

**Emotional Intelligence and Academic Achievement of  
High School Students**

**Kalaveena, V.S.  
(12PCP003)**

**A Thesis Submitted to the Avinashilingam Institute for Home Science and Higher  
Education for Women,  
Coimbatore-641043**

**In Partial Fulfillment of the Requirement for the Degree of  
Master of Science  
in  
Counselling Psychology**

**March 2014**

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**Certified as a Bonafide Research Work**

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## ACKNOWLEDGEMENT

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# **ABSTRACT**

## **Abstract**

In the present study, 'Emotional Intelligence and Academic Achievement of High School Students', an attempt has been made to understand the relationship between emotional intelligence of a selected group of high school students and their academic achievement and demographics. The study was conducted at Vidya Vikasini Matriculation Higher Secondary School, Coimbatore, involving 298 (54 females and 36 males in the age range between 13 to 16) randomly selected students of VIII, IX and X standards. Trait Emotional Intelligence Questionnaire – Adolescent Short Form (Petrides et al., 2006) was used to assess the Emotional Intelligence of the students. The marks of two Term Examinations were collected from the school records. The data were analyzed by standard statistical tools such as Karl Pearson coefficient of correlation, ANOVA, Regression and t test. The results showed that there was no statistically significant relationship between Emotional Intelligence and Academic Achievement; there was a statistically significant relationship between Emotional Intelligence and place of living; there was a statistically significant relationship between Academic Achievement and gender.

# **INTRODUCTION**

# CHAPTER I

## INTRODUCTION

### **Emotional Intelligence**

#### **Definition**

Emotional intelligence is the ability to perceive emotion, to assess and generate emotion so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional intellectual growth (Dar, Alam and Lone, 2011). According to Goleman (1998), “Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and in our relationship”.

Emotional intelligence is the ability to access and or regulate feelings when they facilitate cognitive activities and adaptive action; and the ability to regulate emotions in oneself and others (Mayer and Salovey, 1997).

#### **The Four Dimensional Definition**

- **Appraisal and impression of emotion oneself**

This is related to an individual’s ability to understand his or her deep emotions and to be able to express emotions naturally. People who have good ability in this area will sense and acknowledge their emotions better than most people.

- **Appraisal and recognition of emotion oneself**

This is related to an individual’s ability to perceive and understand the emotions around them. People who rate highly in this ability will be very sensitive to the emotions of others as well as be able to predict other’s emotional responses.

- **Regulation of emotion in oneself**

This is related to the ability of a person to regulate his or her emotions enabling a more rapid recovery from psychological distress. A person with high ability in this area would be able to return quickly to normal psychological states after rejoining or being upset. Such a person would also have better control of his or her temper.

- **Use of emotions to facilitate performance**

This is related to the ability of a person to make use of his or her emotions by directing them towards constructive activities and personal performance. A person who is highly capable in this dimension would be able to encourage him or herself to do better continuously. He or she would be able to direct his or her emotions in positive and productive directions (Davies, Robert and Stankov, 1998).

### **Models of Emotional Intelligence**

Two types of emotional intelligence models are available in the existing literature: (a) Ability model, which focuses on the mental abilities to determine emotional intelligence and (b) Mixed models, which seek to define emotional intelligence as a mixture of abilities and some personality traits and characteristics.

#### **Ability Model of Emotional Intelligence**

This model of emotional intelligence emphasizes on the cognitive components of emotional intelligence and conceptualizes emotional intelligence in terms of potential for intellectual and emotional growth (Shutte et al., 1998). Four sets of mental abilities ranging from basic to more complex psychological processes were proposed in this model. The first set, 'perception, appraisal, and expression of emotion of emotion' allows an individual to identify and express emotions in self and others. The second set is 'assimilating emotion in thought'. It allows an individual to use emotions to facilitate thinking and recognize respective consequences of different emotional responses and to justify the appropriate one. The third set 'understanding and analyzing emotions' concerns with the ability to understand, label and acknowledge the emotions and to use emotional knowledge. The fourth set is 'reflective regulation of emotion', which deals with the ability to manage and adjust the emotional response to support the situational requirement (Bhattacharya and Senguptha, 2007).

#### **Mixed Models of Emotional Intelligence**

Mixed models include non-ability traits (motivation, optimism, interpersonal skill, and stress management) in conceptualizing emotional intelligence. Bar-On's, (1997) model of emotional intelligence is one of the most well-known mixed models. This model was fundamentally based on the personality characteristics. Five broad areas of emotional intelligence were proposed in this model: intra-personal skills (emotional self-awareness, assertiveness, self-regard, self-actualization); inter-personal skills (social responsibilities, empathy); adaptability (problem solving, reality testing, flexibility); stress management

(stress tolerance, impulse control); and general mood (happiness and optimism). However, various authors have criticized this approach (Watson, 1930; Wessman and Ricks, 1966).

### **Factors Affecting Emotional Intelligence**

Goleman (1995) identified 5 factors that affect Emotional Intelligence. They are: self-awareness, self-regulation, motivation, empathy and social skills. Similarly, Bar-On (2000) has identified 5 factors, such as intrapersonal ability, interpersonal ability, stress management, adaptability and general mood (Malekar and Mohanty, 2011).

**Intrapersonal ability:** It consists of related abilities like recognizing and labeling one's feelings. Intrapersonal ability includes emotional awareness and the ability to identify them correctly. Individuals scoring high on intrapersonal ability tend to understand their emotions and are able to express and communicate their feeling and needs.

**Interpersonal ability:** It consists of related abilities like identifying emotions in others and having empathy towards others. Interpersonal ability deals with the relationship with peers, subordinates and superiors. Individuals high on the interpersonal ability are likely to have satisfying interpersonal relationships, are good listeners and are able to understand and appreciate the feelings of others (Malekar and Mohanty, 2011).

**Stress Management:** It consists of abilities like resisting or delaying an impulse. Those with high stress management are generally calm and work well under pressure; they are rarely impulsive and can usually respond to a stressful event without an emotional outburst (Malekar and Mohanty, 2011).

**Adaptability:** It consists of abilities like being to adjust one's emotions and behavior to changing situations or conditions. Adaptability involves skills related to management of change. Managing change involves the ability to manage stressful situations in a relatively calm and proactive manner. Individuals who score high on this dimension are impulsive rarely and work well under pressure (Bar –On, 1997, 2000, 2002). Individuals with high adaptability scores are flexible, realistic and effective in managing change; good at finding positive ways of dealing with everyday problems (Malekar and Mohanty, 2011).

**General mood:** It is defined as the ability to feel and express positive emotions and remain optimistic (Bar –On, 1997). It represents the ability to enjoy life and maintain a positive disposition. Individuals having higher levels on general mood feel satisfied with their lives and maintain a positive Outlook (Malekar and Mohanty, 2011).

### **Enhancement of Emotional Intelligence**

#### **Improving Self-awareness**

Self-awareness is the first step towards becoming an emotionally intelligent individual. Meditation is one of the best methods of becoming aware about oneself and concentrate on the goals to be achieved in life. To meditate, some time has to be taken out to relax, being aware of own breathing as it flows in and out. The floating thoughts and feelings are to be observed. However during this period, it is not recommended to judge those feelings or thoughts. This eventually makes an individual realize that, he /she as a human being should not be emotionally controlled by the current thoughts and emotions that are being experienced at the time. Rather, an individual should try to direct the emotions positive thoughts, so that negative thoughts can be avoided and/ or channeled constructively for individual's growth, well-being and fulfillment of life plan. Another good way to become more aware your emotion is to maintain a diary and write about the feelings being experienced in significant happening, interactions and encounters. This process in due course of time makes an individual aware about the feelings, which in turn, will generate positive energy to work in a more purposive way (Bhattacharya and Senguptha, 2007).

### **Accepting Responsibility for Own Feelings**

It is important to take responsibility for the both positive and negative emotions one is experiencing. It is human nature to refuse acknowledge that he/she is having negative and detrimental feelings. This will lead to problem as we still continue to act from our emotions even if we deny them to ourselves and put a mask on ourselves. Sometimes we even project them on to other people and tend to misread people's emotions. For instance, someone who is in a denial mode about his/her own anger may perceive another person's silence as an expression of anger. Moreover, human tendency sometimes is to make other people or situation responsible for one's own dysfunctional or negative emotions. To avoid situations such as above one need to take charge over one's own emotion, that is, to fall back upon one's inner locus of control and then only one would be successful in regulating the feeling within. And instead of leaving the outer factors to control one's inner world, one would be able to operate from an enhanced feeling of self-autonomy in relating to the outside world (Bhattacharya and Senguptha, 2007).

