

**Relationship Between Emotional Intelligence  
and Academic Achievement of Student in  
Environmental Studies at Higher Secondary  
Level**

**DISSERTATION  
SUBMITTED TO**

**Baraktullah University, Bhopal**

In partial fulfillment for the requirement of  
**MASTER OF EDUCATION (RIE)**

**SESSION: 2012-2013**



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## DECLARATION

I hereby declare that the dissertation entitled “**Relationship between Emotional Intelligence and Academic Achievement of student in Environmental Studies at Higher Secondary Level**” has been carried out by me during the academic year 2012 – 2013 in partial fulfillment of the requirement for the Degree of Master of Education,(M.Ed.) of Barkatullah University, Bhopal, Madhya Pradesh(M.P).

This study has been conducted under the Guidance and Supervision of Dr. K.K. Khare, Associate Professor, Department of Education, Regional Institute of Education,(NCERT), Bhopal, M.P.

I also declare that the research work done by me is original. This dissertation has not been submitted by me, for the award of any degree or diploma in any university.

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## CERTIFICATE

This is to certify that Mr. Sunil Kumar, Student of Master of Education course of Regional Institute of Education (NCERT) Bhopal, during the academic year 2012 – 2013 has conducted a research work entitled “**Relationship between Emotional Intelligence and Academic Achievement of student in Environmental Studies at Higher Secondary Level**” under my supervision.

It is his genuine work and I consider it worthy of submission for the award of the degree.

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# CHAPTER - I

## INTRODUCTION



# CHAPTER I

## 1.1 INTRODUCTION

The advancement of science and technology made the human life easier. Human beings are consuming much of natural resources and their activities adversely affect the environment directly as well as indirectly. The ruthlessly consumption of natural resources as well as environmental pollution just for the development of society, may result in a number of problems in the future.

With growing concern toward environment problems we have begin to consider which type of activities and attitudes with obligatory to understand the problem and take necessary measures. As we always learn to look towards education for solution to the situation.

### **a) Emergence of environmental education as a distinct entity**

Today environmental education is important section within the educational system. It includes all educational activities to overcome environment calamity by consciously and confronting as well as attempting the same. The objective of environmental education is to acquire awareness, knowledge, develop attitudes, skills and abilities to participate for solving problems.

The Supreme Court of India (in 2004) directed NCERT and other concurred organizations to introduce the teaching of environmental education as a compulsory subject in all classes.

## **b) Emotional Intelligence as a measure of success in life**

The roots of emotional intelligence can be traced back to over 2000 years, to 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 dealing with others 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 situations and the people involved with.

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)

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 instill in the child a sense of maturing and responsibility by bringing in it 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 highest extent. He is able to meet the conflicting challenges and tide over all the difficulties which confront him day-to-day life. Thus, education develops the individual like a flower which distributes its fragrance all over the environment.

Educational psychologist and researchers acknowledged that emotions are central to learning and teaching, and that an understanding of their role in the learners experience is essential. An emotion expresses an individual's attempt to establish, maintain or change relationship with their environment on a matter of importance to that person (Krause et al, 2003). Intelligence usually refers to rational abilities and excludes the emotions. Additionally, intelligence is commonly used in education where it is linked to paper tests design to measure rational thinking (Matthews, 2006).

Goleman (1995) gave a short of answer when he asserted that success depends on several Intelligences and on the control of emotion .Specifically, he stressed that intelligence (IQ) alone is no more the measure of success. According to him intelligence accounts for only 20% of the total success, and the rest goes for Emotional and Social intelligences.

Petrides et al (2004) have looked at the relationship between trait emotional intelligence, academic performance and cognitive ability found that emotional intelligence moderated the relationship between academic performance and cognitive ability.

Parker et al (2004) in their studied concluded that various elements of emotional intelligence used as predictors of academic success. They found that highly successful students scored higher than the unsuccessful

group on three subsets of emotional intelligence (interpersonal ability, stress management and adaptability).

According to Salovey and Mayer (1990), Emotional Intelligence is being able to monitor one's own and others feelings and emotions, to discriminate among them, and to use this to guide ones thinking and actions.

Again, Salovey and Mayer (1993) wrote that an emotionally intelligent person is skilled in four areas: identifying, using, understanding, and regulating emotions. Similarly, Goleman also stressed that emotional intelligence consists of five components: Knowing ones emotions (self-awareness), managing them, motivating self, recognizing emotions in others (empathy), and handling relationships. Achievement outcomes have been regarded as a function of two characteristics, "Skills" and "Will" and these must be considered separately because possessing the will alone may not ensure success if the skill is lacking(Sarwar,2004). Academic achievement can be referred here as academic intelligence, by academic intelligence means a typically defined by conventional definition and tests comprising so-called general ability and related abilities (BarOn, 2000).

Specifically, Finnegan (1998) argued that school should help students learn the abilities underlying the emotional intelligence. This he believes could lead to achievement from formal education years of the child.

There is urgent need to create a consciousness of the environment. This is possible through environment education to a large extent. Environmental education is defined as the process of recognizing values

and clarifying concepts related to environment and its problems in order to develop skills and attitudes necessary to understand the environment.

Environment education is a kind of education, which seeks to make students fully aware of the problems connected with the development, initiates them to tackle those problems with a sense to responsibilities and enable them to think contributes their views and their solutions along with other members of their community. Environmental education is the process recognizing values and clarifying concepts in order to understand the inter relatedness among man, his culture and his biophysical surroundings. India is a fast developing country, but development is necessarily to be related with endangered environment. Development, environment and population continue to be trinity. It should be our goal that environment education in our country should reach every individual who has multifaceted role to play as an occupant of a dwelling, a resident in the street, or an inhabitant of a village or town, a native of a district, a citizen of a nation and finally a citizen of the world. The consciousness of both public and legislators must be increased so that they understand the importance of environmental conservation.

### **c) Environmental Education: According to NPE (1986)**

National Policy on Education (1986) defines that “there is paramount need to create a consciousness of the environment. It must permeate all ages and all sections of the society, beginning with the child. Environmental consciousness should inform teaching in school and colleges. This aspect will be integrated in the entire educational process”.

Environmental education is the most effective tool for modifying the behavior of individuals and of the community, and creating a new

environment friendly citizenship which will come to understand his role and responsibilities as a custodian of life on this “space ship earth”

**d) Environmental Education: According to NCF (2005)**

- To aware the people about environment is the need of the time for the whole world because the nature is destroyed by the world in a very catastrophic manner. So the curriculum must include the environmental education in such a manner by which it can stick the minds of every individual and are and alert them accordingly.
- To aware from the interrelationship of man and his world, the scope of the environment has wider context. Man needs to understand his relationship with various components of environment.

## **1.2 STATEMENT OF THE PROBLEM**

The problem of the proposed study can be worded as follows:

*“Relationship between Emotional Intelligence and Academic Achievement of student in Environmental Studies at Higher Secondary Level”*

## **1.3 NEED OF THE STUDY**

Mankind is dependent directly or indirectly on environments for their survival and existence. This truth is felt even by the commoners. All the scientists, thinker’s knowledgeable persons all over the world



unanimously agree that protection and maintenance of environments is as much important as the development and welfare of mankind.

Articles on the importance of environments, its protection and related problems are published in print media and the topics on the subject are discussed in electronic media from time to time on regular basis. Yet unmindful destruction of environment and environment degradation are going on unabatedly.

Inadequate awareness and knowledge and lack of motivation or emotion about environments among the people seem to be one main reason for this situation. Even the school/ college students who are taught about environments as a part of educational curriculum, this awareness and knowledge among them are low. This has been reflected in a study on environmental awareness by Pandey Sushma in 2007. The study revealed that a majority of students did not appear to have much knowledge of environmental related issues and problems. Many studies have established the truth that emotion is one of the important factors like ability for higher achievements. Emotional intelligence is significantly co-related to achievements in various areas of human activities. Emotion and skill together influence the achievements. Higher the emotional intelligence higher the achievements is an accepted concept. Emotion is one major motivating factor for action or achievements.

But so far as my knowledge goes there have been no or few studies of such type in the area of environments /environmental studies. In view of this, I felt that there is urgent need for such study in the area of environmental studies. I therefore, as a beginner decided to take up this study on emotional intelligence and academic achievements in environmental studies among senior/ college students to find out whether

the low emotional intelligence is somehow responsible for their low academic achievements in environmental studies. The study findings would be definitely helpful/ useful for policy makers and planners or teachers of formal education system and others who are concerned for environmental related issues.

