Secondary School	50	50	100
Total		100	100	200

3.4 Tools

In the present study Mangal's Emotional Intelligence Inventory [MEII] was used to find out the level of emotional intelligence of class XI students.

- **Description of Mangal's Emotional Intelligence Inventory [MEII]**

It was developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal (2004). MEII has been designed for use with Hindi and English knowing 16+ years of age of school, college and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas of aspects of emotional intelligence namely, **Intra-personal Awareness** (Knowing about one's own emotions) **Inter-personal Awareness** (knowing about others emotions). **Intra-personal Management** (Managing one's own emotions) and **Inter-personal Management** (Managing others emotions) respectively.

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Table – 3.4.2
Areas of Aspects of ME II

Sl. No.	Area / Aspect	No of Items
(a)	Intra-personal Awareness (own emotions)	25
(b)	Inter-personal Awareness (others	25
(c)	emotions)	25
(d)	Intra-personal Management (own emotions)	25
	Inter-personal Management (others emotions)	
	Total Items	100



It has 100 items, 25 each from the four areas to be answered as ‘yes’ or ‘no’.

Table – 3.4.3

Classification of Emotional Intelligence in terms of Categories

Categories	Description	Range of Scores	
		Female	Male
A	Very Good	88 & above	90 & above
B	Good	75-87	77-89
C	Average	61-74	63-76
D	Poor	48-60	49-62
E	Very Poor	47 & below	48 & below

Approximately 30 to 40 minutes are required to complete the test.

The split half reliability is 0.89 and test retest reliability is 0.92.

Scoring Procedure

Scoring can be done by hand or using stencil. The mode of response to each of the item of the inventory is in the form of a forced choice i.e. either **yes** or **no**, indicating complete agreement or disagreement with the proposed statement respectively. In present Emotional Intelligence Inventory, thus there are item where the response ‘yes’ is indicative of the presence of emotional intelligence and ‘no’ for the lack of emotional intelligence. Similarly, there are items where ‘no’ response provides clue for the presence of emotional intelligence and ‘yes’ for its absence.

For scoring one mark into be provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence.

- **Personal Data Sheet:**

The personal data (name of the student, class, section gender, stream, percentage of previous class etc.) of students have obtained.

- **Academic Achievement Record**

The academic achievement was measured by obtaining annual examination marks of the previous class (X standard).

3.5 Procedure for data collection

After selecting the appropriate instrument the task was to administer it. Before administering the test, permission of the Principals were taken. To carry out the test, the investigator prepared a detailed schedule in which time and dates were allotted. As per the schedule, MEII was administered to all the 100 students in small groups (25 students in each group) separately in both schools. Students were asked to assemble in a hall. Students were seated according to their roll number. Before administration of test, rapport was established with students motivating them to respond sincerely to the test items. Before distributing the Question Booklet and Answer Sheets, a brief description of the test and its purpose was told to students. It was made clear that the results of the test will not have any effect on their school marks.

Then the Question Booklet and answer sheets were distributed to the students by the investigator and class teacher of grade XI students. They were asked to fill their identification data (name of the student, class, section, gender, stream, percentage of previous class) on answer sheets provided to them before giving answers.

After this the investigator gave the following instructions given in the Question Booklet.

Instructions to the students

“The recent researches and development in the field of education and psychology have revealed that our emotional intelligence plays a key role in our adjustment

and progress in life. Naturally; at this moment, you may be inclined to know about the level of your emotional intelligence. For this purpose you have to respond to the questions given ahead carefully by taking care of the following things.

1. You are provided with a test booklet and answer sheet. What you are reading at present is the test booklet. The front back page of this booklet contains instructions and in the remaining pages there are 100 test statements for being responded as 'yes' or 'no'.
2. All these statement are meant for knowing about the level of your emotional intelligence. There is no right or wrong answer to a question given in the booklet. After reading a particular question and considering what is appropriate for you, you have to simply respond to it as 'yes' or 'no'.
3. It should be kept well in mind that you have not to write anything on the test booklet. It is simply a question paper. Answer / responses are to be written on the answer sheet by putting a 'yes' or 'no' given against the serial no. of the each statement.
4. Try to provide free and frank responses without any fear and hesitation. Your responses will remain quite secret and confidential and may be used for the research purposes.
5. Be careful that no statement should be left unanswered; otherwise you will not be having a complete assessment of your emotional intelligence.
6. There is no time limit for providing response. However, you are requested to finish your work within 30 or 40 minutes.
7. If you have any doubt, please ask."

After collection of data scoring was done using stencil.

3.6 Statistical techniques used

The data collected was tabulated and for analysis statistical techniques like Mean, Standard Deviation, Coefficient of Correlation and t-test were used.

CHAPTER IV: ANALYSIS OF DATA AND INTERPRETATION

- 4.1 Analysis of data
- 4.2 Testing of hypotheses
- 4.3 Interpretation of findings

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

The data collected were analysed using appropriate statistical techniques. In descriptive analysis the basic statistical technique like Mean, Standard Deviation, Coefficient of Correlation and t-test were calculated by the investigator to interpret the findings.

4.1 Analysis of Data

Analysis of data was done according to the objectives and hypotheses of the study.

Objective 1: To find out the relationship between emotional intelligence and academic achievement of students at higher secondary level.

For this objective coefficient of correlation is used.

Objective 2: To find out the level of emotional intelligence among of higher secondary school students.

For this objective Mean and SD were calculated.

Objective 3: To find out the levels of academic achievement among higher secondary school students.

For this objective Mean and SD were calculated.

Objective 4: To find out whether there is any significant differences in emotional intelligence among higher secondary school students with regard to gender and type of schools.

For this objective 't' test is used.

Objective 5: To find out significant differences if any in academic achievement of higher secondary school students with regards to gender and type of the schools.

For this objective 't' test was calculated.

The analysis of data is presented in tabular form.