### **Managing Negative Emotions**

For most individuals, it is but natural that there will be a gap between the perceived ideal self and real self. Instead of feeling bad, inadequate or embarrassed about it, one needs to think positively and generate actions to reduce the perceived gap. The mechanism to do so may vary from individual to individual. The starting point may well be to address life's significant calls and missions with a reality orientation which an individual may

be able to acquire by balancing the emotional and logical sides of the self and with a re-channeling mental energy into positive and constructive modes. Continuing to feel bad or generate negative and self-blaming feelings can only make matters worse. For enhancing the reality orientation, we have talked above, one way is to draw on one's emotional intelligence to identify a situation or problem in terms of whom, what and how and use this knowledge for goal achievement (Bhattacharya and Senguptha, 2007).

### **Managing Positive Emotions**

Free joyful behavior is not a connoted as acceptable and desirable behavior in all social / organizational contexts. Adequate care must be taken to ascertain the exact collective emotion prevailing in a given place and time, before sharing or exhibiting positive emotions. An example of this may be found in joyful behavior exhibited by a colleague on declaration of his promotion or raise without finding out whether his other colleagues are in a similar situation or not (Bhattacharya and Senguptha, 2007).

### **Personal Filters**

Our thoughts, ideas, and feelings from our earlier experiences result into some filters which influence the nature and amount of information we would here. There are four types of filters: prediction filter, the 'who' filter, the facts filter and distracting thoughts (Weisinger, 1998). The filters result into impulsive decision making and reaction. The 'who' filter keeps us from hearing what is being said because we place importance on who says it. If the speaker is a significant person for us, we may overvalue the comments he/she makes and vice a versa. Sometimes we only here the facts and miss out the emotional component of the message. In the earlier discussions, we have already focused on the empathy which requires that judgments that a situation should be seen from emotional angle as well to get the real message. Almost everybody faces problems from the 'wondering mind' which can block out the significant parts of communication. This generally happens because of the lack of interest in the discussion, pre-conceived notions about the speaker, even due to a bad mood (Bhattacharya and Senguptha, 2007).

### **Inner Motivation**

Inner motivation is the key to regulating emotion for achieving goal-directed behavior. A way to do it may be to assess one's capability and skills which can enable to achieve the desired goal. Reminding one constantly about the positive outcomes from the efforts taken to be derived and simultaneously creating positive images in the mind about the

positive results of the outcome can serve as auto suggestions to sustain, even enhance inner motivation (Bhattacharya and Senguptha, 2007).

### **Empathy**

‘Getting into the shoes of others’- a common term often used to denote, empathy is necessary for emotional revelation. This helps us in understanding from other’s perspective as it affects them and allows us to become more compassionate towards other’s feelings. Instead of negating or ignoring others’ viewpoint, if one empathizes with others, it becomes much easier to communicate (Bhattacharya and Senguptha, 2007).

### **Self –Disclosure for Effective Communication**

It is a general human tendency to hide or selectively share the actual feelings and thoughts in interactions in different situations or with different persons. The fear of getting rejected, feeling embarrassed, being ignored or criticized and being exposed, could be reasons for it. While the fear exist in all individuals, it may be necessary to be open in one’s interactions and communications as situations may demand while working groups. While blanket self – disclosure may be counter – productive or even damaging, the disclosure of required information and feeling can always help in building other’s confidence, trust and mutual understanding (Bhattacharya and Senguptha, 2007).

### **Body Language**

Body language plays a significant role in interpersonal communication. It is essential to be authentic without being aggressive through the body postures. Eye contacts, head movements, movements of hands, straight body postures will portray an attentive and enthusiastic individual, interested in genuine interaction, whereas people with short span of attention and poor listening habits, indifferent body posture, starting on the walls scribbling on papers and so on will project a person’s lack of interest and involvement in the proceeding and / or the person’s participating in them (Bhattacharya and Senguptha, 2007).

### **Accept feedback/ Criticism**

Criticism is like a bitter pill and even though it is difficult and unpalatable, it eventually helps to rectify the faults, if taken in the right stride. Both giving and receiving feedback are quite sensitive, since the receiver feels vulnerable and thus does not like to even listen to it. Because of this vulnerability factor, people often become defensive in receiving criticisms. Instead of feeling defensive, one should use the emotional intelligence and receive it as a feedback which may be honestly considered before either rejection or acceptance. As a general rule for better reception, positive feedback should be given in public, whereas

negative ones should be provided privately to help the recipient to preserve their sense of self-worth (Bhattacharya and Senguptha, 2007).

### **Physical Exercise- a Tool to Generating Energy**

To avoid diseases such as breathlessness, asthma-related symptoms, migraines and other stress-related syndromes, appropriate physical exercises, in addition to required medication, are recommended for energizing the body. They not only lead to rejuvenation of the body but also help in releasing the mental faculties and enhancing the sense of well-being within the body and mind of the individuals (Bhattacharya and Senguptha, 2007).

### **Advantages of Emotional Intelligence**

- a. Improved relationships
- b. Improved communication with others
- c. Better empathy skills
- d. Acting with integrity
- e. Respect from others
- f. Improved career prospects
- g. Manage change more confidently
- h. Fewer power games at work and home
- i. Feeling confident, positive and at peace with oneself
- j. Reduced stress level
- k. Increased creativity
- l. Learning from mistakes.

(Patricia and Maitland, 2002).

### **Academic Achievement**

Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign (Salvia and Ysseldyke, 2000). Academic achievement is the outcome of education –the extent to which a student, teacher and institution has achieved their educational goals. Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign. 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. Student's ability to express his or her personality and to enjoy rich and complex social relations depends largely on his

mastery of academic matters. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects is more important procedural knowledge such skills or declarative knowledge such as facts. Achievement encompasses student ability and performances; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development it reflects the whole child (Preethi, 2013).

### **Correlates of Academic Achievement**

Achievement motivation tends to decline as children move into middle school and high school. Various factors may account for this, including family characteristics, cognitive development, more negative teacher feedback, peer pressures, puberty and poor person -environment- fit (Sigelman and Rider, 2006).

#### **Family Characteristics**

Several family characteristic are associated with lower achievement and grater absence from school. Being a member of a minority group, growing up in a single- parent family, and having a mother with less education or with mental health problems are potential academic risk factors (Gutman, Sameroff and Eccles, 2002; Gutman et al., 2003). In contrast, living in a small caring family with a stable parent who uses consistent discipline can bolster school performance (Sigelman and Rider, 2006).

#### **Cognitive Growth**

Children become increasingly capable of analyzing the causes of events, interpreting feedbacks from teachers, and inferring enduring traits such as high or low ability from their behavior (Spivek and Iver, 1989). The result is that they view their strengths and weakness more realistically-and loss some of their academic self-esteem and high expectations of success (Spivek and Iver, 1989; Wigfield., et al., 1997).

#### **Negative Feedback**

Declines in achievement motivation may also be caused by changes in the kinds of feedback students receive as they age (Eccles, Lord, Midgley, 1991; Spivek and Iver, 1989). The positive feedback young children receive for their efforts may contribute to their tendency to set learning rather than performance goals and to sense hard work can overcome any barrier (Rosen-Holts and Simpson, 1984), as they progress through school, then children receive more feedback telling them precisely what capabilities they have and what capabilities they lack (Sigelman and Rider, 2006).

## **Peer Pressure**

The adolescent's environment also changes in the sense that peers become increasingly important sometimes can undermine parents and teacher's efforts to encourage school achievement. (Chavous et al., 2003).

## **Pubertal Changes**

It has also been suggested that the transition to middle school or junior high school is difficult because young adolescents are often experiencing major and psychological changes when they are switching school (Sigelman and Rider, 2006).

## **Poor Person- Environment Fit**

Declines in academic motivation and performance are not inevitable during early adolescents. Students may indeed form more realistic expectancies of success as their growing cognitive abilities allow them to use the increasingly informative feedback they receive from teachers. Experiencing pubertal changes at the same time as other stressful changes and needing to downplay academics to gain popularity may also hurt school achievement. However, educators can help keep adolescents engaged in school by creating school environments that provide a better fit to the developmental needs and interests of adolescents. So such schools provide warm, supportive relationships with teachers' intellectual changes, and increased opportunity for self direction (Eccles and Midgley et al., 1993).

When students make the transition from elementary school to junior high school, they experience the top-dog phenomenon (the circumstance of moving from the top position in elementary school to the lowest position in middle or junior high school) (Sigelman and Rider, 2006).

## **High School Dropouts**

In the last half of the 20<sup>th</sup> century, high school dropout rates declined overall (National Center for Education Statistics, 2001). The highest dropout in the United States, though, occurs for Native American Youth- only about 10 percent finish their high school education. Students dropout from schools for many reasons. Most of the dropouts cited school- related reasons for leaving school, such as not liking school or being expelled or suspended, economic reasons, personal reasons, such as pregnancy or marriage (Rumberger, 1995).