Environmental Education is being taught in schools and colleges recognized by ICSE, CBSE and various State Boards of Education. It has been felt that although a fair amount of information about the Environment is being given through textbooks, it has not succeeded in mastery learning that may lead to effective action for conserving and improving the environment. Though cognition abilities are essential for facilitating learning in different subject areas emotional intelligence has been shown to be a better predictor of outstanding performance.

Lower level of Emotional Intelligence is associated with lower academic achievement. It was observed that teaching emotional and social skills is important at school and it can affect academic achievement positively. Emotionally intelligent student may be more stable and sensitive to their less emotionally intelligent counterparts. This can facilitate their learning about the environment. Therefore, the curriculum makers should prepare the content of Environmental Studies in such a way that students use their emotional intelligence.

#### **1.4 OPERATIONAL DEFINATION 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 terms. Therefore, to overcome this problem

the researcher made an attempt to define the term operationally. In this study the researcher has given the understanding of those terms as follows-

**Emotional Intelligence:** Emotional Intelligence refers to four major parts:

- The ability to be aware of , to understand and to express one self,
- The ability to be aware of, to understand and related to others,
- The ability to deal with strong emotions and to control one's impulses,
- 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 endeavors. 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 score 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.

## **1.5 OBJECTIVES OF THE STUDY**

- 1) To find out the relationship between Emotional Intelligence and Academic Achievement of students in Environmental Studies at Higher Secondary Level.

- 2) To find out significant differences if any in Academic Achievement of Higher Secondary Level students with regards to gender.
- 3) To find out significant differences if any in Academic Achievement of Higher Secondary Level students with regards type of the school.
- 4) To find out significant differences if any in Emotional Intelligence of Higher Secondary Level students with regards to gender.
- 5) To find out significant differences if any in Emotional Intelligence of Higher Secondary Level students with regards type of the school.

## **1.6 HYPOTHESIS**

- 1) There is no significant relationship between Emotional Intelligence and Academic Achievement of students in Environmental Studies at Higher Secondary Level.
- 2) There is no significant difference in Academic Achievement of Higher Secondary Level students with regards to gender.
- 3) There is no significant difference in Academic Achievement of Higher Secondary Level students with regards type of the school.
- 4) There is no significant difference in Emotional Intelligence of Higher Secondary Level students with regards to gender.
- 5) There is no significant difference in Emotional Intelligence of Higher Secondary Level students with regards type of the school.

## 1.7 DELIMITATION OF THE STUDY

1. The study has been conducted only two junior college affiliated to Maharashtra Board of Higher Secondary Education in Mumbai city.
2. The study is further delimited to students of class XI.
3. The study is delimited to Emotional Intelligence and subject of Environmental Studies.
4. The study was delimited to school affiliated to Maharashtra Board of Higher Secondary Education.
5. The study was delimited to 100 students.



**CHAPTER - II**  
**REVIEW OF RELATED**  
**LITERATURE**



# **CHAPTER II**

## **REVIEW OF RELATED LITERATURE**

### **2.1 INTRODUCTION**

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journal, books, dissertations thesis, and other sources of information on any research study. A review of related literature must precede any well planned research study

### **2.2 PURPOSE OF THE REVIEW**

The review of the literature is an important part of the scientific approach and is carried out in all areas of scientific research whether in physical nature or social sciences.

The review of the literature in educational research provides us with the means of getting the frontier in our particular field of knowledge. Until we learn what others have done and what remains still to be done in our area, we cannot develop a research project that will contribute to furthering knowledge in our field. Thus the literature in any fields forms the foundation upon which all future work must be built. If we fail to build the foundation of knowledge provided by the review of the literature, our work is likely to be shallow and will often duplicate work that has already be done better by someone else.

Although the importance of a thorough review of literature is obvious to everyone, this task is more frequently sighted than any other phase of research. We must always be tempted to let a sketchy review of the literature suffice so that we can get started sooner on our research project. We, however, should make every effort to complete a thorough review before starting our research because the insights and knowledge gained by the review almost inevitably lead to a better designed project and greatly improve the chances of obtaining important sufficient results.

## **2.3 REVIEW OF RELATED LITERATURE**

In this chapter, researcher intends to scan the previous study that have been conducted in the selected area, some studies are:

### **2.3.1 Review on Emotional Intelligence**

**Suramanyam (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 skills 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 584 scheduled castes male and female student of arts and science stream of class XI. The sample consisted of 355 male and 249 female schedule caste students of arts and science with



high and low emotional intelligence. To find out the significance between two means 't' test was carried out.

**Jadhav and Patil (2009)** for their study on emotional intelligence among student teachers in relation to general intelligence and academic achievement have used the (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 EI and GI of student teachers. (b) There is no significant relationship between EI and academic achievement of student teacher.

**Sowmyahet.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.

**Kaur (2008)** focused on emotional intelligence of students in relation to their demographic variable. The finding shows that there is a 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.

**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 test. The finding revealed that girls were found to have greater emotional intelligence than boys.

### **2.3.2 Review on Emotional Intelligence and Academic Achievement**

**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 Hoshiapur was taken for the collection of data cluster at school and selection level. Bi-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 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. 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.

**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 of class 4<sup>th</sup> from various schools of Patna. High and low achievers were differentiated based on their percentage in the last two consecutive examination result multifactor emotional intelligence scale developed by Dr. Vinod Kumar was used which measured four components of emotional intelligence. 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.

**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 there by 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.

**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.

**Kareen Vander Zee (2002)** examines the relationship of self and other ratings of emotional intelligence with academic achievement 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 labeled as empathy, autonomy and emotional control. Little evidence was found for a relationship between emotional intelligence and academic intelligence. Strong relationship was found for the emotional intelligence dimensions with extraversion and emotional stability. Interestingly, the emotional intelligence dimensions are able to predict both academic and social success above traditional indicators of academic intelligence and personality.

**Nada (2000)** studied the relationship between emotional intelligence and academic achievement in Eleventh Graders. The sample was 500 11<sup>th</sup> graders boys and girls from public and private schools in Montgomery, Alabama. Baron Emotional Quotient Inventory (EQI) was used. Results of this study were that there is positive relationship between emotional intelligence and academic achievement of 11<sup>th</sup> graders.

**Verma (1985)** conducted a study on factors affecting academic achievement, “a cross culture study of tribal and non tribal students at junior high school level in Uttar Pradesh.” the Kuppuswamy’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 of ST students from other caste.

### **2.3.3 Review on Environmental Awareness, Attitude and Practices**

**PandeySushma (2007)** “Environmental awareness among rural and urban children – a comparative study”. University news, January New Delhi. Findings: 1. the results revealed that a majority of students did not appear to have much knowledge of the environmental related issues and problems. 2. Urban students had better knowledge than rural students.