4.2 Testing of Hypotheses

Hypothesis 1: There is no significant relationship between emotional intelligence and academic achievement of higher secondary students.

Pearson Product moment correlation (r) was calculated to test this hypothesis.

Table 4.3.1: Correlation coefficient between emotional intelligence and academic achievement of class XI students

Sl. No.	Variable	N	df	r
1.	Emotional Intelligence	200	198	0.87**
2.	Academic Achievement			

Note-**Significant at 0.01 level.

Table - 4.3.1 shows that the computed value of the coefficient of correlation ' r ' is 0.87. The computed value of ' r ' is more than the table value and hence the null hypothesis is rejected. This indicates a significant positive correlation between emotional intelligence and academic achievement of higher secondary school students.

Hypothesis -2: There is no significant difference in emotional intelligence of higher secondary students with respect to gender.

Table 4.3.2: Comparison of Mean scores of emotional intelligence of boys and girls

Sl. No.	Group	N	Mean	SD	df	t-value
1.	Boys	100	72.18	7.16	198	8.35**
2.	Girls	100	80.90	7.59		

$p < 0.01$ (2.61)

Table 4.3.2 shows the significant difference in the mean scores on emotional intelligence of two groups. The 't' is significant at 0.01 level. Therefore, the hypothesis that there will be no significant difference between boys and girls with regard to emotional intelligence is rejected. The Table shows that the computed value of 't' is 8.35 and the table value of 't' is 2.61 at 0.01 level of significance. Thus, the computed value of 't' is higher than the table value and hence the hypothesis is rejected. It indicates that girls have higher EI than boys.

Figure 4.3.1: Comparison of Mean scores of emotional intelligence of boys and girls.

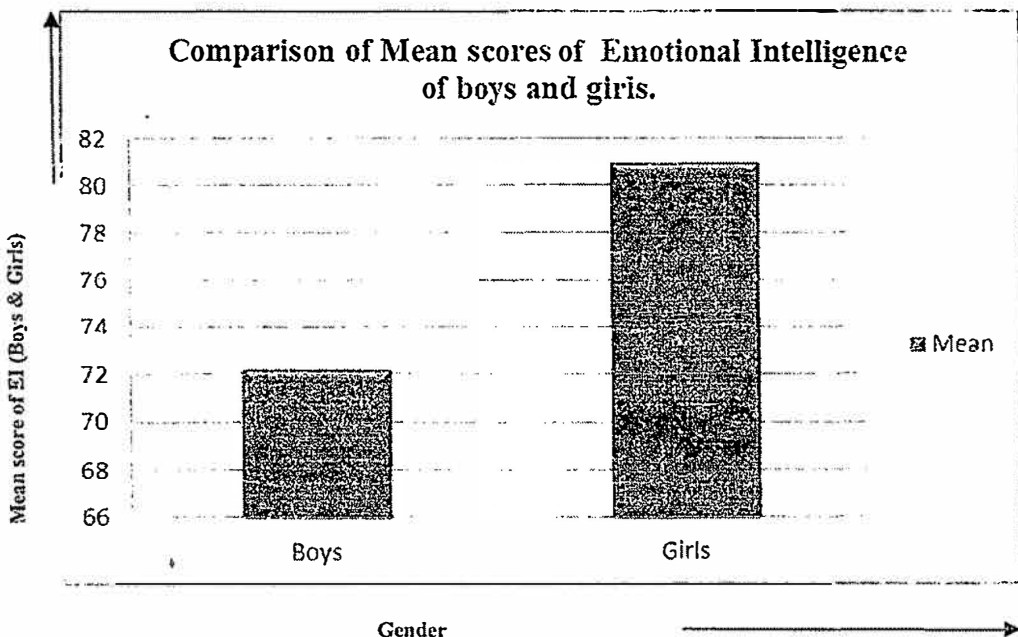


Figure 4.3.1 shows the comparison of Mean scores of emotional intelligence of boys and girls. The Mean scores of boys is 72.18 and the Mean scores of girls is 80.90.

Hypothesis -3: There is no significant difference in emotional intelligence of higher secondary students with respect to type of the schools.

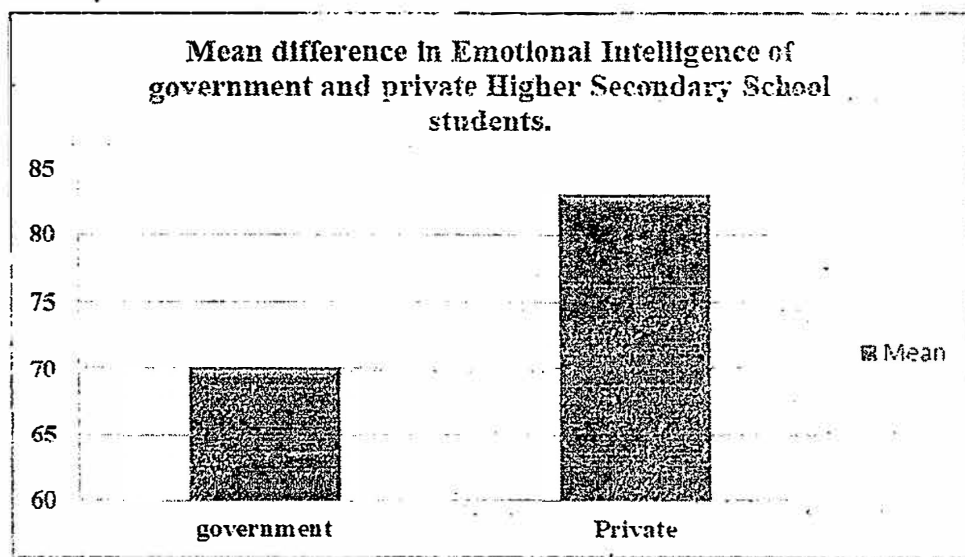
Table 4.3.3: Mean difference in emotional intelligence students of government and private Higher Secondary Schools.