One of the role of high school guidance counselors is to work with high-risk students to reduce the likelihood that they will drop out of school, encourage them to go to college, and increase their understanding of careers (Santrock, 2004).

## **Enhancement of Academic Achievement**

### **Effective Schools for Young Adolescents**

Lipsitz (1984) and her colleagues searched the nation for the best middle school. Extensive contacts and observations were made. Based on the recommendations of education experts and observations in schools in different parts of the United States, four middle schools were chosen for their outstanding ability to educate young adolescents. The most striking features were their willingness and ability to adapt all school practices to their students' individual differences in physical, cognitive, and social development. The schools took seriously the knowledge we have developed about young adolescents.

Another aspect of the effective middle schools was that early in their existence- the first year in three of the schools and the second year in the fourth school- they emphasized the importance of creating an environment that was positive for adolescents' social and emotional development. This goal was established not only because such environments contribute to academic excellence but also because social and emotional development was valued as important in adolescent's schooling. The Carnegie Corporation (1989) report includes these recommendations:

- Develop smaller communities' or houses to lessen the impersonal nature of large middle schools.
- Lower student-to-counselor ratios from several-hundred-to-1 to 10-to-1
- Involve parents and community leaders in schools.
- Develop curricula that produce students who are literate, understand the sciences and have a sense of health, ethics, and citizenship.
- Have teachers team to in more flexibly designed curriculum blocks that integrate several disciplines, instead of presenting students with disconnected rigidly separated 50 minute segments.
- Boost students health and fitness with more in-school programs and help students who need public health care to get it (Santrock, 2004).

### **Toward Effective High Schools**

Many high school graduates not only are poorly prepared for college, they also are poorly prepared for the demands of the modern, high performance workplace. These include the ability to read at relatively high levels, do at least elementary algebra, use personal computers for straightforward tasks such as word processing , solve semi-structured problems

in which hypothesis must be formed and tested , communicate effectively, and work effectively in groups with persons of various backgrounds (Murnane and Levy,1996).

An increasing number of educators believe that the nation's high schools needs a new mission for the twenty-first century, which addresses the problems listed here (National commission on the High School Senior Year, 2001):

- More support is needed to enable all students to graduate from high school with the knowledge and skills needed to succeed in post-secondary education and careers. Many parents and students, especially those in low income and minority communities, are unaware of the knowledge and level of skills required to succeed to post – secondary education.
- High schools need to have higher expectations for student achievement. A special concern is the senior year of high school, which has become too much of a party- time rather than a time to prepare for one of life's most important transition. Some students who have been accepted to college routinely ignore the academic demands of their senior year. Low academic expectations harm students from all backgrounds.
- U.S high school students spend too much time working in low – level service jobs. Researchers have found that when tenth grades work more than 14 hours a week their grades drop and when eleventh graders work 20 more hours a week their grades drop (Greenberger and Steinberg,1986).at the same time, shorter, higher-quality work experiences, including community service and internships, have been shown to benefit high school students.
- There has been too little coordination and communication across the different levels of the K-12, as well as between schools and institutions of higher education.
- At the middle and secondary school levels, every student needs strong, positive connections with adults, preferably many of them, as they explore options for school post-secondary education, and work (Santrock, 2004).

## **Service Learning**

Service learning is a form of education social responsibility and service to the community. In service learning, students might engage on tutoring, help the elderly, work in a hospital assist at a day-care center or clean up a vacant lot to make a play area. An important goal; of service learning is for students to become less self-centered and more motivated to help others (Waterman, 1997; Youniss and others, 2003).

Service learning takes education out into the community. One eleventh- grade student worked as a reading tutor for students from low-income homes who had reading skills well below their grade levels. She commented that, until she did the tutoring, she didn't realize how many students had not experienced the same opportunities she had had when she was growing up. Thus, service learning can benefit not only the students but also the recipients of their help.

Researchers found that service learning benefits students in a number of ways:

- Their grades improve, they become more motivated, and they set more goals (Johnson and others, 1998).
- Their self-esteem improves (Hamburg, 1997).
- They become less alienated (Calabrese and Schumer, 1986).

They increasingly reflect on society's political organization and moral order (Yates, 1995).

## **Need for the Study**

Contemporary psychological research literature indicates emotional intelligence (EI) as positively implicated in physical health, mental health, relationship, conflict resolution, success and leadership. For quite a long, intelligence quotient (IQ) was viewed as the primary determinant of success. Individuals with high IQs were assumed to be destined for a life of accomplishment and achievement and researchers debated whether intelligence was the product of genes or the environment. However, some critics began to realize that not only was high intelligence no guarantee for success in life, it was also perhaps too narrow a concept to fully encompass the wide range of human abilities and knowledge.

Nevertheless, IQ is still recognized as an important element of success, particularly when it comes to academic achievement. Individuals with high IQs typically do well in school, often earn more, and tend to be healthier in general. But today experts recognize it is not the only determinate of life success. Instead, it is part of a complex array of influences that includes emotional intelligence among other things. When such is the scenario, it becomes imperative that the educational system laid the foundation and nurture emotional intelligence in schools. Healthy classroom environments depend on the creation of a classroom culture that allows children to develop emotional intelligence competencies. It has been identified that social emotional learning (SEL) is a method for developing the skills of emotional intelligence in school children.

In the present study, an attempt has been made to understand the relationship between emotional intelligence of a selected group of high school students and their academic achievement and demographics. This study is intended to pay way for more such studies which can help evolve SEL programmes that are tailor made for specific groups of children. The Principal Researcher of the present study considers this as a pilot venture for her future research in evolving an intervention model to effectively address the same.

# **REVIEW OF LITERATURE**

## CHAPTER II

### REVIEW OF LITERATURE

The research related to the study on, 'Emotional Intelligence and Academic Achievement of High School Students' was reviewed and are presented under the following headings:

- Correlates of Emotional Intelligence
- Enhancement of Emotional Intelligence
- Correlates of Academic Achievement
- Enhancement of Academic Achievement
- Emotional Intelligence and Academic Achievement

#### **Correlates of Emotional Intelligence**

Yelkikalan et al. (2013) did a study on "Emotional Intelligence Characteristics of Students Studying at various Faculties and Colleges of Universities". The tool used for this study was developed by Petrides (2001). It was administered to 559 students studying in five different faculties. The results revealed that there was no significant difference in the relationship between the faculty of students and their emotional intelligence, there was a significant relationship between the emotional intelligence and academic achievement and almost 11% of change in academic achievement could be explained by emotional intelligence.

A study on "The Interaction of Emotional Intelligence and Self – Efficacy with English as a Foreign Language Learners Age and Gender" was done by Talebinezhad and Banihashemi (2013). The researchers conducted the study with 83 Iranian English as Foreign Language Learners including 44 females and 39 males. Their age varied from 16 to 18, and 22 to 24. Tools used for this study were Emotional Quotient Inventory (EQ-I), General Self – Efficacy (Schwarzer and Jerusalem, 1979) and Self – Efficacy for Learning Form (Zimmerman, Kitsantas, and Campillo, 2005). The results showed that there was no significant difference among female and male participants regarding the level of their emotional intelligence and self-efficacy.

Paramasivam and Mani (2013) had done a study on "Influence of Emotional Intelligence on Achievement in Chemistry among Higher Secondary Students". A stratified random sample of 500 (250 boys and 250 girls) first year higher

secondary students was involved in the study. The tools used for the study were Emotional Intelligence Scale (Hyde, Pethe and Dhar, 2002) and Achievement Test in Chemistry constructed and validated by the investigators. Students pursuing plus one course during the academic year 2012-13 constituted the population of the study. The study indicated that there was a significant positive relationship between emotional intelligence and achievement in chemistry of higher secondary students. Further it also highlighted the effect of self-motivation, emotional stability and self-awareness factors of emotional intelligence on achievement in chemistry of Higher Secondary students.

Naghavi, Redzuan, Asgari and Mirza (2012) had done a study on “Gender Differences and Construct of the Early Adolescent’s Emotional Intelligence”. The study was carried out among 234 Iranian students (girls and boys) in the second grades of guidance schools (age 12-15) in Tehran, Iran. The tool used for this study was Schutte’s (1998) Emotional Intelligence Scale. Result showed that there was a statistically significant difference between emotional intelligence among boys and girls.