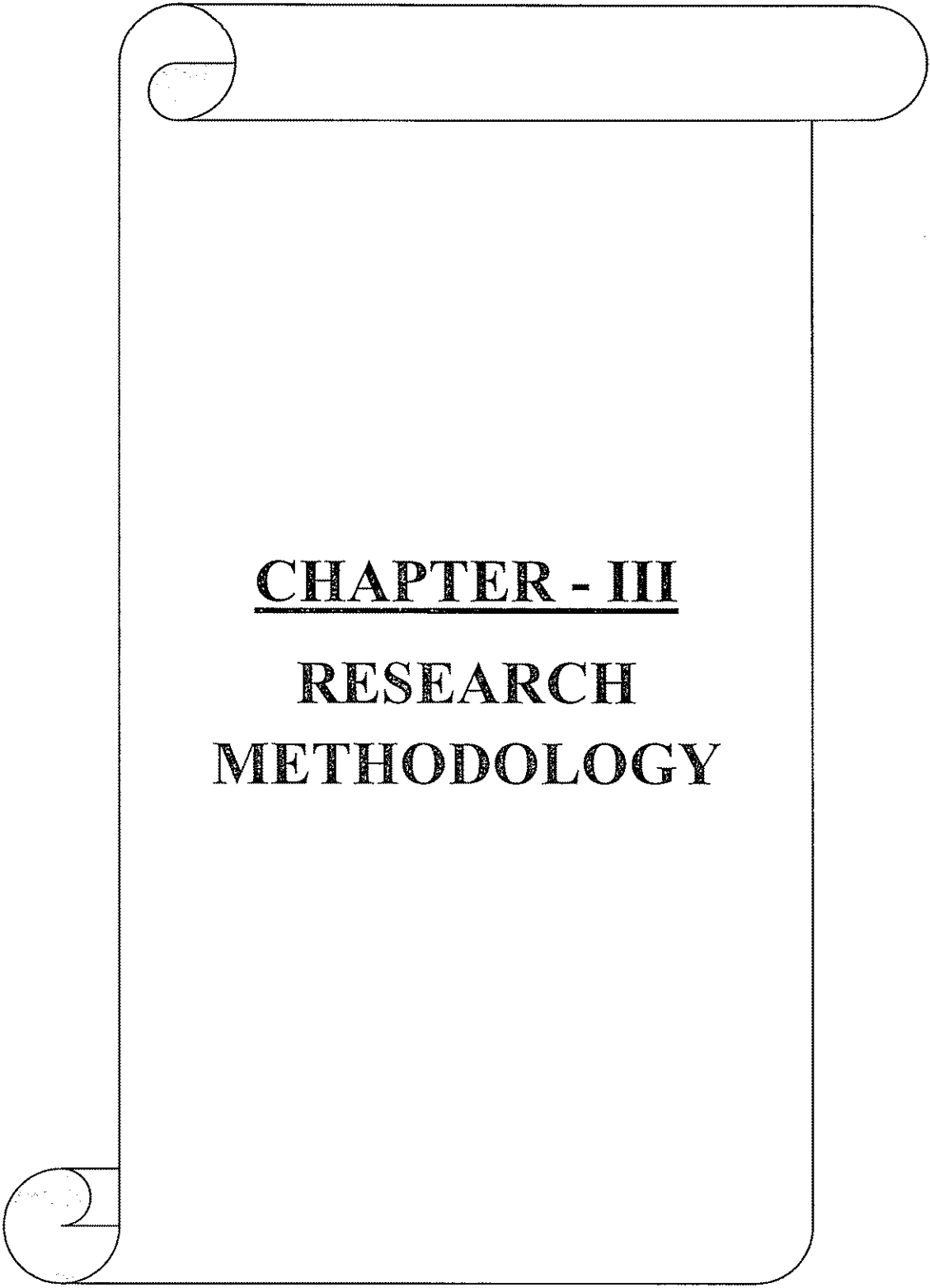
**Pradhan (2002)** “A study of environmental awareness among secondary school teachers”.Major findings: significant difference was found among social science, language and science teachers. 2. Environmental awareness of science teachers was found better than social science and language teachers. 3. Environmental awareness of social science teachers and language teachers was not found very significant. 4. Teachers of urban schools are more aware about environment and environmental

problems. 5. No significant difference in environmental awareness was found between male teachers and female teachers.

**Rai, Dhanjay Kumar (2000).** “Role of education and cultural practices in creating environmental awareness”. Major findings: 1. Students with high achievement in school have greater awareness towards environment. 2. Both girls and boys students were equally aware regarding environmental issues. 3. Both rural and urban students showed no significant difference in their concern for environment.

**Bhattacharya, G.C (1997).** “Environmental awareness among higher secondary students of science and non science streams”. Findings: 1. students belonging to science discipline were comparatively better than in terms of their environmental awareness as compared to non science students. 2. Science students were better on dimension on environmental awareness, namely, environmental orientation and environmental responsibility as compared to non- science students. 3. Formation of attitude towards any issue or object may not depend upon the nature of discipline and a formal instructional situation as well as of curriculum structure. 4. Female groups of higher secondary students were better than their male counterpart in environmental awareness.





**CHAPTER - III**  
**RESEARCH**  
**METHODOLOGY**

# **CHAPTER III**

## **RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

Research methodology involves the systematic procedure by which the researcher starts from initial identification of the problem to its final conclusion. The role of methodology is to carry on the research work in scientific and valid manner.

The methodologies of educational research are based, in most instances, on research method in the behavioural and social sciences, relying most heavily on psychology, sociology, and anthropology because researchers in these fields emphasis logical positivism, which uses experimental and quantitative research methods, most concerns may be addressed more appropriately with a phenomenological, or qualitative, research approach derived from the humanities, particularly history and philosophy, or with qualitative methods from the social sciences.

This research is a kind of survey research which is descriptive and correlation type of research. A descriptive study describes and interprets “what is”. It is concerned with conditions or relationships that exists, opinions that are held, processes that are going on.

The present study is descriptive in nature. Study was conducted by a survey with a focus on inference the relationship of emotional intelligence on academic performance of students in Environmental Studies of Maharashtra Board of Higher Secondary Education.

This study describes the relationship between emotional intelligence and academic performance in Environmental Studies.

### **3.2 SAMPLE**

Data collection is essentially an important part of research process. So that the inferences, hypothesis, or generalizations tentatively held, may be identified as valid and verified as correct or rejected. In order to collect the requisite data for any research problem, the researcher has to sample the population concern.

Most educational phenomena consist of large number of units. It would be impractical to observe each unit of the population under controlled conditions in order to arrive at the principle having universal validity. Some populations are so large that their study would be expensive in terms of time, money, effect, and manpower.

Sampling is the process by which a relatively small numbers of individual object of events selected in order to find out something about the entire populations from which it was selected. An appropriately chosen sample size enhances the reliability and validity of research findings.

A sample is small portion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

The population of the present study was students in class XI from Government and Private Co-education College of Mumbai affiliated to Maharashtra Board of Higher Secondary Education.

In the present study, College is the unit of study and out of all the College of Maharashtra Board of Higher Secondary Education in Mumbai two Colleges was picked randomly.



For this study, researcher administered a survey research. A sample of 100 students of Maharashtra Board of Higher Secondary Education was selected using random sample technique. There were 50% boys and 50 % girls in the sample.

**Table – 3.1**

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**DISTRIBUTION OF SAMPLE**

Sl. No.	Name of the college	Boys	Girls	Total
1	R. D. National College, Linking Road, Bandra (Government Aided)	25	25	50
2	MPSP junior College, Santacruz (Private Non-Aided).	25	25	50
	Total	50	50	50

**3.3 VARIABLES UNDER STUDY**

In this study the researchers just aimed for the correlation of emotional intelligence and academic performance in Environmental Studies. Therefore there are neither dependent variables nor dependent variables. Researcher for his convenience termed them just as variables. Besides

this Gender and Type of College are also the variables which are also taken into account during research.

**List of variables:**

- Academic Achievement
- Emotional Intelligence
- Gender
- Type of College

### **3.4 RESEARCH INSTRUMENT**

Based on conceptual framework discussed earlier, an instrument was designed to collect data for this study.

#### **1. Academic Achievement of Environmental Studies:**

As part of measure, data on academic achievement in Environmental Studies was collected from the college record of student's scores in their previous examinations.

In order to know the Emotional Intelligence researcher has decided to use standard tool. The tool used by the researcher for this study was:

#### **2. Mangal Emotional Intelligence Inventory (MEII):**

Mangal Emotional Intelligence Inventory was used to find the emotional intelligence scores of the students. The tool is in English language which contains various aspects of Emotional Intelligence. The scale reflected various aspects of Emotional Intelligence such as

- a) Intra- personal awareness (own emotions)
- b) Inter- personal awareness (others emotions)

c) Intra- personal management (own emotions)

d) Inter- personal management (others emotions)

It has 100 items, 25 each from the four areas to be answered as **yes** or **no** for the assessment of their Emotional Intelligence.

### **Reliability of the scale**

Three types of reliability have been established

Methods used	N	Reliability Coefficient
Split half	600	.89
K-R formula	600	.90
Test-retest	200	.92

### **Validity**

The validity for the inventory has been established by adopting two different approaches, namely factorial and criterion related approach.

## **3.5 ADMINISTRATION OF RESEARCH TOOL**

In the beginning the respective colleges was visited by the researcher. Before circulating the Mangal Emotional Intelligence Inventory questionnaire to the students necessary instruction were given to the students and they were told that results would kept confidential and will not have any effect on their academic achievement.