Group	N	Mean	SD	df	t-value
Government School	100	70.06	8.047	198	12.76**
Private School	100	83.02	6.198		

$p < 0.01$ (2.61)

The result in the Table 4.3.3 shows the difference between students of government and private higher secondary school with regard to emotional intelligence. There is a difference in the Mean of the two groups and 't' (12.76) is significant at 0.01 level. Therefore, the hypothesis that there will be no significant difference between the students of government and private higher secondary school with regard to emotional intelligence is rejected. Table 4.3.3 shows that the computed value of the 't' is 12.76 and the table value of 't' is 2.61 at 0.01 level of significance. Thus; the computed value of 't' is higher than table value and hence the hypothesis is rejected. It indicates that the EI of students of private higher secondary school is higher (83.02) than their counterparts (70.06). The findings are graphically represented in Figure 4.3.2.

Figure 4.3.2: Mean difference in emotional intelligence of students of government and private Higher Secondary School



Hypothesis-4 : There is no significant difference in academic achievement of higher secondary students with respect to gender.

Table: 4.3.4 Mean difference between academic achievement of boys and girls

Sl. No.	Category	N	Mean	SD	df	t-value
1.	Boys	100	74.73	6.93	198	6.82**
2.	Girls	100	81.32	6.74		

$p < 0.01$ (2.61)

The result in Table 4.3.4 shows the difference between boys and girls with regard to academic achievement. There is a significant difference in the Mean of the two groups and 't' is significant at 0.01 level. Therefore, the hypothesis that there will be no significant difference between boys and girls with regard to academic achievement is rejected. The Table shows that the computed value of the 't' is 6.82 and the table value of 't' is 2.61 at 0.01 level of significance. Thus, the computed value of 't' is higher than table value and hence the hypothesis is rejected. It indicates that girls had higher academic achievement in comparison to boys.

Figure 4.3.3: Mean Difference between academic achievement of boys and girls

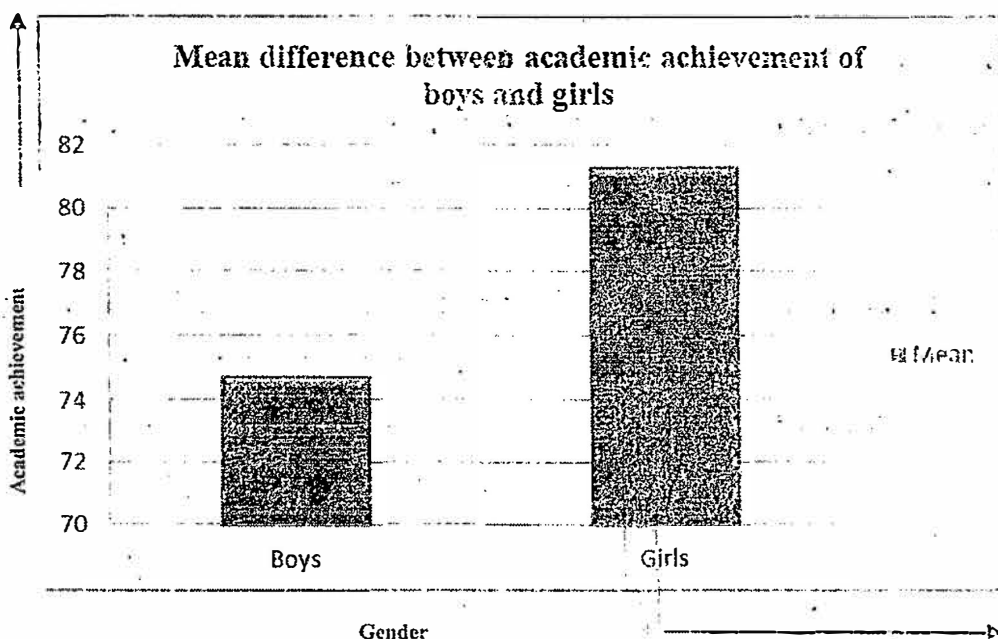


Figure 4.3.3 shows the comparison of Mean scores of academic achievement of boys and girls. The Mean percentage on academic achievement of boys is 74.73 and of girls 81.32.

Hypothesis 5: There is no significant difference in academic achievement of higher secondary students with respect to type of schools.

Table 4.3.5: Mean difference between academic achievement of students of government and private higher secondary school

Type of school	N	Mean	SD	df	t-value
Government	100	76.02	7.35	198	4.15**
Private	100	80.03	6.28		

$p < 0.01$ (2.61)

The result in Table 4.3.5 shows the difference between academic achievement among students of government and private higher secondary schools. There is difference in the Mean of the two groups and 't' is significant at 0.01 level. Therefore, the hypothesis that there will be no significant difference between

academic achievement among students of government and private higher secondary school is rejected. The Table shows that the computed value of the 't' is 4.15 and the table value of 't' is 2.61 at 0.01 level of significance. Thus the computed value of 't' is higher than table value and hence the hypothesis is rejected. It indicates that the students of government and private higher secondary school differ in their levels of academic achievement, hence the hypothesis is rejected. It indicates that government and private higher secondary school students differ in their levels of academic achievement.