A Comparative Study of “Identity, Emotional Intelligence, and Self-Esteem in Students of Performing Arts and Students of other Fields of Art” was done by Abdi and Bagheri (2012). The sample consisted of the students of arts in the Faculty of Fine Arts (University of Tehran) and the Performing Arts in drama schools in Tehran. The students of arts were randomly selected from those in the fields of painting, photography, graphic design, and sculpting with original opuses. The instruments included in the study were Objective Measure of Ego Identity Status, Bar-On’s Emotional Quotient Inventory and Coopersmith Self-Esteem Inventory. The result revealed that there was a significant difference between performing artists and non-performing artists in emotional intelligence profile scores and self-esteem scores with 95% reliability.

A study on “Emotional Intelligence and Social Adaptation of School Children” was done by Punia and Sangwan (2011). A total of 120 children falling in the age group of 16 to 18 years, 60 each from randomly selected school of urban and rural area were selected for the present study. Tools used for the study were Emotional Intelligence Scale (Hyde and Dethé, 2002) and Adjustment Inventory for School Students (Sinha and Singh, 2007). The result showed that the emotional intelligence had significant positive relationship with adjustment of children. Caste, income and fathers’

occupation were main contributing factors in deciding the emotional intelligence and adjustment of respondents.

Faghirpour, Amoopour, Gilaninia, Moghadam and Mousavian (2011) conducted a study on “The Relationship between Emotional Intelligence and Mental Health of Students”. A sample of 503 high school students was selected for the study. Emotional Intelligence Questionnaire Sybrya Shrink and Goldberg and Hillier Mental Health Questionnaire were used as tools. Result findings showed that there was a significant relationship between components of emotional intelligence of students with mental health that predictive variables can explain about 29 percent of criteria variable.

A study on “Emotional Intelligence, Self-Efficacy, Psychological Well-Being and Students’ Attitudes: Implications for Quality Education” was done by Salami (2010). The participants were 242 students randomly selected from a college of education in Kwara State, Nigeria. The instruments used were Trait Emotional Intelligence Scale, Generalized Self-Efficacy Scale, Life Satisfaction Scale, Depression scale, Subjective Happiness Scale, and Student Behaviors and Attitudes Scale. Result showed that emotional intelligence, depression, self-efficacy and life satisfaction significantly correlated with intrinsic motivation, self discipline and respect for lecturers. Happiness significantly correlated with intrinsic motivation and respect for lecturers but not with self discipline.

A study on “Assessing emotional intelligence and its relationship with demographic factors of nursing students” was done by Namdar, Sahebihagh, Ebrahimi and Rahmani (2008). The study population included 144 nursing students in Tabriz School of nursing and midwifery. The tool used was BarOn EQ-I. The five categories are Intrapersonal (Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization), Interpersonal (Empathy, Social Responsibility, and Interpersonal Relationship), Stress Management (Stress Tolerance and Impulse Control), Adaptability (Reality Testing, Flexibility, and Problem Solving), and General Mood Scale (Optimism and Happiness). The result showed that there was no significant relation between emotional intelligence score and sex, education, and students' interest in nursing.

A study on “Emotional Intelligence Moderates the Relationship between Stress and Mental Health” was done by Ciarrochi, Deane, and Anderson (2002). The sample used for the study was 302 Australian University students (232 females and 70 males). The instruments used were Objective Emotion Perception (Mayer and Geher, 1996), Self Report on Emotional Intelligence, Hassel's scale (Kanner et al., 1981), Life

Experience Survey (Sarason et al., 1978), Suicide Ideation Questionnaire (Reynolds, 1987), Beck Depression Inventory-II (Beck et al., 1996) and the Beck Hopelessness Scale (Beck et al., 1974). The result showed that depression, suicidal ideations and hopelessness tended to be truly skewed.

### **Enhancement of Emotional Intelligence**

A study on 'Increasing Emotional Intelligence through Training: Current Status and Future Directions' was done by Schutte, Malouff and Thorsteinsson (2013). Evidence from studies contrasting emotional intelligence intervention groups with comparison groups, suggests that training may increase emotional intelligence and improves outcomes related to emotional intelligence. These outcomes included mental and physical health, social relationships and work performance.

Jdaitawi, Ishak, Taamneh, Gharaibeh and Rababah (2011) conducted a study on "The Effectiveness of Emotional Intelligence Training Program on Social and Academic Adjustment among First Year University Students". A total of 289 first year university students were randomly selected from two universities in Jordan. Students were randomly assigned to experimental and control groups based on their gender and age in each of the group. Emotional Intelligence Appraisal Scale and College Student Adjustment Questionnaire (Baker and Syrik, 1999) were administered to the sample. The results were not significant for social and academic adjustment.

Reuben et al. (2009) and Crombie et al. (2011) found emotional intelligence training increased ability emotional intelligence as assessed by a performance test. Slaski and Cartwright (2003), Kotsou et al. (2011) and Nelis, et al. (2011) found that emotional intelligence training increased trait emotional intelligence as assessed by self-reports and observer reports. Kirk et al. (2011) found that training increased both emotional self-efficacy and trait emotional Intelligence. The above mentioned studies indicate that it is possible to increase emotional intelligence and that such training has the potential to lead to other positive outcomes.

Grant (2007) had done a study on enhancing coaching skills and emotional intelligence through training. The Goal-focused Coaching Skills Questionnaire and The Schutte Emotional Intelligence Scale were administered to 23 participants. Result showed that participation in the 13-week training course was associated with increases in both goal-focused coaching skills and emotional intelligence, whereas the two-day block intensive training was associated with increased goal-focused coaching skills, but not emotional

intelligence. Further, the magnitude of the increase in goal-focused coaching skills was less for the two-day programme than for the 13-week programme.

### **Correlates of Academic Achievement**

Parveen, Amin, and Nazir (2013) had done a study on “Comparative study of the academic achievement of 10th class boys and girls studying in different high schools of District Pulwama of (J&K)”. The study was carried out among 300 students (150 male and 150 female). The instrument used for data collection was the Information Blank developed by the investigators. The result showed that the boys and girls had not shown any significant difference in academic achievement in General Science. Boys and girls have not shown any significant difference in academic achievement in Urdu. Boys and girls have not shown any significant difference in academic achievement in Maths. The academic achievement of boys was significantly higher than that of girls in General English. The academic achievement of boys was significantly higher than that of girls in Social Studies. In aggregate, the academic achievement of boys is significantly higher than that of girls.

A study on “Psychological Correlates of University Students’ Academic Performance: A Systematic Review and Meta-Analysis” was done by Richardson, Abraham and Bond (2012). In total, 1,105 independent correlations were analyzed for this study. Tools used for this study was Wechsler Adult Intelligence Scale (Wechsler, 1981). Result showed that those demographic and psychosocial contextual factors generated, at best, small correlations with GPA. Medium-sized correlations were observed for high school GPA, SAT, ACT, and A level scores. Three non-intellective constructs also showed medium-sized correlations with GPA: academic self-efficacy, grade goal, and effort regulation.

The aim of the study done by Akça (2012) was to investigate the “Relationship between self-handicapping, academic procrastination, locus of control and academic success”. The aim was also to determine whether these variables predicted self-handicapping behavior. The population of the study consisted of 263 undergraduates studying in different departments of the Faculty of Education at Uludağ University. The Self-Handicapping Scale (Akin, 2012), Academic Procrastination Scale (Çakıcı, 2003), and Locus of Control Scale (Dağ, 1991) were used as data collection tools. The result showed that, there was a positive significant relationship between self-handicapping, the external locus of control and academic procrastination.

A Study on “Demographic Characteristics as Correlates of Academic Achievement of University Students” was done by Nasir (2012). The sample of the study consisted of 595 students who were randomly selected from three public sector universities located in Islamabad. The instrument included information regarding demographic factors including age, gender, location of residence (Rural/Urban), household income and parents’ education level. Students also reported their Cumulative Grade Point Average (CGPA) in the previous semester. Findings indicated that some demographic characteristics have significant correlation with academic achievement of university students.

Nasir (2011) did a study on “Effects of Cultural Adjustment on Academic Achievement of International Students”. The sample consisted of 106 international students studying in two public universities in Islamabad. Cultural Adjustment Scale (Nasir, 2011) was used to measure the adjustment level of students. The academic achievement of international students was taken in terms of Cumulative Grade Point Average (CGPA) after completing first semester in university. The result indicated that there was a significant difference in the academic performance of the students between high and low level of cultural adjustment; and cultural adjustment was found to be a significant predictor of academic achievement of international students.

### **Enhancement of Academic Achievement**

Menon and Farhana (2013) conducted a study on ‘Anxiety and Study skills in Underachievers among High School Students’. Manifest Anxiety Inventory (Nandini Menon and Hemalatha Ntesan, 2005) and Study Skill Questionnaire (Kanchana, 1986) were administered on 300 students from VII, VIII and IX standards. Based on Half Early Examination marks, 60 underachievers were identified and Study Skills Training was given to them. The result revealed the there was a positive correlation between study skills and academic performance and negative correlation between anxiety and academic performance. A statistically significant difference in anxiety and academic achievement was observed in the students before and after Study Skills Training.