After Mangal Emotional Intelligence Inventory questionnaire were distributed among the students. Subjects were asked to write correctly their names, grade, division, college name, age, date and gender on top of the sheet. One hour time limit was given to the respondent to fill the

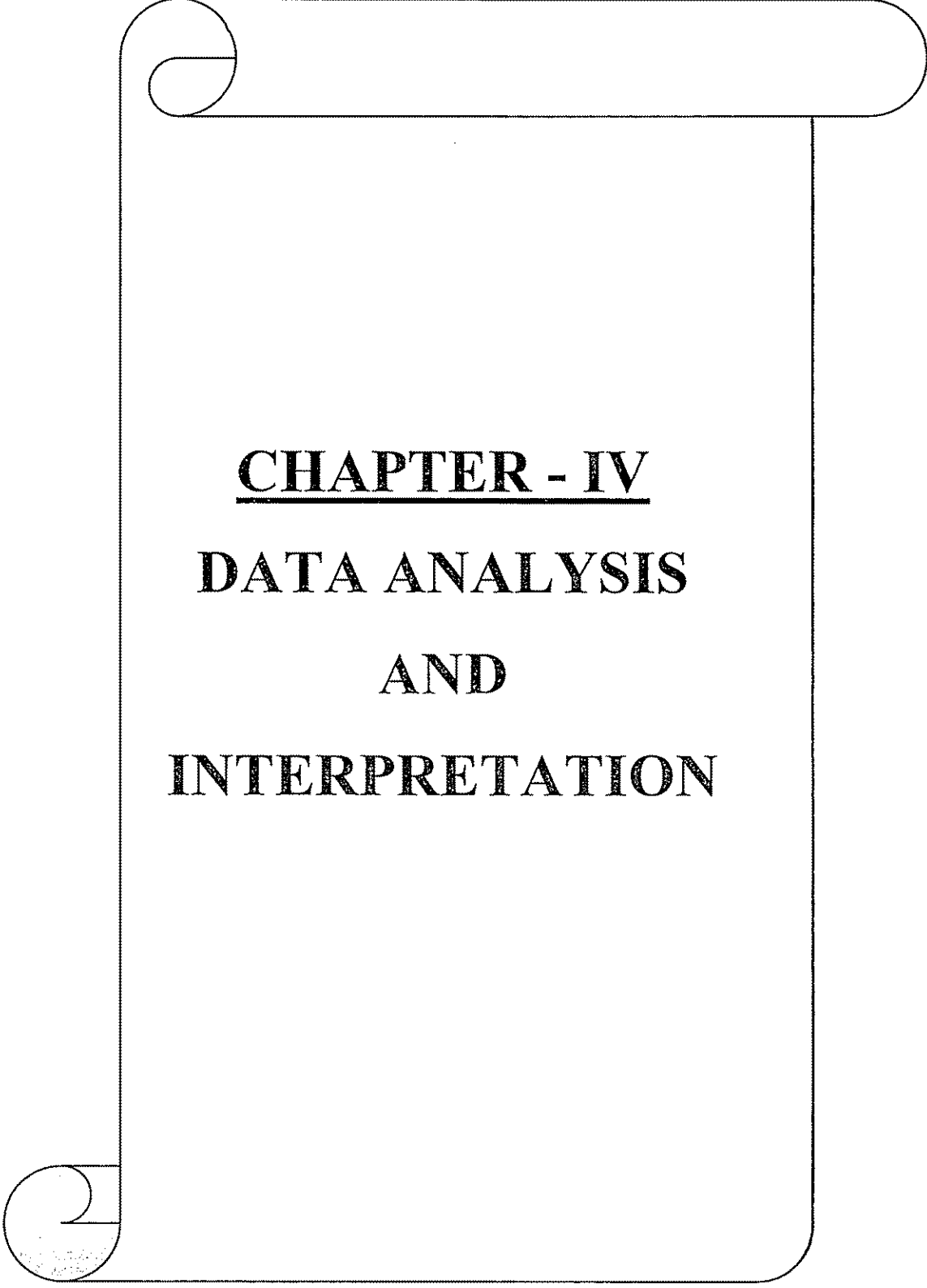
Mangal Emotional Intelligence Inventory questionnaire. They were asked first to read the statements attentively and put a tick mark on any of the options given in case of MEII questionnaire. After attempting all the items from the too the researcher collected the sheets.

### **3.6 STATISTICS USED IN THIS STUDY**

In this study, mean, standard deviation, t- test and correlation are used to analyze the data

- Relationship between the emotional intelligence and academic achievement was ascertained using the corresponding scores obtained from the variables and tested the same through Pearson product moment correlation coefficient statistics.
- Means and S.D. was calculated for emotional intelligence and academic achievement of the students and ‘t-test’ was applied to find out the significant differences among them



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**CHAPTER - IV**  
**DATA ANALYSIS**  
**AND**  
**INTERPRETATION**

# CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

## 4.1 INTRODUCTON

Analyzing research data is an important step in the dissertation process. It is the time that researcher may reach important facts the data collected; uncover facts that one might not otherwise have known, facts to support the hypothesis and the study. By doing in depth data comparisons, one can begin to identify relationship between various data that will help to understand more about the respondents, and guide the researcher towards better decisions. In analysis, relationship or differences that support or conflict the original hypothesis are subjected to test of significance to determine the validity with which conclusions can be made. Assuming the need to analyze the data collected from the survey, the process begins with a quick review of the results, followed by, analysis and reporting.

## 4.2 STATISTICAL TECHNIQUES USED

In the present study, the following statistics have been used to check the hypothesis:

- Descriptive statistics (mean; standard deviation)
- Relational statistics (correlation)
- For significant differences (“t- test”)



### 4.3 TESTING OF HYPOTHESIS

**Hypothesis (Ho 1):** There will be no significant relationship between Emotional Intelligence and Academic Achievement of students in Environmental Studies at Higher Secondary Level.

Pearson's Product Moment Correlation ( $r$ ) was calculated to test this hypothesis. The results of same are printed in Table 4.3.1

**Table 4.3.1**

**Relationship between emotional intelligence and academic achievement of students in EVS at HSC**

Sl. No.	Variable	N	df	r
1	Emotional Intelligence	100	98	.91**
2	Academic Achievement in EVS			

**Note:** \*\*Significant at 0.01 level.

**Table 4.3.1** Shows that the calculated value of the coefficient of correlation ' $r$ ' was .91. The calculated value of ' $r$ ' was more than that the table value hence the null hypothesis was rejected. This indicates a significant positive correlation between Emotional Intelligence and Academic Achievement.



**Hypothesis (Ho 2):** There will be no significant difference in Emotional Intelligence of Higher Secondary Level students with regards to gender.

**Table 4.3.2**

**Comparison of mean scores of**

**Emotional Intelligence of Boys and Girls**

Sl. No.	Gender	N	Mean	SD	df	t-value
1	Boys	50	64.34	6.82	98	8.16**
2	Girls	50	70.28	7.34		

**Note:** \*\* $p < 0.01$  (3.72)

**Table 4.3.2** shows the significant difference in the mean scores of emotional intelligence of two groups. The 't' (8.16) was significant at 0.01 level. Therefore, the hypothesis that there will be no significant differences between boys and girls with regard to emotional intelligence was rejected. The table shows that the computed value of 't' was 8.16 and the table value of 't' was 3.72 at 0.01 level of significance. Thus the computed value of 't' was higher than the table value and hence the hypothesis was rejected. It indicates that girls have higher Emotional Intelligence than boys.