Figure 4.3.4: Mean difference between academic achievement of government and private higher secondary school students-

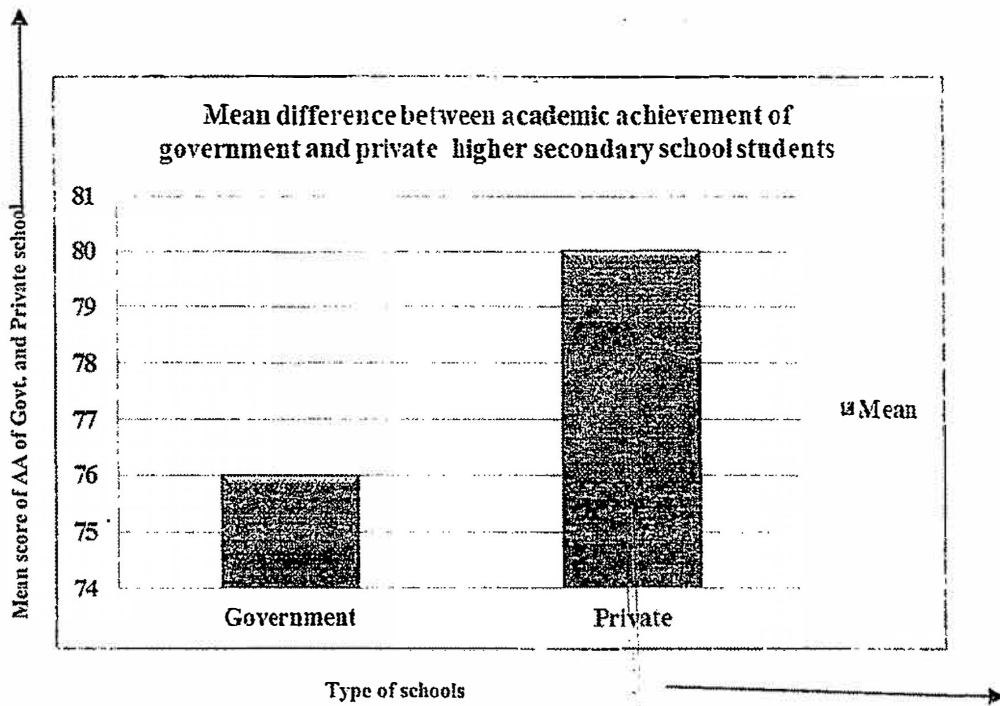


Figure 4.3.4 shows the comparison of Mean percentage of academic achievement among students of government and private higher secondary school. The Mean percentage of students of government school is 76.02 and of private school is 80.03.

Table 4.3.6: Classification of emotional intelligence of girls

Score Range	Levels	Grade	Girl Students (N=100)	Percentage (%)
88 & above	Very Good	A	07	07
75-87	Good	B	39	39
61-74	Average	C	41	41
48-68	Poor	D	11	11
47 & below	Very Poor	E	00	00

Figure 4.3.5: Classification of emotional intelligence of girls

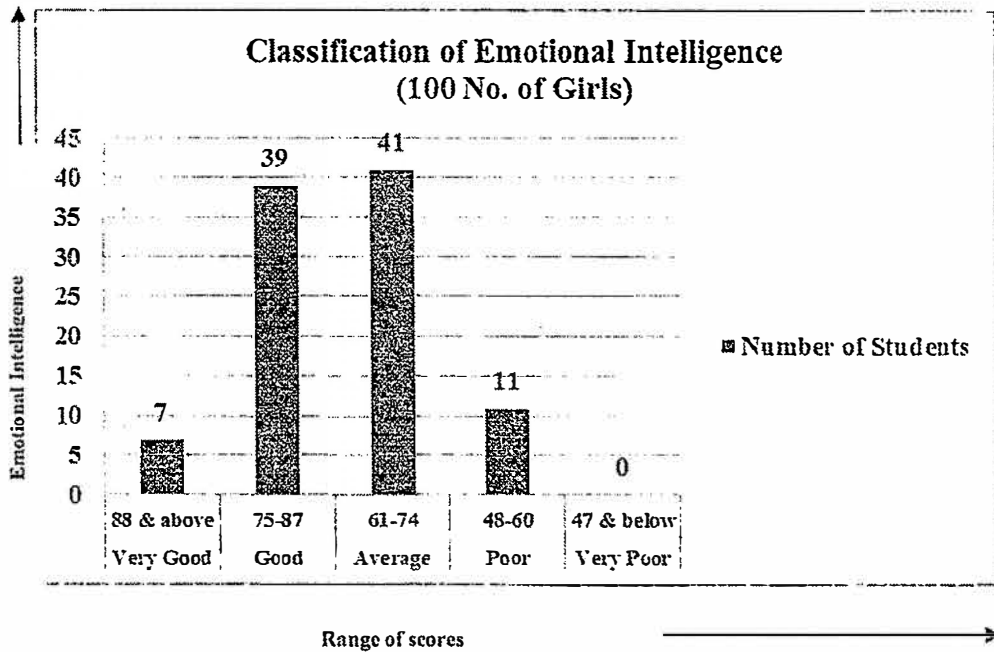


Table 4.3.6 and Figure 4.3.5 show that 41 per cent of girls are falling in the 'average' category (61-74), and 39 per cent girls are in 'good' category (75-87). Only 7 per cent of girls are in 'very good' and 11 per cent in 'poor' category. It depicts that maximum percentage of girls are in good and average categories.

Table 4.3.7: Classification of emotional intelligence of boys

Score Range	Levels	Grade	Boy Students (N=100),	Percentage, (%)
90 & above	Very Good	A	07	07
77-89	Good	B	27	27
63-76	Average	C	49	49
49-62	Poor	D	16	16
48 & below	Very Poor	E	1	1