A study on “Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum” was done by Brackett, Rivers, Reyes, and Salovey (2012). A pre- and post-test quasi-experimental design was used to test the impact of a 30-week, theoretically-based social and emotional learning (SEL) curriculum, The RULER Feeling Words Curriculum (“RULER”), on the academic

performance and social and emotional competence of 5th and 6th grade students (N=273) in fifteen classrooms in three schools. Academic performance was assessed by report card grades. Social and emotional competence was assessed with teacher reports of student behavior. Students in classrooms integrating RULER had higher year- end grades and higher teacher ratings of social and emotional competence (e.g., leadership, social skills, and study skills) compared to students in the comparison group. Results showed that students in the RULER group had higher adaptive skills than students in the comparison group.

Hock, Pulvers, Deshler and Schumaker (2001) examined “The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD”. A multiple-baseline design with Follow up condition was administered to 24 junior high students. Result revealed that strategic tutoring was effective in improving the academic performance.

Budzynski, Budzynski, Tang and Clapool (1999) conducted a study on Academic performance Enhancement with Photic Stimulation and EDR feedback. Wechsler Adult Intelligence scale- Revised and Wide Range Achievement Test-3 were administered on 16 university students with experimental and control group. The result indicated that the Bio Light Training can improve academic performance.

### **Emotional Intelligence and Academic Achievement**

A study was done by Lawrence and Deepa (2013) on Emotional Intelligence and Academic Achievement of High School Students in Kanyakumari District. Data were collected from 400 students studying in IX and X standard from 1 high school and 9 higher secondary schools in Kanyakumari District. The tools used for this study were self-made Trait Emotional Intelligence Questionnaire Short Form and the Achievement Test Questions. The result showed that there was no significant difference between emotional intelligence and academic achievement of high school students.

A study on Emotional Intelligence as Predictor of Academic Performance among Nursing Students was done by Sharma and Nathawat (2013). The tool used for this study was Emotional Quotient Test (Singh, 2006). The academic performance was based on the marks obtained in the University examination. Test was administered in small groups of students two months prior to their appearing in the final University examination. Their aggregate marks were collected after declaration of the result which was available on the website of the University. Result showed that there was no statistically significant correlation between the emotional intelligence and the marks obtained, indicating that academic performance of nursing students might not be predicted from emotional intelligence.

Chamundeswari (2013) did a study on “Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level”. Using random sampling technique, 321 students from the higher secondary level in different systems of education, namely, state, matriculation and central board schools were chosen. The Emotional Intelligence Scale (Hydes and others, 2002) was used to assess the emotional intelligence and the marks scored in Science were taken from their half yearly performance. Results showed that there was a positive significant correlation between emotional intelligence and academic achievement among the students. Further the students belonging to the central board schools had a higher level of emotional intelligence compared to students in state board but did not differ with students in matriculation board schools at the higher secondary level.

Preeti (2013) did a study on “Role of Emotional Intelligence for Academic Achievement for Students. The results showed positive correlation between emotional intelligence and academic achievement.

A study was done by Yahaya et al. (2012) on “The Impact of Emotional Intelligence Element on Academic Achievement”. The subjects were Secondary School Form Four students (N = 370; 127 male students and 243 female students). Tools used for this study were Test the ability of self-awareness (Dann, 2001), Test the ability of emotion (Dann, 2001), Empathy Scale (Caruso and Mayer, 1997) and Intrinsic Motivation Inventory (Ryan, 1982; Ryan, Mims, and Koestner, 1983; Plant and Ryan, 1985; Ryan, Koestner, and Deci, 1991; Deci, Eghrari, Patrick, and Leone, 1994). The results showed that there was a significant relationship between self awareness, emotional management and empathy with academic achievement. Multiple regression analysis result showed that only three elements of emotional intelligence which is self-awareness, self motivation and empathy accounted for 8.7% of variation in academic achievement.

Fayombo (2012) did a study on “Relating Emotional Intelligence to Academic Achievement among University Students in Barbados”. The sample consisted of 151 out of 154 undergraduate students who undertook the Introduction to Developmental Psychology course during 2009/2010 at UWI, Barbados, with age ranging from 16 to 52 years. Measures used for this study were Barchard’s (2001) Emotional Intelligence Scale and Academic Achievement (Fortman, 2006; Babalola and Fayombo, 2009). Findings revealed that, there were significant positive correlations between academic achievement and six of the emotional intelligence components, and a negative correlation with negative expressivity. Emotion-based decision-making, responsive joy and responsive distress did not make any

significant relative contribution to academic achievement, indicating that academic achievement was only partially predicted by emotional intelligence.

A study was done by Ogundokun and Adeyomo (2010) on “Emotional intelligence and Academic achievement: The moderating influence of age, intrinsic and extrinsic motivation”. The participants in the study were 1563 (male=826, female=737) secondary school students from Nigeria in the age range between 12 years and 17 years. The tools used for this study were Emotional Intelligence Behaviour Inventory (Akinboye, 2004), Intrinsic and Extrinsic Motivation Scale (Lepper, Corpus and Iyengar, 1997), English Language Achievement Test and Mathematics Achievement Test. The result showed that Emotional Intelligence and Academic motivation were potent predictors mildly associated to Academic Achievement.

# **METHODOLOGY**

## **CHAPTER III**

### **METHODOLOGY**

The methodology of the study on, 'Emotional Intelligence and Academic Achievement of High School Students' involved the following steps:

- Objectives
- Research Questions
- Null Hypothesis
- Area
- Sample
- Tools
- Procedure
- Analysis of Data

#### **Objectives**

- To assess the level of Emotional Intelligence of the sample, who are the selected High school students
- To assess the level Academic Achievement of the sample
- To examine the relationship between Emotional Intelligence and Academic Achievement of the sample
- To examine the relationship between Emotional Intelligence and demographic variables of the sample
- To examine the relationship between Academic Achievement and demographic variables of the sample.

#### **Research Questions**

- What is the level of Emotional Intelligence of the selected high school students?
- What is the level of Academic Achievement of the selected high school students?
- Is there any relationship between Emotional Intelligence and Academic Achievement of the sample?
- Does there any relationship exist between Emotional Intelligence and demographic variables of the sample?
- Does there any relationship exist between Academic Achievement and demographic variables of the sample?

### **Null Hypotheses**

- There is no relationship between Emotional Intelligence and Academic achievement of the sample
- There is no relationship between Emotional Intelligence and demographic variables of the sample
- There is no relationship between Academic achievement and demographic variables of the sample

### **Area**

Vidya Vikasini Matriculation Higher Secondary School, Coimbatore was selected to conduct the study. The reasons for selecting this school were:

- Easy accessibility
- Permission and facilities provided by the school authorities to conduct the research

### **Sample**

From Vidya Vikasini Matriculation Higher Secondary School, Coimbatore, 298 students studying in VIII, IX and X were randomly selected to serve as the sample of the study. The sample included both boys and girls. They were in the age range of 13-16 years.

### **Tools**

- Case Study Schedule (Annexure 1) was used to collect the required demographic data of the participants.
- Trait Emotional Intelligence Questionnaire – Adolescent Short Form (TEIQue- ASF) (Petrides et al., 2006) (Annexure 2) was used to assess the Emotional Intelligence of the participants. TEIQue- ASF consists of 30 items. There are 7 possible responses to each item ranging between Agree - Disagree. The participants are asked to circle any one of the alternatives, which apply to them most. The internal consistency of the global score exceeds .80.
- Assent Forms (Annexure 3) were distributed to the participants to obtain their consent to participate in the study.

### **Ethical Clearance**

Prior to the commencement of the data collection, the Research Proposal (AUW.IHEC.2013:68) submitted by the Principal Researcher (II PG Student) and the Guide (Co Researcher and Faculty) to the Institutional Human Ethics Committee (Annexure 4) had

been scrutinised. The committee has granted approval for the research proposal and the approval number obtained is AUW/IHEC-13-14/XMT-17 (Annexure 4).

### **Procedure**

From Vidya Vikasini Matriculation School, Coimbatore, 298 students studying in VIII, IX and X were randomly selected for the study. They were provided with an introductory session to build rapport. After the introductory session, the participants completed Case Study Schedule, Trait Emotional Intelligence Questionnaire – Adolescent Short Form and Assent Form.

### **Method of Data Collection**

In the present study, Survey Method was employed to collect the data. Data regarding the demographics and emotional intelligence were obtained as Primary Data from the participants through Case Study Schedule and Trait Emotional Intelligence Questionnaire – Adolescent Short Form. The data regarding Academic Achievement (marks) were obtained as Secondary Data from the records maintained by the school.