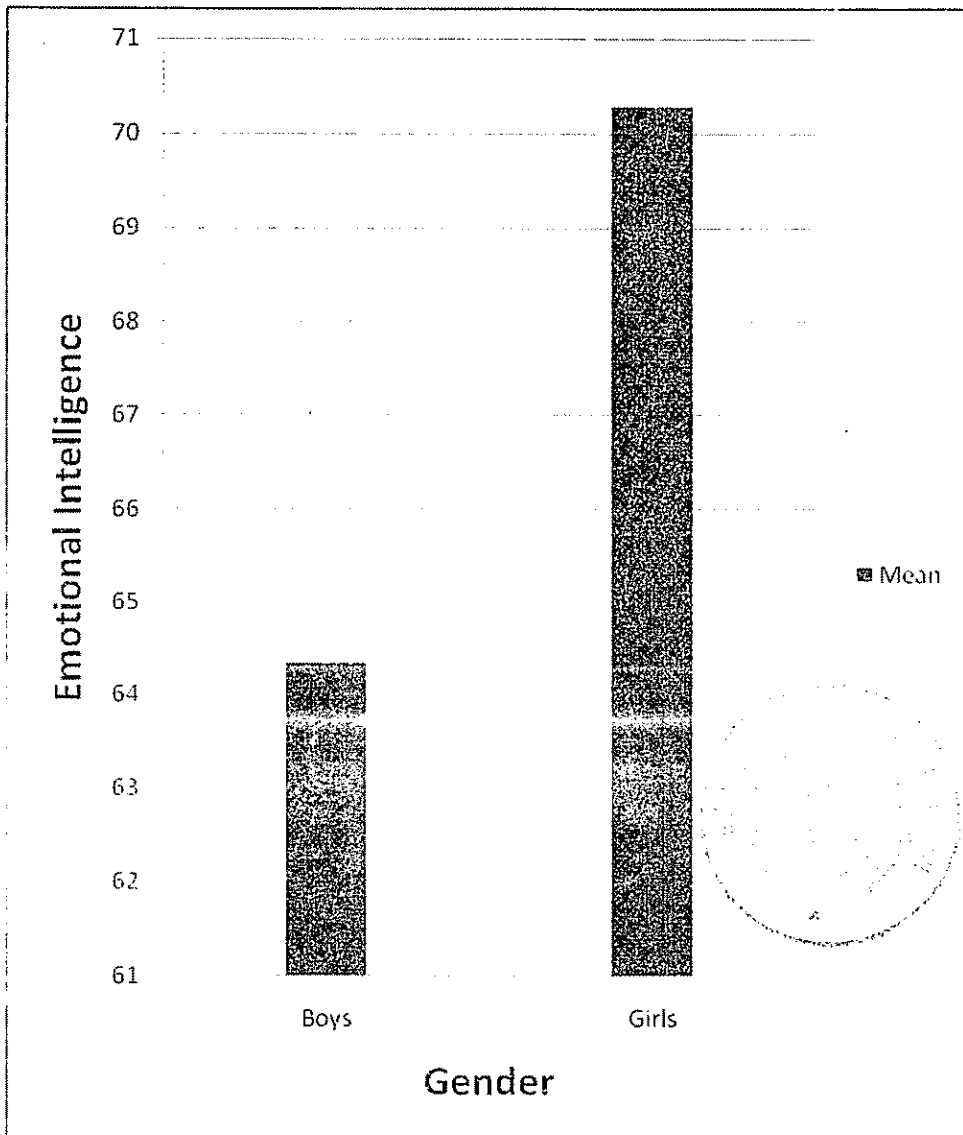


Figure 4.3.1

Emotional Intelligence of Boys and Girls.

**Hypothesis (Ho 3): There will be no significant difference in Emotional Intelligence of Higher Secondary Level students with regards type of the school.**

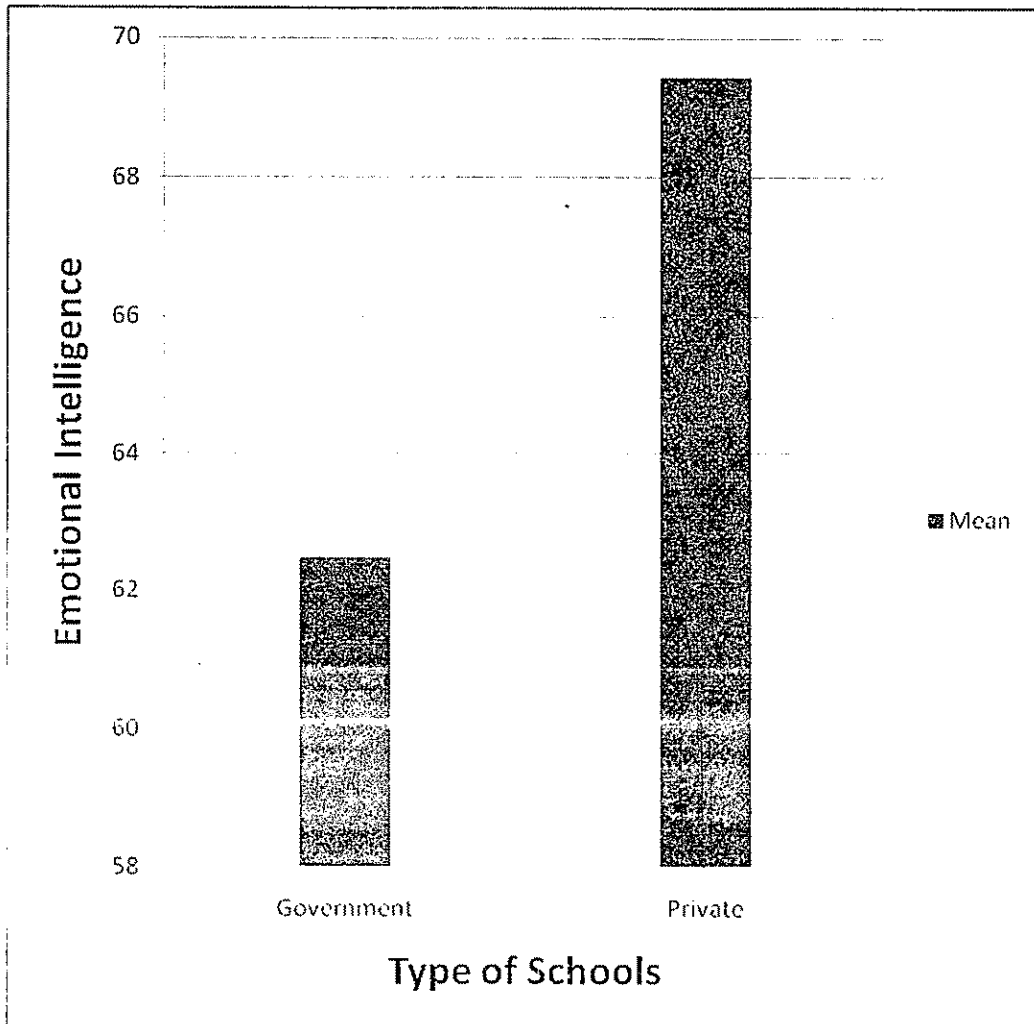
**Table 4.3.3**

**Comparison of mean scores of Emotional Intelligence of Government and Private Higher Secondary School students**

Sl. No.	Type of School	N	Mean	SD	df	t-value
1	Government	50	62.48	7.03	98	9.31**
2	Private	50	69.43	5.26		

**Note: \*\*p<0.01 (3.72)**

The result in the table shows the difference between students of government and private HSC with regard to EI. There was a difference in the mean of the two groups and 't' (9.31) was significant at 0.01 level. Therefore, the hypothesis that there will be no significant difference between the student of government and private higher HSC with regard to EI is rejected. Table 4.3.1 shows that the calculated value of the 't' is 9.31 and the value of 't' was 3.72 at 0.01 level of significance. Thus the calculated value of 't' was higher than the table value and hence the hypothesis was rejected. It indicates that the Emotional Intelligence of students of private higher SC was higher than their counterpart.



**Figure 4.3.4**

**Emotional Intelligence of students Studying in Government and Private Schools**

**Hypothesis (Ho 4):** There will be no significant difference in Academic Achievement of Higher Secondary Level students with regards to gender.

**Table 4.3.4**

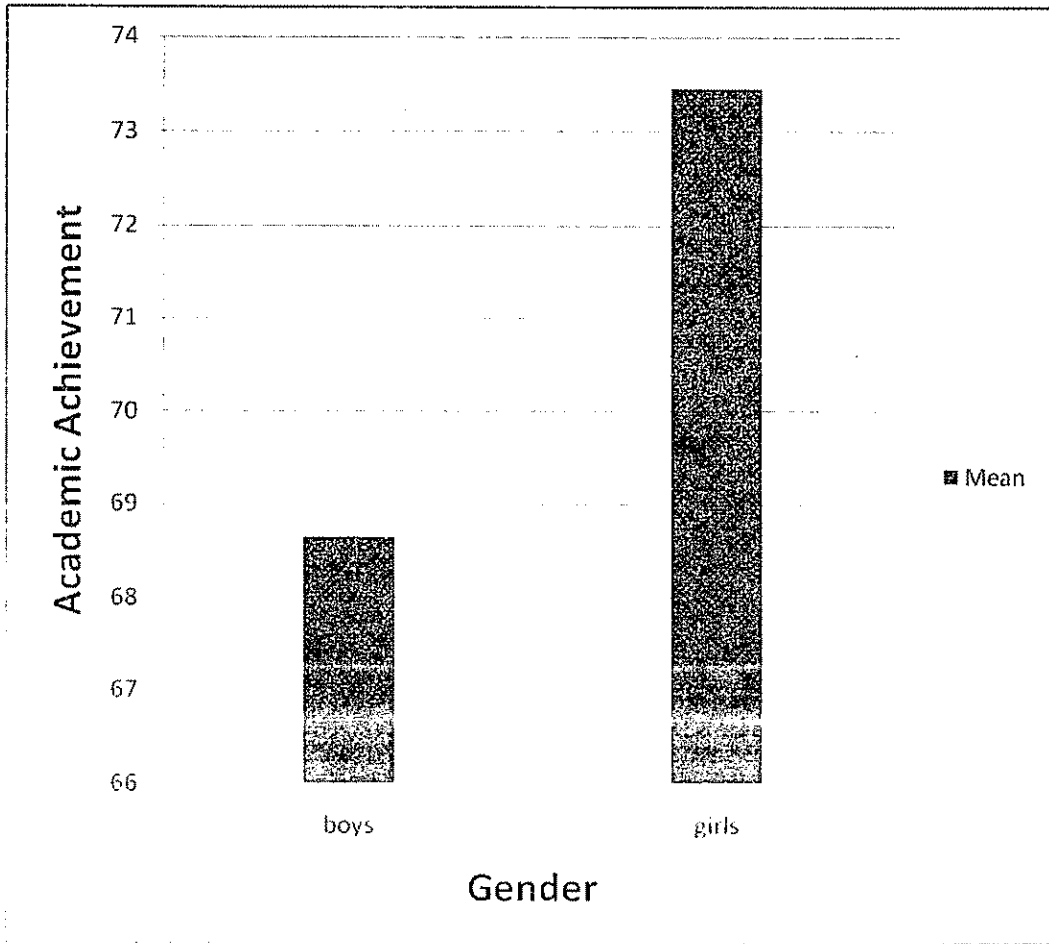
**Comparison of mean scores of**

**Academic Achievement of Boys and Girls**

Sl. No.	Gender	N	Mean	SD	df	t-value
1	boys	50	68.64	6.54	98	6.32**
2	girls	50	73.45	6.18		