Figure 4.3.6: Classification of emotional intelligence of boys

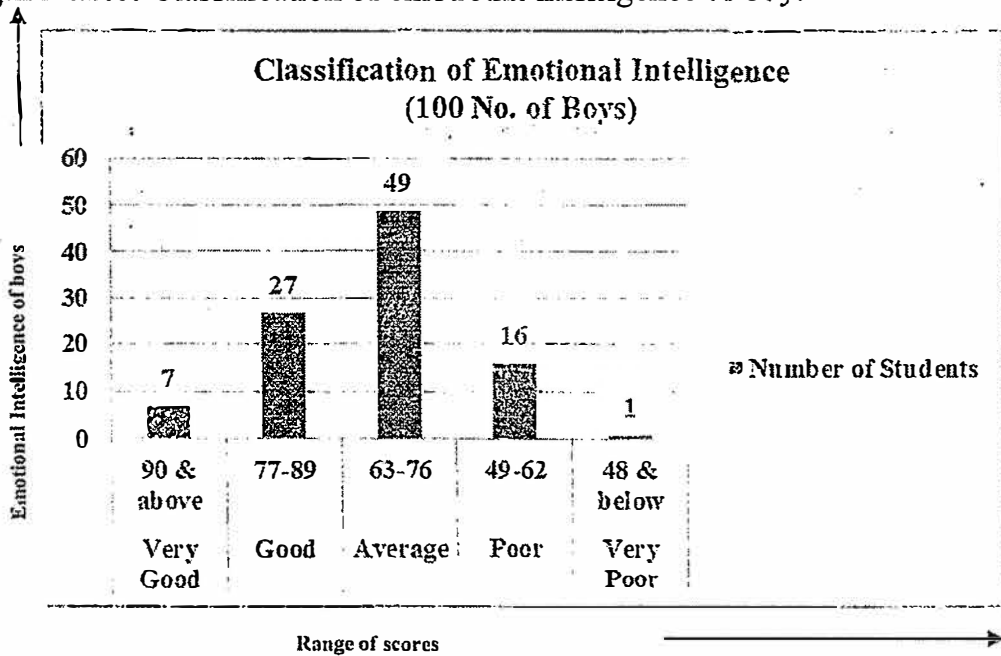


Table 4.3.7 and Figure 4.3.6 show that 49 per cent of boys are falling in the ‘average’ category (63-76), and 27 per cent boys are in ‘good’ category (77-89). Only 7 per cent of boys are in ‘very good’ and 16 per cent in ‘poor’ category. It depicts that maximum percentage of boys are in average category.

Table:4.3.8 Mean of emotional intelligence and academic achievement of boys and girls

Gender	Mean	
	Emotional Intelligence	Academic Achievement
Boys	72.18	74.73
Girls	80.9	81.32

Figure 4.3.7: Mean of emotional intelligence and academic achievement of boys and girls

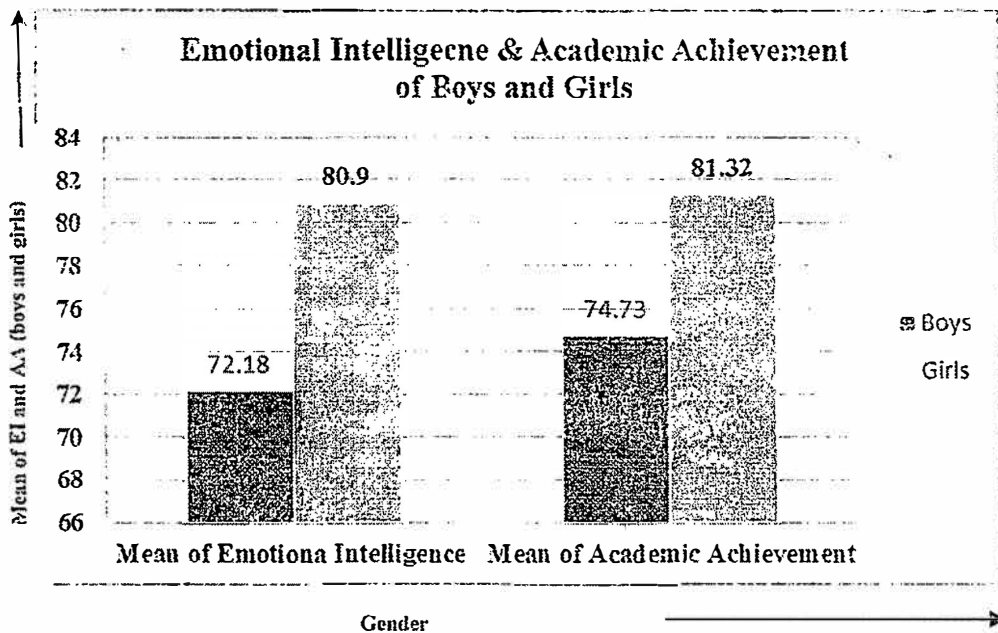


Figure 4.3.7 shows the comparison of Mean scores of emotional intelligence and academic achievement of boys and girls. The Mean scores of emotional intelligence of boys are 72.18 and academic achievement scores is 74.73. The Mean scores of emotional intelligence of girls is 80.90 and academic achievement scores is 81.32.

Table 4.3.9 Mean of emotional intelligence and academic achievement of students of government and private Schools

Mean	Types of schools	
	Govt.	Private
Emotional Intelligence	70.06	83.02
Academic Achievement	76.02	80.03

Figure 4.3.8: Mean of emotional intelligence and academic achievement of students of government and private Schools