### **Analysis of Data**

The data were analyzed by standard statistical tools such as Karl Pearson coefficient of correlation, ANOVA, regression and t test using SPSS+PC package on the basis of the following:

- Demographic variables
- Emotional intelligence
- Marks obtained in two Term Exams

## **RESULTS AND DISCUSSION**

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

The study on, 'Emotional Intelligence and Academic Achievement of High School Students' was conducted at Vidya Vikasini Matriculation Higher Secondary School, Coimbatore. Two hundred and ninety eight students of VIII, IX and X standards (54 female and 36 male in the age range of 13 to16 years) were randomly selected for the study. Case Study Schedule and Trait Emotional Intelligence Questionnaire – Adolescent Short Form were the tools used for the study.

The results of the study are analyzed, tabulated and discussed below:

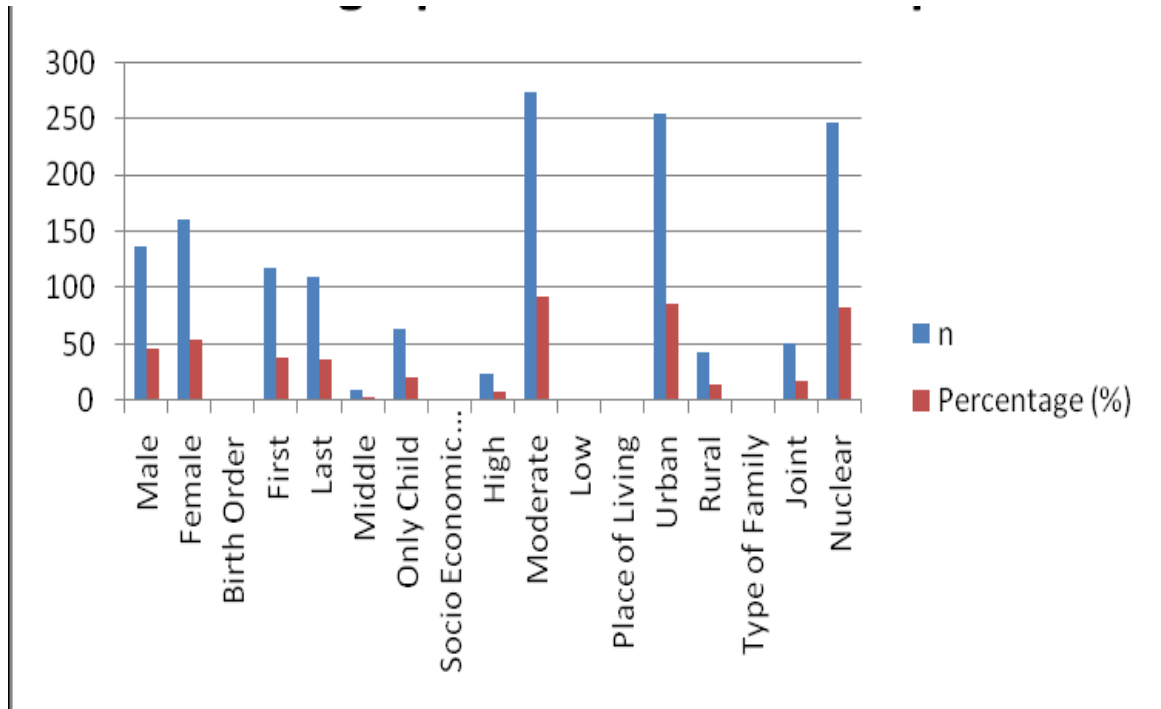
**Table 1: Demographic Data of the Sample****N=298**

<b>Gender</b>	<b>N</b>	<b>Percentage (%)</b>
Male	137	46
Female	161	54
<b>Birth Order</b>		
First	117	39
Last	109	37
Middle	9	3
Only Child	63	21
<b>Socio Economic Status</b>		
High	23	8
Moderate	274	92
Low	1	0
<b>Place of Living</b>		
Urban	256	86
Rural	42	14
<b>Type of Family</b>		
Joint	51	17
Nuclear	247	83

Percentages are rounded off

Table 1 shows the demographic data of the sample. It can be noted that the sample constituted of more female than (54%) male (46%). The first born (39%) outnumber the rest of last born (37%), middle born (3%) and single child (21%). Most of the sample belonged to moderate socio economic status (92%). The sample constituted of 86% of urban residents and 14% rural. A large majority (83%) of the sample belonged to nuclear families and the rest to joint families (17%).

**Figure 1**  
**Demographic Data**



**Table 2: Level of Emotional Intelligence of the Sample**

**N=298**

<b>Level of Emotional Intelligence</b>	<b>N</b>	<b>Percentage (%)</b>
Very High (183 & above)	0	0
High (132-182 )	49	16
Average (81-131)	247	82
Below Average (30-80)	2	1

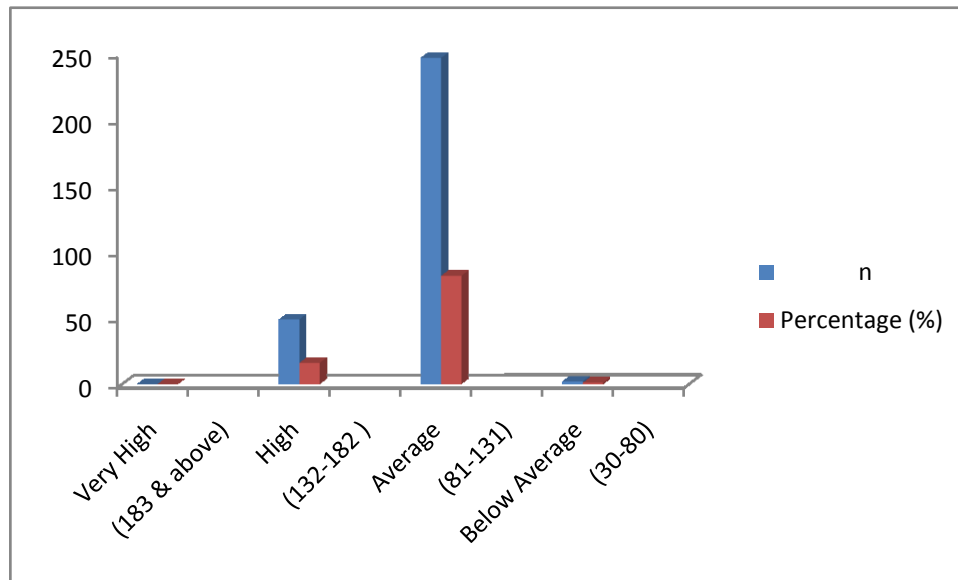
Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Salovey and Mayer (1990) defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Researchers have well proven the effect of emotions on learning and memory (Cherry, 2011).

Our emotional state has the potential to influence our thinking. Students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Although emotions have the potential to energize students' thinking, emotional states also have the potential to interfere with learning. If students are overly excited or enthusiastic, they might work carelessly or quickly rather than working methodically or carefully. In addition, emotions such as anger, anxiety, and sadness have the potential to distract students' learning efforts by interfering with their ability to attend to the tasks at hand. Emotions can interfere with students' learning in several ways; including 1) limiting the capacity to balance emotional issues with schoolwork, 2) creating anxiety specifically about schoolwork, and 3) triggering emotional responses to classroom events (Hammond et al., 2000).

It is very encouraging to note from Table 2 that, 82% of the student participants had average emotional intelligence. The participants of the present study might be well balanced in their emotions without the negative emotions interfering their interpersonal relationships in classroom their academic performance.

A study aimed to research “The effect of emotional intelligence education on the emotional intelligence of young children” (Ulutas and Omeroglu, 2007) involved 120 six-year-old children attending preschool classes. A subgroup of 40 students attended a 12-week emotional intelligence program. After 12 weeks the children were measured using the Sullivan Emotional Intelligence Scale (Sullivan, 1999). Results showed that an emotional intelligence education program contributed significantly to children’s emotional intelligence levels.