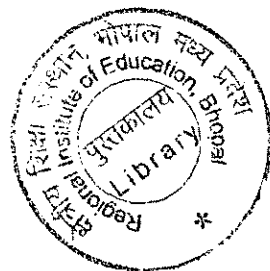
**Note:** \*\* $p < 0.01$  (3.72)

Table 4.3.3 shows the significant difference in the mean scores of Academic Achievement of two groups. The obtained value 't' (6.32) was significant at 0.01 level of confidence. Therefore, the hypothesis that there will be no significant differences between boys and girls with regard to Academic Achievement was rejected. The table shows that the calculated value of 't' was 6.32 and the table value of 't' was 3.72 at 0.01 level of significance. Thus the calculated value of 't' was higher than the table value and hence the hypothesis was rejected. It indicates that girls have higher Academic Achievement in Environmental Studies than boys.



**Figure 4.3.3**

**Comparison of mean scores of Academic Achievement Scores  
of Boys and Girls**



**Hypothesis (Ho 5):** There will be no significant difference in Academic Achievement of Higher Secondary Level students with regards type of the school.

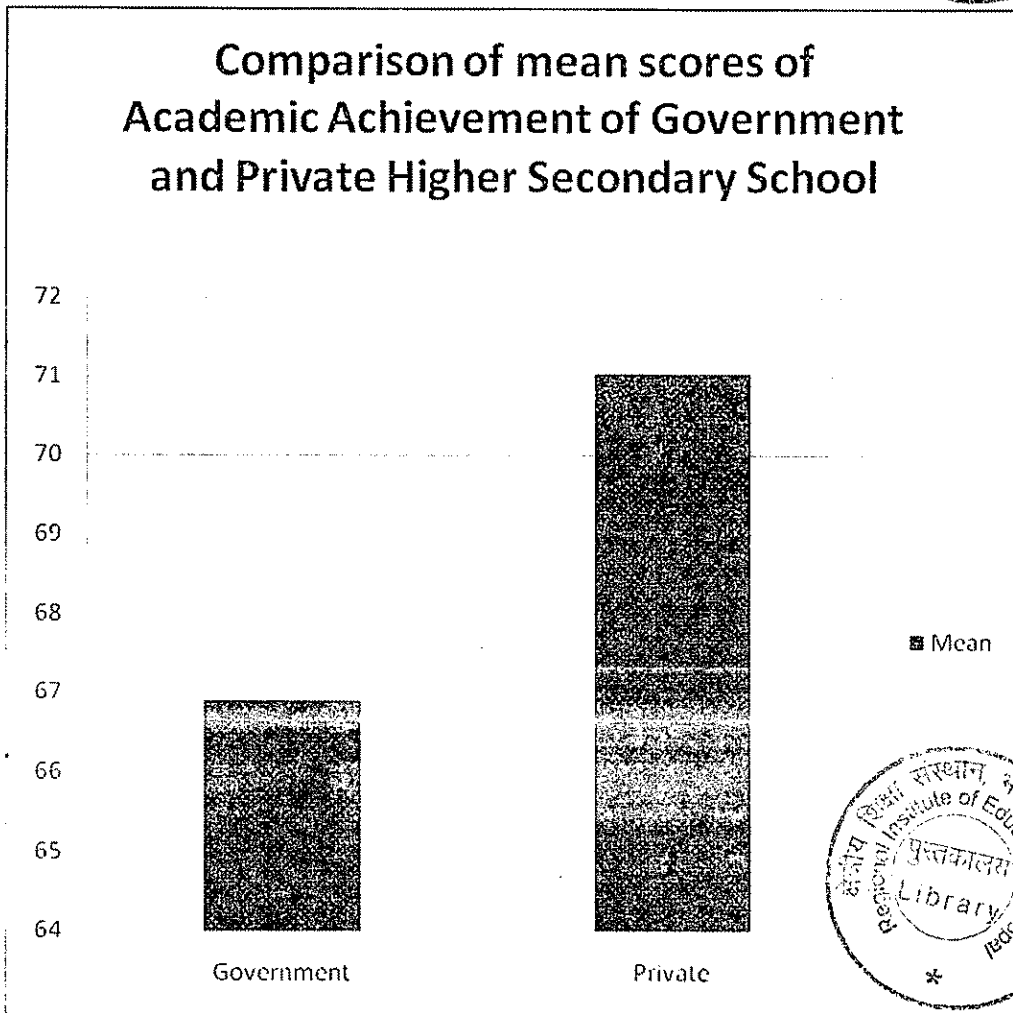
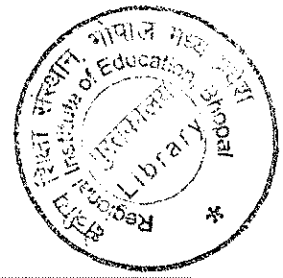
**Table 4.3.5**

**Comparison of mean scores of Academic Achievement of Students Studying in Government and Private Higher Secondary School**

Sl. No.	Type of School	N	Mean	SD	df	t-value
1	Government	50	66.89	7.29	98	4.31**
2	Private	50	71.03	6.58		

**Note:** \*\* $p < 0.01$  (3.72)

The result in the table shows the difference between students of government and private HSC with regard to Academic Achievement. There was a difference in the mean of the two groups and 't' (4.31) was significant at 0.01 level. Therefore, the hypothesis that there will be no significant difference between the student of government and private higher HSC with regard to Academic Achievement was rejected. Table 4.3.1 shows that the calculated value of the 't' was 4.31 and the value of 't' was 3.72 at 0.01 level of significance. Thus the calculated value of 't' was higher than the table value and hence the hypothesis was rejected. It indicates that the Academic Achievement of students of private higher SC is higher than their counterpart.