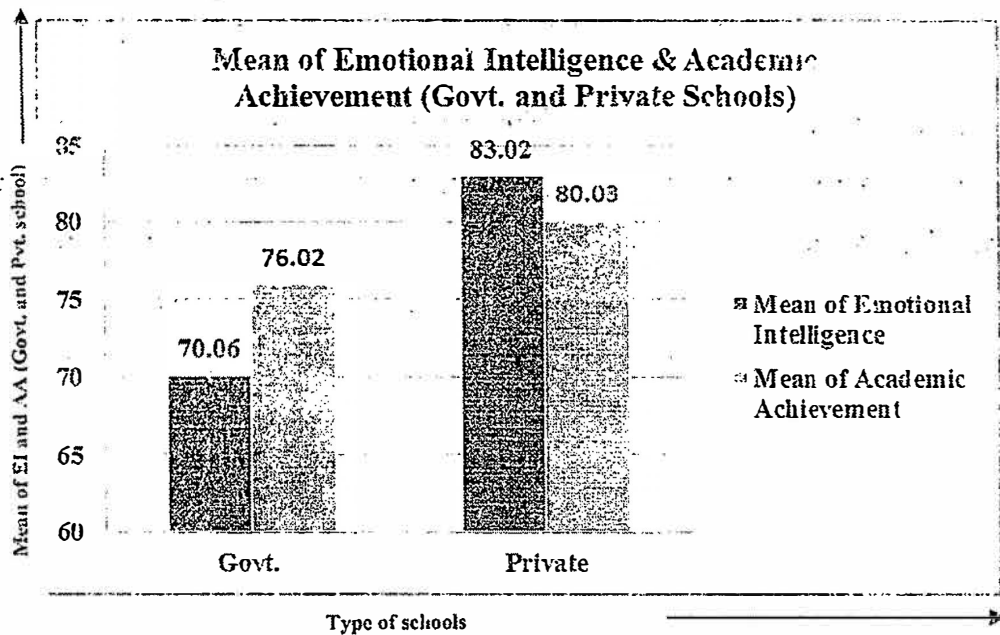


Figure 4.3.8 shows the comparison of Mean of emotional intelligence and academic achievement of students of government and private Schools. The Mean scores of emotional Intelligence of students of government school is 70.06 and academic achievement score is 76.02. The Mean scores of emotional intelligence of students of private school are 83.02 and academic achievement scores are 80.03.

4.3 Interpretation of findings

There is a significant positive correlation between emotional intelligence and academic achievement of XI class students. This means higher level of emotional intelligence leads to higher level of academic achievement.

World goes on changing. Life has become more mechanical. In this changing world competition exist everywhere especially in the field of education and career. So, stress and tension are like a part of human life. In order to overcome the challenges of life students should be mentally, socially and physically fit. Emotional intelligence can perform a significant role in order to mould an individual to face these challenges and crises in day to day life. The school is considered as the right place to inculcate values, courage, will power etc. and to eliminate the negative feelings and emotions like stress, tension, conflict, fear, anger, jealousy etc. The students who are aggressive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others

The students who are aggressive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others

Many studies revealed that there is positive relationship between emotional intelligence and academic achievement. Ediger (1997) stated that quality emotions and feeling help students give their best potential in the classroom. Nada's (2000) study revealed positive relationship between emotional intelligence and academic achievement of eleventh graders exists positive and significant relationship between academic achievement and emotional intelligence of boys and girls. Kumar and Patil (2006) emphasized that emotional intelligence and academic achievement are significantly related. Kaur (2008) also found significant gender difference in emotional Intelligence among senior secondary school students.

The results of the study by Narain and Vijaya (2010) revealed positive correlation between emotional intelligence and academic achievement of school children in all the four areas (perceiving, assimilation, understanding and managing emotions). Significant differences were also found between boys and girls high and low achievers.

In the present study higher emotional intelligence was found in case of girls i.e. girls showed more emotional intelligence as compared to boys. It may be concluded that girl students have greater ability to control their emotions than boy students. The findings are supported by the studies conducted in this area. The findings revealed that girl students were found to have greater emotional intelligence than boy students. Katyal (2005) found that girls were found to have greater emotional intelligence than boys. Many other studies found that female have scored higher than male on emotional intelligence scale (Brackett and Mayer 2003, Mayer et. al., 2002, Thingujam and Ram 2000)

There is significant difference in emotional intelligence of students with respect to type of schools. The findings revealed that private school students have greater emotional intelligence than their counterparts. The academic achievement of students of private school was found higher than the students of government school. It may be explained as the environment (social-emotional) in private school is more congenial which might have helped students to develop emotional skills leading to higher academic achievement. This situation is generally not present in government school. It can be concluded the emotional intelligence helps in developing essential skills among students in schools to make them learn social behaviour and success in academic area .

CHAPTER V: SUMMARY, CONCLUSION AND SUGGESTIONS

- 5.1 Summary
- 5.2 Findings of the study
- 5.3 Conclusion of the Study
- 5.4 Educational implementation
- 5.5 Suggestion for further research studies

CHAPTER V: SUMMARY, CONCLUSION AND SUGGESTIONS

This chapter includes the summary of the study, conclusion on findings including suggestions. On the basis of the analysis and interpretation of the obtained data, regarding relationship between emotional intelligence and academic achievement of higher secondary school students findings are summarised below:

5.1 Summary

Emotional intelligence is the ability or tendency to perceive, understand, regulate and harness emotions adaptively in self and in others (Schutte *et al*; 1998). Researchers have conceptualized emotional intelligence both as ability and as a trait. It includes the ability to understand and regulate others as well as one's own emotions. People who can have control over their life can manage their feelings, and can read and deal effectively with other people's feelings, while the people who cannot have control over their emotional life, fight inner battles that sabotage their ability to focus on work and think clearly (Goleman, 1996).

Mayer and Salovey (1997) defined emotional intelligence as "the capacity to reason with emotion in four areas: to perceive emotion, to integrate in thought to understand it and to manage it."

Good emotional intelligence of an individual could influence a student's level of academic achievement. The stability in emotional intelligence would not only have implications towards good achievements but also became the measure for good attitudes of the students. Though many studies have been conducted related to emotional Intelligence and academic achievement whereas, the investigator could come across very few studies where the emotional intelligence of secondary students was studied in relation to academic achievement. This gap led the researcher to conduct a study discovering whether secondary level students differ in

emotional intelligence and academic achievement and also to compare emotional intelligence and academic achievement of students of government and private secondary school.