**Figure 2: Level of Emotional Intelligence**



**Table 3: Emotional Intelligence and Gender**

	<b>Gender of the Respondent</b>	<b>n</b>	<b>Mean</b>	<b>Std. Deviation</b>
Emotional Intelligence	Male	137	119.1095	12.20094
	Female	161	118.0932	13.53782

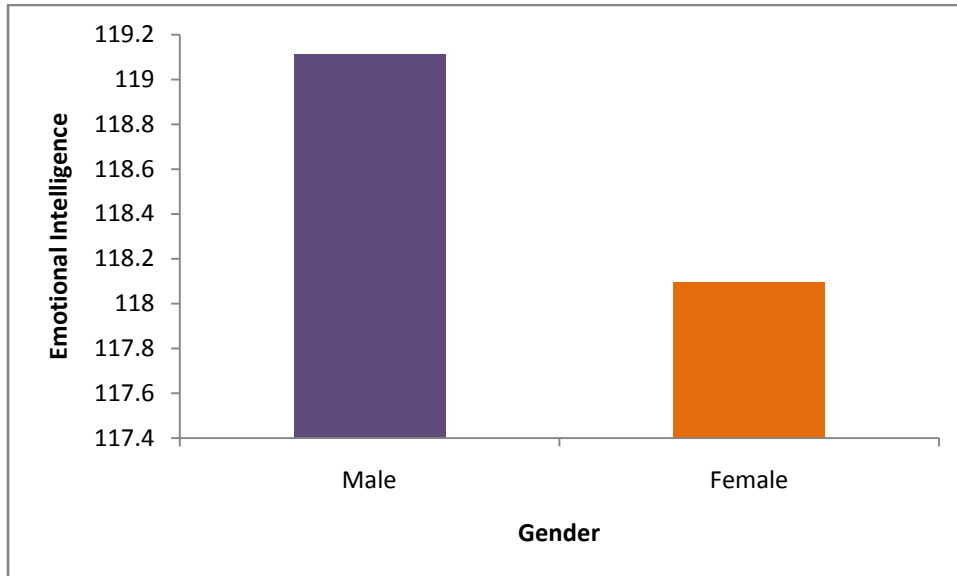
**Table 3a: Correlation between Emotional Intelligence and Gender**

		Gender of the Respondent	Emotional Intelligence level
Gender of the Respondent	Pearson Correlation	1	-.039
	Sig. (2-tailed)		.500
	N	298	298
Emotional Intelligence	Pearson Correlation	-.039	1
	Sig. (2-tailed)	.500	
	N	298	298

It can be noted from Table 3 that there is only a difference of one point in the mean emotional intelligence of male and female participants of the present study. Obviously, Table 3a does not show a statistical significance in correlation between emotional intelligence and gender. Review of literature shows research findings supporting the same and otherwise too.

Contradicting the finding of the present study, Ahmad, Bangash and Khan (2009) had done a study on emotional intelligence and gender differences involving 160 school children (male- 80, female-80) in which it was found that boys had higher emotional intelligence than girls.

**Figure 3: Emotional Intelligence and Gender**



**Table 4: Correlation between Emotional Intelligence and Birth order**

		Emotional Intelligence	Birth Order
Emotional Intelligence	Pearson Correlation	1	-.020
	Sig. (2-tailed)		.735
	N	298	298
Birth Order	Pearson Correlation	-.020	1
	Sig. (2-tailed)	.735	
	N	298	298

The type of extent of socialisation one receives from one's family may be related to both family size and birth order. Family size can be defined by the number of children in the family. Birth order can be defined as the age ranking of oneself in comparison with siblings that are either born or adopted in to his/her family. Table 4 indicates that emotional intelligence and birth order are not correlated.

Barbera, Christensen and Barchard (2004) conducted a study on relating family size and birth order to emotional intelligence. The three subscales of the Toronto Alexithymia Scale and the Nuclear Birth Order Scale were administered to 102 participants. The result showed that there was a negative relationship between family size and birth order.

**Table 5: Correlation between Emotional Intelligence and Socio Economic Status**

		Emotional Intelligence level	Socio Economic Status
Emotional Intelligence level	Pearson Correlation	1	.034
	Sig. (2-tailed)		.553
	N	298	298
Socio Economic Status	Pearson Correlation	.034	1
	Sig. (2-tailed)	.553	
	N	298	298

Table 5 shows that there is no correlation between emotional intelligence and socio economic status in the participants of the present study. Socioeconomic status is measured as a combination of education, income, and occupation.

Khan and Dar (2013) conducted a study on “Emotional Intelligence of Adolescent Students with Special Reference to High and Low Socio Economic Status”. The sample of the study comprised of 100 students (50 high socio-economic status students and 50 low socio-economic status students) selected randomly from all Govt. High and Higher Secondary Schools of the educational zone Dryigam. Emotional intelligence scale by Hyde et al. was employed for the collection of data. The results of the study highlighted that high socio-economic status students were more emotionally intelligent than low socio-economic status students. High and low socio-economic status students showed significant difference in self-awareness, self-motivation, emotional stability, managing relations, integrity, self-development and commitment. High socio-economic status students were found clear in their priorities, paid more attention to the worries and concerns of others. They were found to be friendly, sociable, helpful and skilful in dealing with people and more responsible, more comfortable to novel ideas and new information. They face boldly good and bad situations. They were more aware of their weaknesses, are more co-operative, helpful, outgoing and democratic. They were found to be able to meet commitments and keep promises and are organized and careful in their

work. No significant difference was found in empathy, value orientation and altruistic behavior between highland low socio-economic status students.

**Table 6: Emotional Intelligence and Place of Living**

	Place of Living	n	Mean	Std. Deviation
Emotional Intelligence	Urban	256	117.9648	12.86776
	Rural	42	122.1905	12.85802

It is interesting to observe that the rural residents have higher level of emotional intelligence than the urban residents of the present study. Accordingly, Table 6a indicates a statistically significant correlation (0.05 level) between emotional intelligence and place of living of the participants of the study.

**Table 6a: Correlation between Emotional Intelligence and Place of Living**

		Emotional Intelligence level	Place of Living
Emotional Intelligence level	Pearson Correlation	1	.114*
	Sig. (2-tailed)		.049
	N	298	298
Place of Living	Pearson Correlation	.114*	1
	Sig. (2-tailed)	.049	
	N	298	298

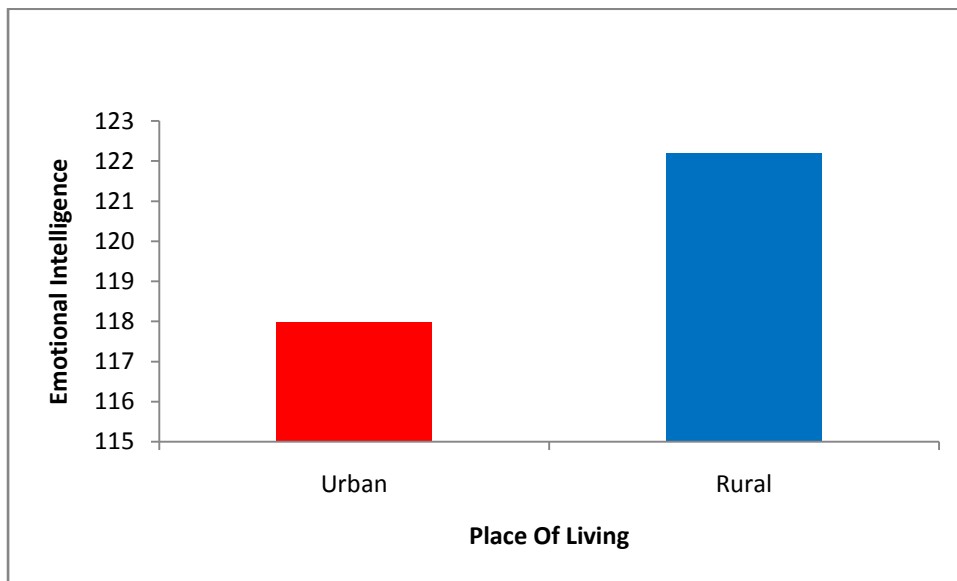
\*. Correlation is significant at the 0.05 level (2-tailed).

In the present study, 85% of students are from urban areas and 82% belonged to nuclear families. Some studies have proved that high socio economic status people have trouble in understanding the emotions of others. It is probably because of their increased educational facilities and financial security that they fare well in life. But low socio economic status students have the ability to face the day to day situations and they know the value of each and every facility that they get. They need to run the family on their own and there is a difficult in getting job too.

Nauert (2010) conducted a study on Upper-class Low on Emotional Intelligence. One experiment used volunteers who worked at a university. Some had graduated from college and others had not; researchers used educational level as a proxy for

social class. The volunteers did a test of emotion perception, in which they were instructed to look at pictures of faces and indicate which emotions each face was displaying. People with more education performed worse on the task than people with less education. In another study, university students who were of higher social standing (determined from each student's self-reported perceptions of his or her family's socioeconomic status) had a more difficult time accurately reading the emotions of a stranger during a group job interview. These results suggest that people of upper-class status are not very good at recognizing the emotions other people are feeling.