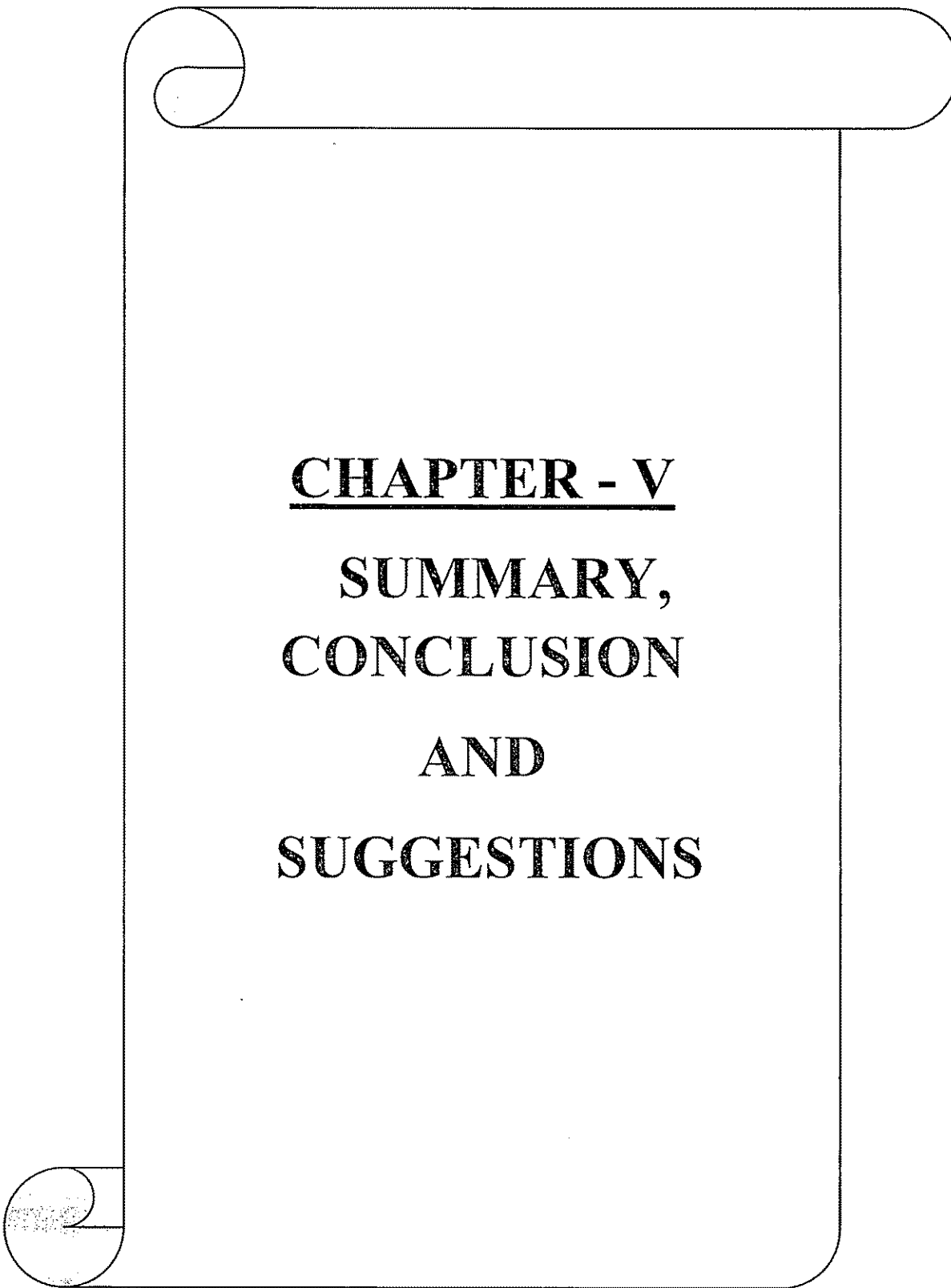
**Figure 4.3.4**

**Comparison of mean scores of Academic Achievement of Government and Private Higher Secondary School student**

#### **4.4 DISCUSSION OF THE FINDINGS**

There was a significant positive correlation between Emotional Intelligence and Academic Achievement in environmental studies of class XI students. This means higher level of Emotional Intelligence leads to higher Academic Achievement in Environmental Studies. There was a significant difference in Emotional Intelligence and Academic achievement of students with respect to Gender and Type of Schools. The finding revealed that girls have higher Emotional Intelligence than their counterparts thus resulting in high Academic Achievement in Environmental Studies. Similarly the Academic Achievement In Environmental Studies of Private Junior College students was found higher than the students of Government Junior college. It may be explained that Emotional Intelligence plays an important role in developing essential skills among students leading to higher Academic Achievement.





**CHAPTER - V**  
**SUMMARY,**  
**CONCLUSION**  
**AND**  
**SUGGESTIONS**

# CHAPTER V: SUMMARY, CONCLUSION AND SUGGESTIONS

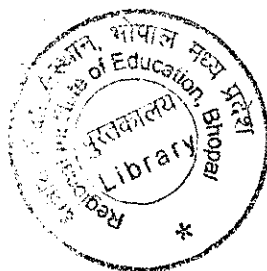
## 5.1 SUMMARY

Environmental Education is being taught in schools and colleges recognized by ICSE, CBSE and various State Boards of Education. It has been felt that although a fair amount of information about the Environment is being given through textbooks, it has not succeeded in mastery learning that may lead to effective action for conserving and improving the environment. Though cognition abilities are essential for facilitating learning in different subject areas emotional intelligence has been shown to be a better predictor of outstanding performance.

Lower level of Emotional Intelligence is associated with lower academic achievement. It was observed that teaching emotional and social skills is important at school and it can affect academic achievement positively. Emotionally intelligent student may be more stable and sensitive to their less emotionally intelligent counterparts. This can facilitate their learning about the environment. Therefore, the curriculum makers should prepare the content of Environmental Studies in such a way that students use their emotional intelligence.

### Statement of the Problem

*Relationship between Emotional Intelligence and Academic Achievement of student in Environmental Studies at Higher Secondary Level”*



## **Objectives of the Study**

- To find out the relationship between Emotional Intelligence and Academic Achievement of students in Environmental Studies at Higher Secondary Level.
- To find out significant differences if any in Academic Achievement of Higher Secondary Level students with regards to gender.
- To find out significant differences if any in Academic Achievement of Higher Secondary Level students with regards type of the school.
- To find out significant differences if any in Emotional Intelligence of Higher Secondary Level students with regards to gender.
- To find out significant differences if any in Emotional Intelligence of Higher Secondary Level students with regards type of the school.

## **Hypothesis**

- There will be no significant relationship between Emotional Intelligence and Academic Achievement of students in Environmental Studies at Higher Secondary Level.
- There will be no significant difference in Academic Achievement of Higher Secondary Level students with regards to gender.
- There will be no significant difference in Academic Achievement of Higher Secondary Level students with regards type of the school.

- There will be no significant difference in Emotional Intelligence of Higher Secondary Level students with regards to gender.
- There will be no significant difference in Emotional Intelligence of Higher Secondary Level students with regards type of the school.

## **Research Methodology**

Study was conducted by a survey with a focus on inference the relationship of emotional intelligence on academic performance of students in Environmental Studies of Maharashtra Board of Higher Secondary Education. This study describes the relationship between emotional intelligence and academic performance in Environmental Studies. In this study, mean, standard deviation, t- test and correlation are used to analyze the data

## **5.2. FINDINGS OF THE STUDY**

- There is a significant relationship between Emotional intelligence and Academic Achievement in Environmental Studies of Higher Secondary School Students.
- There is a 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 a significant difference in Emotional intelligence of Higher Secondary students with respect to type of schools (Government and Private School). The findings revealed that

private students were found to have greater Emotional Intelligence than Government students.

- There is a significant difference in Academic Achievement of Higher Secondary Students with respect to gender. The findings revealed that girl students were found to have greater Academic Achievement than boy students.
- There is a significant difference in Academic Achievement of Higher Secondary students with respect to type of schools (Government and Private School). The findings revealed that private students were found to have greater Academic Achievement than Government students.

### **5.3. CONCLUSION OF THE STUDY**

We can conclude that there is a relationship between Emotional intelligence and Academic Achievement in Environmental Studies. Emotionally intelligent student may be more stable and sensitive to their environmental issues than their less emotionally intelligent counterparts. This can facilitate their learning about the environment. Therefore, the curriculum designers should select the content of Environmental Studies in such a way so that students their Emotional intelligence is challenged.

### **5.4 EDUCATIONAL IMPLICATIONS:**

There is a significant correlation found between Emotional Intelligence and Academic Achievement that shows 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 shows that level of emotional intelligence is associated with type of schools, which means students of private college have comparatively higher level of emotional intelligence than the students of government college. The difference may be due to less teacher interaction as well as content of the syllabus. The curriculum maker should take an account towards this. They must also prepare the curriculum in such a manner that it must touch the Emotional aspect of the student's ability so that s/he must not only have the Knowledge of the Environmental problems but should also take steps to manage and conserve it.

### **5.5 SUGGESTION FOR FURTHER RESEARCHES:**

- The sample for present study was limited to only two colleges. But the same study can also be done for largest size sample at district level or regional level.
- A study can also be done with the interest of students towards environment and their environmental practices.
- A study can also be done by correlating the different personality traits of students with different aspects of environmental education.
- This study can be done on the gifted and the creative children with their environmental attitude and practices.
- The same kind of study can be conducted on teachers.
- This study can also be done as a comparative study between science and non- science students
- This study can also be done as a comparative study among tribal, rural, and urban students.

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**APPENDICES**

# TOOL USED

## MANGAL EMOTIONAL INTELLIGENCE INVENTORY (MEII)

### *INSTRUCTION*

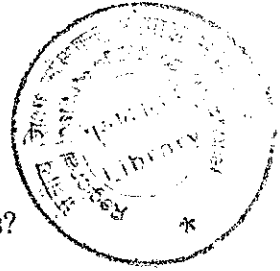
The recent researches and development in the field of education and psychology have revealed that our emotional intelligence plays a key role in our adjustment and progress in life. Naturally; at this moment, you may be inclined to know about the level of your intelligence. For this purpose you have to respond to the questions given ahead carefully by taking care of the following things.