Need and importance of the study

In the world of rapid change in science and technology, there is a need for students to achieve more within a limited time. Emotional intelligence can be as powerful and at three times more powerful, than I.Q. emotional intelligence is the ability to recognize the emotions and their relationship and to reason out and solve the problems. High intellect does not ensure on success in life and education. In fact, one's success is contributed by high emotional and spiritual intelligence. This statement is supported by a research done by Goleman (1995) who stated that 80% of a person's success relies on emotional intelligence. The findings of this research are supported by Sternberg. Sternberg found out that IQ's influence towards a person's success is limited to 4% of variance. Besides that, Goleman's statement is also supported by Mohammed (2001). He added that individuals who have a good combination of spiritual and emotional aspects which are harmonized with their intellect could produce a balanced generation. This situation could ensure the generation to have a strong self-defence to face world challenges without any bother. This statement clearly shows that level of emotional intelligence influences one's level of achievement. Good emotional intelligence of an individual could influence a student's level of academic achievement. The stability in emotional intelligence would not only have implications towards good achievements but also became the measure for good attitudes of the students. Though many studies have been conducted that is related emotional intelligence and academic achievement whereas, the investigator could come across very few studies where the emotional intelligence of secondary students was studied in relation to academic achievement. This gap led the researcher to conduct a study discovering whether students at secondary level differ in emotional intelligence and academic achievement and also to

compare emotional intelligence and academic achievement of government and private school students of secondary school.

The findings of the present study may be useful to the teachers, administration, parents/guardian and other to develop an understanding about the behaviours of secondary school students. This will also put forth, the phenomenon of relationship between emotional intelligence and academic achievement.

It should prepare the younger generation to understand and face the challenges of the world. In this context, the teachers have more responsibilities in moulding the character of students. Teachers help them in their development of physical, mental, emotional and intellectual growth. They have to take care of the affective domain of the students besides the stress on academic excellence. It will ensure that students are prepared to face the challenges and utilize opportunities. So, the investigator felt the need to study relation between emotional intelligence and academic achievement of higher secondary school students.

Statement of the problem

The study is titled as - "Relationship between emotional intelligence and academic achievement of students at higher secondary level".

Objectives of the study:

1. To find out the relationship between emotional intelligence and academic achievement of students at higher secondary level.
2. To find out the levels of emotional intelligence among of higher secondary school students.
3. To find out the levels of academic achievement among higher secondary school students.
4. To find out significant differences if any in emotional intelligence among higher secondary school students with regard to gender and types of school.

5. To find out significant differences if any in academic achievement of higher secondary school students with regards to gender and type of the schools.

Hypotheses

1. There is no significant relationship between emotional intelligence and academic achievement of higher secondary students.
2. There is no significant difference in emotional intelligence of higher secondary students with respect to gender.
3. There is no significant difference in emotional intelligence of higher secondary students with respect to type of the schools.
4. There is no significant difference in academic achievement of higher secondary students with respect to gender.
5. There is no significant difference in academic achievement of higher secondary students with respect to type of the schools.

Research Methodology

Design of the study –

Type of research – Survey method

Population - Students of Higher Secondary level in Bhopal city constitute the population of the study.

Sample - A sample of 200 students of XI standard was drawn from two higher secondary schools (one government & one private school) of Bhopal using simple random sampling technique. 100 students of government school (50 boys and 50 girls) and 100 students of private school (50 boys and 50 girls).

Tools used in the study-

- Mangal's Emotional Intelligence Inventory [MEII]

It was developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal (2004). The test consists of 100 items which take approximately 30 to 40 minutes to complete. The split half reliability is 0.89 and test retest reliability is 0.92.

- Personal Data Sheet :
- Academic Achievement record



Delimitations of the Study

- 1) The study was conducted only in two Schools affiliated to Madhya Pradesh Board of Secondary education (one private and one government) in Bhopal.
- 2) The study is further delimited to students of class XI.
- 3) The study was conducted on 200 students only.

As the study was conducted on 200 students of class XI only in two schools in Bhopal city, therefore, the findings cannot be generalized.

Statistical techniques used

The data collected was tabulated and for analysis statistical techniques like Mean, Standard Deviation, Coefficient of Correlation and t-test were calculated.

5.2 Findings of the study

- There is a significant relationship between emotional intelligence and academic achievement of higher secondary school students.
- There is significant difference in emotional intelligence of higher secondary students with respect to gender. The findings revealed that girl students were found to have greater emotional intelligence than boy students.
- There is significant difference in emotional intelligence of higher secondary students with respect to type of schools (government and private school). Mean of emotional intelligence scores of students of

private school was 83.02 and of students of government school was 70.06. The findings revealed that private school students were found to have greater emotional intelligence than government school students.

- There is significant difference in academic achievement of higher secondary students with respect to type of schools (government and private school). Mean of academic achievement of students of private school was 80.03 and of government school was 76.02. The findings revealed that private school students were found to have greater academic achievement than government school students.
- There is significant difference in academic achievement of higher secondary students with respect to gender. Mean of academic achievement of girl students is 81.32 and of boy students is 74.73. The findings revealed that girl students were found to have greater academic achievement than boy students.

5.3 Conclusion of the study

“The mental process involved in the recognition, use, understanding, and management of one’s and others’ emotional state to solve problems and regulate behaviour. It is the ability to monitor one’s own and others’ emotion, to discriminate among them and to use the information to guide one’s thinking and actions.” (Mayer & Salovey 1997, 1998)

Emotional intelligence is the ability to recognize the emotions and their relationship and to reason out and solve the problems. So emotional intelligence is useful for students at school level. The role of emotional intelligence in peace education and moral education is very important. Students can achieve all types of success with the help of emotional intelligence. Molouff and Schett (1998) found in their study that the persons with higher EI were more socially accepted and they displayed better social skills. EI

plays a significant role in establishing and maintaining relationship (Goleman, 1995).

The present study has been conducted on students belonging to the age group of 15-17 years and this age is considered to be the most crucial age of the development of human being. It is a period when rapid psychological changes and demands for new social roles take place. They show the tendency of impulsive urge to take immediate action which often lead to risk taking behaviour. In this regard proper understanding and handling of emotions by the students have to be given due importance. Here, in this study investigator tried to find out the relationship between emotional intelligence and academic achievement of students at school level.

