

ACADEMIC ACHIEVEMENT OF 8TH CLASS STUDENTS IN RELATION TO EMOTIONAL INTELLIGENCE

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ABSTRACT

The present study examined the Academic Achievement of 8th Class Students in relation to Emotional Intelligence. The sample was selected on the basis of convenience and therefore, the sample of 160, 8th class students (80 Urban and 80 Rural) is selected from the school of Ludhiana and Nearest Villages. The tools of the study was Emotional Intelligence Inventory by Dr. S.K. Mangal and Ms. Shubhra Mangal (2004) and Detail marks sheet of 7th class examination will be used for measuring academic achievement of students. The study found that there exists significant difference in emotional intelligence of 8th class students of rural and urban schools. There exists significant difference in Academic Achievement 8th class students of rural and urban schools. There exists significant relationship between emotional intelligence and Academic Achievement of 8th class students. This means that academic achievement of 8th class students directly influenced by emotional intelligence. The finding of the study will help the teacher and parents to understand the importance of good. There should be provide congenial and enriched emotional intelligence for the development of academic achievement of the students.

KEYWORDS: Academic Achievement, 8th class Students, Emotional Intelligence.

INTRODUCTION

In current system of education in India as well in globe is putting the future of children in a race where everyone would be searching for a short cut for success in his life. But then we would be in the struggle of dissemination of sweetness and light to develop his personality with an apt balance of emotional intelligence and competence. The student plays no active role in the attainment of knowledge. His entire education is passive and mechanical. Things are loaded on his mind which he cannot digest; he only crams and

therefore they never become his own, which at the end puts him in the struggle in his future.

To bring the pupils in certainty of successful in career it is highly important to develop their personality with emotion intelligence including stress handling instinct. It would not only make them competent but also able to analyze the reasons of failure. Present education world is making all efforts to provide quality education for the students in today's school. For that we can teach and improve some crucial emotional competencies among children such as emotional intelligence, intelligence quotient which describes the ability of one to use emotions effectively and productively.

Emotional intelligence is the area of cognitive ability involving traits and social skills that facilitate interpersonal behaviour intelligence can be broadly defined adaptive on the aspect of intelligence for goal oriental adaptive behaviour emotional intelligence that govern self-knowledge and social adaptation. Emotional intelligence is the ability to monitor one's own and others people's emotions to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behaviour. According to Byron Stock s view, "Emotional intelligence is the ability to acquire and apply knowledge from your emotions and the emotions of others you can use information about what you are feeling to help you make affective decisions.

Academic achievement is the accomplishment or proficiency of performance in a given skill or body of knowledge. It means the amount of knowledge gained by the student in different subjects of study. Academic achievement is the act of achieving or furnishing something that has been attained successfully especially by means of skills, perseverance or practice; Quantity and quality of learning attained in a subject or a group of subjects after a period of instruction; Knowledge attained or skills developed in school subjects

JUSTIFICATION OF THE PROBLEM

In this rapidly changing world and with the growing advancement in science and technology, the place of education has become so vital that today every person

needs to achieve more to get the success. Good academic record and its proper development to a certain extent determine the future of a person school education is an important segment of the total educational system contributing significantly to the individual as well as to national development. A good school provides environment conducive for development to cognitive, affective and psychomotor domains for all-round development of individual.

People with well developed emotional skills are more likely to be contented and effective in their lives mastering the habits of mind that foster their own productivity. By teaching emotional skills we can gift children with self acceptance, anger management, the ability and motivation to cooperate, the ability to make and help-friends, the ability to make and keep friends, the ability to resolve conflict and the power to express oneself peacefully and honestly. Emotional pressure is increasing day by day which has led to unbalanced personalities in the society. It is the need of hour to make adolescents emotionally intelligent and balanced because it is basis of all development. Therefore, there is great need to study emotional intelligence and their academic achievement at secondary school level.