1. You are provided with a test booklet and an answer sheet. What you are reading at present is the test booklet. The front back page of this booklet contain instructions and in the remaining pages there are 100 test statement for being responded as 'yes' or 'no'.
2. All these statements are meant for knowing about 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. Answers responses are to be written on the answer sheet by putting '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 responses. However, you are requested to finish your work within 30 or 40 minutes.
7. If you have any doubt, please ask.

**Now Start**

## STATEMENT

1. Do you think yourself a man of poor soul?
2. Do you often loose your temper?
3. Do you feel that there is no end of miseries in your life?
4. Do you often become sad by repenting over your mistakes?
5. Are your feelings get hurted easily?
6. Do you think that your feelings get hurted easily?
7. Do you often say or do the things for which you have repent afterwards.
8. Does your mind go somewhere else while engaged in some task?
9. Do you remain perturbed with the fear of coming misfortunes?
10. Do you feel extremely zealous at the progress of your colleagues?
11. By observing that others are suffering, do you internally feel happy?
12. Do you sometimes get too irritated to find yourself over burdened?
13. Do you think yourself unsafe?
14. Do you sometimes think yourself insulted or degraded person?
15. Do you hate or have elergy with so many things?
16. Are your interests and desires get changed quite soon?
17. Do you feel that there is no body in this world to show genuine sympathy for you?
18. Getting upset, do you remain aware what is troubling you?
19. Don't you realize any difficulty to express what is felt by you at a particular time?
20. Do you think you are very much familiar with your goodness and evils?
21. Do you feel any hesitation or fear to express or doing a thing in a noble way or inventing something new with your own attempts?
22. Do you think that you can't do anything in your life?
23. Do you know well what makes you happy or sad?



24. Do you think that you can very well meet any challenge coming in your life?
25. Are you sure that you can easily win others heart?
26. Do you like to settle issues with the persons instantly who speaks ill of you?
27. Do you soon become normal after facing some adversaries in your life?
28. Do you feel that you are exercising a lot of control over the things in your life?
29. Are you able to take timely proper decisions in spite of so many contradictory desires creeping in your mind?
30. Do you usually depends upon the guidance or help from the others in solving your own problems?
31. Do you execute your all tasks promptly and with full dedications?
32. Do you often lose your patience and nerves by getting afraid of the failures?
33. Do you feel perturbed for a long on being insulted by somebody else?
34. Do you remain uneasy on account of your intention to take revenge on others?
35. Are you never satisfied with your work and remain worried for its further improvement?
36. Do you think that other people or circumstances are more responsible for your mistakes and improper habits?
37. Do you think that you can't do anything properly?
38. Do you often feel ashamed of your looks and behavior?
39. Do you remain much anxious and agitated until you get your desired object?
40. Do you take too much time to learn a new technique by leaving the old ones?
41. Do you finish what you set out to do?
42. Whether being observed or not, do you stand for fulfilling your responsibilities properly?
43. Do you think that you must do something unique than others?
44. Do you agree that all of us should pick up the most challenging goals of our life?
45. Do you feel extremely bad by listening about your mistakes and weaknesses from others?
46. Do you sometimes loose yourself confidence in the moments of despair?

47. Whenever confronted with some tedious problem, do you always run after seeking other help?
48. Whenever you take a task in your hand, there goes something wrong resulting in the non-n realization of your goal?
49. Whenever you get a spoiled, you begin to curse yourself?
50. Do you not take any new assignment, unless inspired or forced by someone?
51. Do you think that people nearer to you are fully trust worthy?
52. Do others feel that you do not get perturbed even in the hard circumstances?
53. Do you know or try to know the type of relationship maintained by the people among themselves in your neighborhood and friend circle?
54. Do you have an intuition that one of your friend is in trouble?
55. Do you take time in realizing that the other person is befooling you?
56. Do you realize soon that the person talking to you is a wolf in lamb`s clothing?
57. Do you agree that, whatever so it may be, we should not get ourselves involved in others affairs?
58. Do you have full trust in your friend/friends that they will stand by you at the moments of difficulties?
59. Do you realize soon that one of your friends or relatives is annoyed with you some reasons?
60. Do you well that what type of utterances and activities make your friends or relatives feel good or bad?
61. Can you say for yourself that you are capable of peeping into the hearts of others by reading their faces?
62. Do you say with confidence that you are well aware of the goodness and evils of your intimate friends or relatives?
63. Do you well what is expected from you by your friends or members of the family?
64. Do you well about the liking and disliking of your nearest friends?
65. Do you realize that you are considered trustworthy and responsible by the people?
66. Do you try place the needs and interests of others aver your own?

67. Do you try to think before saying or doing something about its impact of others?
68. Do you give more importance to the maintenance of relationship with others irrespective of the losses or gains incurred in doing so?
69. Do you get perturbed by the thought that others are observing you or your actions?
70. Do you really often realize that who are jealous of your progress?
71. Can you tell properly who you are your true friends or well wishers?
72. While observing people laughing or talking, do you feel that they are laughing at or talking ill of you?
73. Do you think that you are liked by the people on account of your good behavior?
74. On falling ill, if one of your colleagues enquires about your health, are you able to recognize whether he is showing a genuine sympathy or just pretending?
75. Do your friends or relatives expect from you the needed help and guidance at the time of their difficult hours?
76. Do you easily make friendship or acquaintance with others?
77. Do you think that it is not proper to trust anybody in this world?
78. Do you not like even to talk to the people who differ with you in opinions?
79. Do you easily get sympathy or help from others?
80. Do you feel happy in helping others in their difficult moments?
81. Do you take responsibility of getting people introduced with one another on some gathering or auspicious occasion?
82. Do you often try to provide leadership to some social or group work?
83. Do the members of the community or society have some reservation in coming closer to you by considering you too much different from them?
84. Do you try to listen properly and pay due respect to the people or colleagues whenever they happen to meet you?
85. Do you think that other people or colleagues unnecessarily keep watch or vigilance on your activities?
86. Do you often have quarrels with your colleagues or other people?
87. If one of your colleagues commits a mistake, do you begin to criticise him before others?

88. Do you feel happy in congratulating others for their accomplishments?
89. Do you think instantly to help the person as soon as you hear about his problem?
90. Do you remain prepared for helping others irrespective of having ideological differences with them?
91. Can't you say "I love you" inspite of falling in love with him or her?
92. Do you think that it is better to keep distance or remaining emotionally in different with the strangers?
93. Do you enjoy laughing at or taunting others?
94. Instead of expressing your desire or interest by yourself do you think that the people by themselves will take care of it?
95. Do you think it is your duty to inform your colleagues and relatives with some sad happenings irrespective of its consequences?
96. Do you try to ease tension by talking in higher veins even in the serious moments of a task accomplishment?
97. Do you agree that it is good to say a spade a spade in conversation irrespective of its being taken in a good or bad taste by the people?
98. Would you like to avoid visiting your friend when he is sad over the demise of a relative of him?
99. Do the people relish much to work along with you some project or to listen to you attentively during a group discussion?
100. In conversation, do you wish that the people should continuously listen to you instead of making you listen to them?



# MANGAL EMOTIONAL INTELLIGENCE INVENTORY (MEII)

## SCORING SHEET

Name: \_\_\_\_\_ School/College: \_\_\_\_\_ Class: \_\_\_\_\_

Roll No: \_\_\_\_\_ Gender: \_\_\_\_\_ EVS Marks: \_\_\_\_\_

Sr. No	Yes	No	Score	Sr. No	Yes	No	Score	Sr. No	Yes	No	Score
1				34				67			
2				35				68			
3				36				71			
4				37				72			
5				38				73			
6				39				74			
7				40				75			
8				41				76			
9				42				77			
10				43				78			
11				44				79			
12				45				80			
13				46				81			
14				47				82			
15				48				83			
16				49				84			
17				50				85			
18				51				86			
19				52				87			
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21				54				89			
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23				56				91			
24				57				92			
25				58				93			
26				59				94			
27				60				95			
28				61				96			
29				62				97			
30				63				98			
31				64				99			
32				65				100			
33				66							

Total score: \_\_\_\_\_

Description: \_\_\_\_\_

## Scoring Scheme of Emotional Intelligence Inventory

	Mode of Response	Score
SL. NO. of items (where 'yes' response shows presence of intelligence) 6,18,19,20,23 to 25, 29,31,41 to 44,51 to 56,58 to 68, 70, 71, 73 to 76, 79 to 82,84, 88 to 90, 96, 99	'Yes' 'No'	1 0
SL.NO. of items (where 'No' response shows presence of intelligence) 1 to5. 7 to 17,21,22,26,30,32 to 40, 45 to 50, 57, 69, 72, 77, 78, 83, 85 to 87, 91 to 95,97,98,100	'No' 'Yes'	1 0

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