The investigator has collected data with the help of MEII (Mangal Emotional Intelligence Inventory) on level of emotional intelligence of students. The findings are concluded as follows:-

There is a significant positive correlation between emotional intelligence and academic achievement of XI class students. This means higher level of emotional intelligence leads to higher level of academic achievement.

World goes on changing. Life has become more mechanical. In this changing world competition exist everywhere especially in the field of education and career. So, stress and tension are like a part of human life. In order to overcome the challenges of life students should be mentally, socially and physically fit. Emotional intelligence can perform a significant role in order to mould an individual to face these challenges and crises in day to day life. The school is considered as the right place to inculcate

values, courage, will power etc. and to eliminate the negative feelings and emotions like stress, tension, conflict, fear, anger, jealousy etc.

Many studies revealed that there is positive relationship between emotional intelligence and academic achievement. Ediger (1997) stated that quality emotions and feeling help students give their best potential in the classroom. The students who are aggressive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others

Nada's (2000) study revealed positive relationship between emotional intelligence and academic achievement of eleventh graders. Kumar and Patil (2006) emphasized that emotional intelligence and academic achievement are significantly related. Mahajan (2011) concluded that there exists positive and significant relationship between academic achievement and emotional intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. The results of the study by Narain and Vijaya (2010) revealed positive correlation between emotional intelligence and academic achievement of school children in all the four areas (perceiving, assimilation, understanding and managing emotions). Significant differences were also found between boys and girls high and low achievers.

In the present study higher emotional intelligence was found in case of girls i.e. girls showed more emotional intelligence as compared to boys. It may be concluded that girl students have greater ability to control their emotions than boy students. The findings are supported by the studies conducted in this area. The findings revealed that girl students were found to have greater emotional intelligence than boy students. Katyal (2005) found that

girls were found to have greater emotional intelligence than boys. Kaur (2008) also found significant gender difference in emotional Intelligence among senior secondary school students. Many other studies found that female have scored higher than male on emotional intelligence scale (Brackett and Mayer 2003, Mayer et. al., 2002, Thingujam and Ram 2000)

Here is significant difference in emotional intelligence of students with respect to type of schools. The findings revealed that private school students have greater emotional intelligence than their counterparts. The academic achievement of students of private school was found higher than the students of government school. It may be explained as the environment (social-emotional) in private school is more congenial which might have helped students to develop emotional skills leading to higher academic achievement. This situation is generally not present in government school.

It can be concluded the emotional intelligence helps in developing essential skills among students in schools to make them learn social behaviour and success in academic area and work place through proper education.

5.4 Educational implications of the study:

On the basis of analysis and findings of the study, following implications of the study are suggested:

- There is significant correlation found between emotional intelligence and academic achievement that shows that the emotional intelligence of students directly related to academic achievement. So, emotional intelligence skills need to be nurtured by the teachers and used by students in their classroom learning, for enhancing their learning competency and academic performance.

- Findings of study show that the level of emotional intelligence is associated with the type of schools, which means students of private school have comparatively higher level of emotional intelligence than students of government school. The difference in level of emotional intelligence may be due to less teacher-student interaction due to increasing number of students in government schools.
- If emotional intelligence is low than students lack motivation to pursue and achieve their potential and goal. Therefore, teachers should provide congenial environment in the classroom to develop such skills. Elias et al. (1991) reported that teaching emotional and social skills is very important at school; it can affect academic achievement positively during the years that follow as well. Teaching these skills has a long-term effect on achievement.

- A study like this one holds several implications for educators and parents with regard to helping students achieve a higher level of success in school.

Relationship between emotional intelligence and academic achievement is very relevant in educational context. It may be an urgent need to address the classroom interaction that includes the emotions of the learner while learning.

- In the present study, it was found that exists positive and significant relationship between emotional intelligence and academic achievement of boys and girls. So if students to excel in academics they should be provided emotional security at home as well as at the school so that they can develop emotional intelligence .
- Relationship between emotional intelligence and academic achievement is very relevant in educational context, therefore, the

educatorists need to relook into the relevance of emotional intelligence in educational context.

- In order to increase the academic achievement of the students, the school should provide better environment to improve the level of emotional intelligence.
- Teachers should often point out the value of emotional intelligence.
- By the help of emotional intelligence students can solve new problems and to deal with diverse situations. By the help of emotional intelligence. Students can learn their strategies to deal with life's ups and downs.

The findings of this study will be helpful to utilize the dimensions of emotional intelligence more effectively in the educational setting and to deal effectively with the negative emotions that arise from school environment. Teachers have an important role to play in nurturing emotional intelligence. They should strive to create an environment of trust, respect, and support. Emotional intelligence can help students to cope with stress, and develop healthy relationship. With high emotional intelligence students will not only be able to excel in academics but also could control themselves from doing something against the law or discipline which is needed to be followed. This will decrease disciplinary problems which have always been related to school students. High emotional intelligence will also enable a student to think logically and use his or her abilities in the best possible way. This could be seen when the student has a high motivation and self-awareness. This will also indirectly encourage the students to work hard to excel not only in their studies but also in their life.

The achievement in life is related to a good relationship that can be built in a society. Students are required to be smart in facing all the positive and negative influences from the environments. The ability to think well, based on a high level of emotional intelligence, will encourage towards finding solutions to face environmental influences well. If these things occurred then the students could form good personality. This form of stability is considered important if students are to expand their full self-potential in order to become the generation that could lead the nation in future.

5.5 Suggestions for further research:

The following suggestions could be made at this level.

1. The sample for present study was limited to only Bhopal city, but the similar study can also be done taking larger sample.
2. Similar study can be conducted for primary level students as emotional intelligence should be developed from the early childhood.
3. Urban and rural area can be taken as sample for the wider study.

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