REVIEW OF RELATED LITERATURE

Jayashree Sontakke (2016) conducted a study on Achievement Motivation and Emotional Intelligence: A Correlation Study, Achievement Motivation test by Bhargava and emotional intelligence scale by Hyde, Pethe and Dhar were administered on 56 Ss of Jalgaon (India). It was hypothesized that emotional intelligence as well as components of emotional intelligence are positively and significantly related with achievement motivation. Product moment correlations were computed to test the hypothesis. Except empathy and emotional stability all the remaining eight components showed strong and positive relationships. Emotional intelligence and achievement motivation were positively and significantly related. The indication from studies conducted as late as November 1, 2016, stressed the unavailability of study data that showed a significant difference in grade variable based on students' emotional intelligence (C. Mac Cann et al., 2020). These results reasoned the nature of each study and the research instrument's contents according to its hypotheses and goals. Although

there are several evidences correlating emotional intelligence and academic performance, the study investigates a new outlook in finding the correlation between emotional intelligence and academic performance of management students. The standard scores obtained by students at four overbearing term examinations considered as Academic Performance Index (API) and compared with their emotional intelligence quotient. It was found that there is no direct correlation between the overall emotional intelligence as well as the three subscales of emotional intelligence with the academic performance. However, we found a significant correlation between academic score and emotional intelligence in females. The emotional intelligence can be treated as an obscured predictor of academic performance. The subscale of emotional intelligence especially a self management scale shows positive correlation with qualification. Interestingly, the extended findings indicate inverses relationship between age and academic performance Ratnawat and Borgave (2020)

HYPOTHESES

1. There exists no significant difference in emotional intelligence of 8th class students of rural and urban schools.
2. There exists no significant difference in Academic Achievement 8th class students of rural and urban schools.
3. There exists no significant correlation between emotional intelligence and Academic Achievement of 8th class students.

OBJECTIVES

1. To study the emotional intelligence of 8th class students of rural and urban schools.
2. To find out the academic achievement of 8th class students of rural and urban schools.
3. To study the correlation of academic achievement and emotional intelligence of 8th class students.

METHODOLOGY

The descriptive survey method of investigation was employed in the study. The sample was selected on the basis of convenience and therefore, the sample of 160, 8th class students (80 Urban and 80 Rural) is selected from the school of Ludhiana and Nearest Villages. The tools of the study was Emotional Intelligence Inventory by Dr. S.K. Mangal and Ms. Shubhra Mangal (2004) and Detail marks sheet of 7th class examination will be used for measuring academic achievement of students.

TESTING OF HYPOTHESES

HYPOTHESIS 1: There exists no significant difference in emotional intelligence of 8th class students of rural and urban schools.

N	M	SD	t-value	Remarks
Rural (80)	18.57	0.030541	0.288897	At the 0.05 level is significant
Urban (80)	18.3	2.980772		

From the above table of 80 rural and 80 urban students show that rural students M 18.57 SD 3.03 0.541, urban students M 18.3, SD 2.980772. Table show that t-ratio between emotional intelligence of 8th class students of rural and urban school is 0.288897. The t-value to be significant at 0.05. Hence hypothesis is accepted.

HYPOTHESIS 2: There exists no significant difference in Academic Achievement 8th class students of rural and urban schools.

N	M	SD	t-value	Remarks
Rural (80)	332.66	121.45	0.010176	At the 0.05 level is significant
Urban (80)	337.25	2.980772		

Scores from the above table 80 rural school and 80 urban school students shows that rural students M 332.66, SD 121.45, and urban school students M 337.25, SD 118.10, MD 121.1121, df 198 and t-table shows that t-ratio between rural and urban school students are 0.010176. The t-value is significant at 0.05. Hence hypothesis is accepted.

HYPOTHESIS 3: There exists no significant correlation between emotional intelligence and Academic Achievement of 8th class students.

Variables	N	r
Emotional intelligence	160	0.040272
Academic Achievement	160	

Table show that correlation between emotional intelligence and Academic Achievement of 8th class students r is 0.040272. The r in order to be significant at 0.05 level should be positive correlation respectively. Therefore it is significant relationship between emotional intelligence and Academic Achievement.

CONCLUSION

- (1) The study revealed that there exists significant difference in emotional intelligence of 8th class students of rural and urban schools.
- (2) The study revealed that there exists significant difference in Academic Achievement 8th class students of rural and urban schools.
- (3) The study revealed that there exists significant relationship between emotional intelligence and Academic Achievement of 8th class students.

SUGGESTIONS

The findings of the study showed that there is significant difference between emotional intelligence of 8th class students in relation to academic achievement.

- The study will help the parents, teachers, administrators and guidance workers to prepare themselves will work as an eye opener to parents and teachers at large.
- The finding of the study will help the teacher and parents to understand the importance of good. Congenial and enriched emotional intelligence for the development of academic achievement.

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