**Figure 4: Emotional Intelligence and Place of Living**



**Table 7: Correlation between Emotional Intelligence and Type of family**

		Type of Family	Emotional Intelligence
Type of Family	Pearson Correlation	1	-.003
	Sig. (2-tailed)		.958
	N	298	298
Emotional Intelligence	Pearson Correlation	-.003	1
	Sig. (2-tailed)	.958	
	N	298	298

Table 7 shows that emotional intelligence and type of family are not correlated in the present study. Here 82% of students are belonged to nuclear family. Only 17 % belonged to joint family. And also in some nuclear families, both the parents are working. So they are unable to get quality time with their children and thereby fail to cater to the emotional needs of children.

Chopra and Nangru (2013) conducted a study on 300 IX grade students to determine the family relationship of high school students in relation to their emotional intelligence. Results of the study indicated that parental acceptance has significant relationship with emotional intelligence whereas parental concentration has no significant relationship with emotional intelligence and parental avoidance has negative but significant relationship with emotional intelligence.

**Table 8: Level of Academic Achievement**

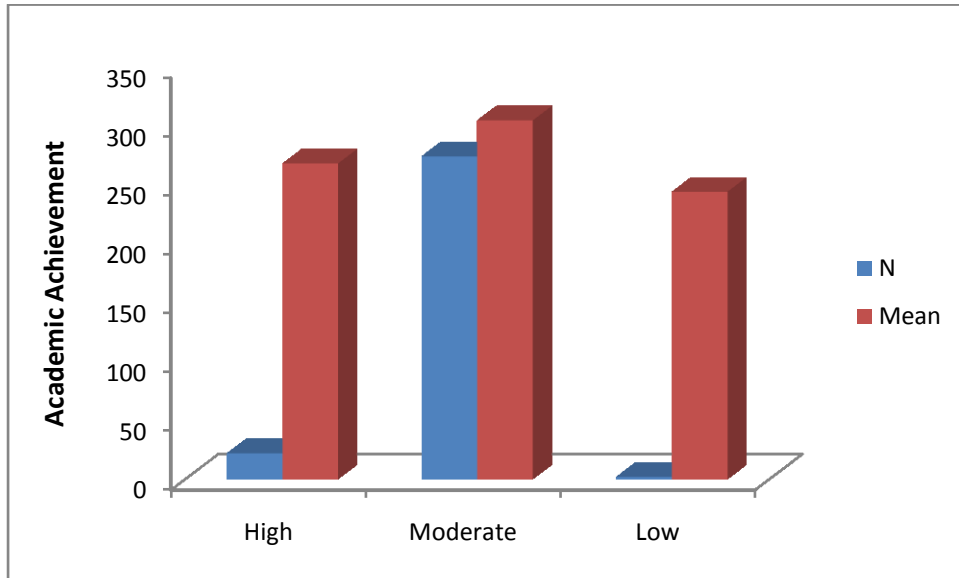
	N	Mean	Std. Deviation	Minimum	Maximum
High	22	268.0000	68.64470	121.00	370.00
Moderate	274	304.5474	56.36426	123.00	398.00
Low	2	244.0000	8.48528	238.00	250.00
Total	298	301.4430	58.03092	121.00	398.00

**Table 8a: ANOVA Analysis of Academic Achievement**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33845.647	2	16922.823	5.166	.006
Within Groups	966327.883	295	3275.688		
Total	1000173.530	297			

Above ANOVA T able denotes there is definite difference between the groups. The value is significant as it is less than .05.

**Figure 5: Level of Academic Achievement**



**Table 9: Correlation between Emotional Intelligence and Academic Achievement**

		Emotional Intelligence level	Marks Obtained
Emotional Intelligence	Pearson Correlation	1	.093
	Sig. (2-tailed)		.110
	N	298	298
Marks Obtained	Pearson Correlation	.093	1
	Sig. (2-tailed)	.110	
	N	298	298

Correlation is a statistical technique that can show the relationship between two variables. Correlation between emotional intelligence and marks of the sample was calculated by Pearson correlation method. Table 9 shows no correlation between emotional intelligence and marks of the participants of the study.

**Table 10: Regression of Emotional Intelligence and Academic Achievement**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	426.763	1	426.763	2.567	.110 <sup>b</sup>
	Residual	49218.650	296	166.279		
	Total	49645.413	297			

Table 10 indicates that there is no correlation between variables, emotional intelligence and academic achievement.

Azimidfar (2013) conducted a similar study to investigate the relationship between emotional intelligence and academic achievement among Iranian students in elementary schools. The study sample comprised of 50 female students at two private elementary schools in Tehran. Results revealed there were no statistically significant correlations between student scores on emotional intelligence test and the achievement tests.

Learning is as much a function of a person's emotional response to a learning environment as it is to the instructional method or classroom (Flood, 2003). While Intelligence Quotient has long been used as a predictor of a student's success, as the world enters the 21<sup>st</sup> century, research shows that emotional intelligence is a better predictor of "success" than the more traditional measures of cognitive intelligence. Emotional intelligence is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another (Hettich, 2000). Emotional intelligence skills are vital to human performance and the management of successful learning organizations.

Emotional intelligence and academic achievement in this particular sample was not correlated. There are so many studies which showed the similar results. This is probably because of the educational system. In schools they are aiming only for academic performance and not their overall personality development. Not only the teachers but also the parents are showing the same approach towards the child. So even the play time at the school is reduced and utilised for teaching. Thus they fail to develop emotional intelligence. In future if they have to work, they need good intrapersonal relationships. It is possible if there is good emotional intelligence. The fact is that emotional intelligence and academic achievement can be enhanced through training. Schools can change their system and can help the children to grow in future by helping them to improve their emotional intelligence. There

are so many studies that proved that the emotional intelligence is related to academic achievement.

A study was done by Roy, Sinha and Suman (2013) on emotional intelligence and academic achievement motivation among adolescents. It also studied the emotional intelligence of students with high, average and low academic achievement motivation. Sample for the study included 105 students (48 boys and 57 girls) of class XII. The result showed that there was a positive relationship between emotional intelligence and academic achievement motivation, and students with high, average and low academic achievement motivation differed one another on emotional intelligence.

**Table 11: Correlation between Academic Achievement and Gender**

		Marks Obtained	Gender of the Respondent
Marks Obtained	Pearson Correlation	1	.173**
	Sig. (2-tailed)		.003
	N	298	298
Gender of the Respondent	Pearson Correlation	.173**	1
	Sig. (2-tailed)	.003	
	N	298	298

\*\* . Correlation is significant at the 0.01 level (2-tailed)

Table 11 shows that gender differences and academic achievement are correlated. It is significant at 0.01 level.

Marzuki (2012) conducted a research to find the emotional intelligence level of Malaysian university students from demographic aspects (gender, academic background, place of residence, academic courses and cumulative grade point average (CGPA)). Results were analyzed based on demographic factors such as gender, academic background, place of residence, academic courses and cumulative grade point average (CGPA). Results showed that demographic factors had varying correlations with CGPA.

**Table 12: Scheffe's Test for Socio Economic Status**

<b>(I) Socio Economic Status</b>	<b>(J) Socio Economic Status</b>	<b>Mean Difference (I-J)</b>	<b>Std. Error</b>	<b>Sig.</b>
High	Moderate	-36.54745*	12.68266	.017
	Low	24.00000	42.26983	.851
Moderate	High	36.54745*	12.68266	.017
	Low	60.54745	40.61772	.331
Low	High	-24.00000	42.26983	.851
	Moderate	-60.54745	40.61772	.331

\*. The mean difference is significant at the 0.05 level

Table 12 shows that there is significant difference between the groups high in status and moderate status. The difference between the groups is 36.54.

Kumar and Muniandy (2012) conducted a study on "The Influence of Demographic Profiles on Emotional Intelligence: A Study on Polytechnic Lecturers in Malaysia". The study was based on a survey using questionnaires that were distributed to six various departments in one of the polytechnics in the northern region of Malaysia. Genos Emotional Intelligence Scale was distributed to 280 people. Findings showed that the overall level of emotional intelligence was average. And was proved that the levels of emotional intelligence among the lecturers improved with age, teaching experience, grade and education where else gender and prior working were not contributing factor.

## **SUMMARY AND CONCLUSION**

## CHAPTER V

### SUMMARY AND CONCLUSION

The study on “Emotional Intelligence and Academic Achievement of High School Students” was carried out with following objectives:

- To assess the level of Emotional Intelligence of the sample, who are the selected high school students
- To assess the level Academic Achievement of the sample
- To examine the relationship between Emotional Intelligence and Academic Achievement of the sample
- To examine the relationship between Emotional Intelligence and demographic variables of the sample
- To examine the relationship between Academic Achievement and demographic variables of the sample.

From Vidya Vikasini Matriculation Higher Secondary School, Coimbatore, 298 students studying in VIII, IX and X were randomly selected to serve as the sample of the study. The sample included both boys and girls in the age range of 13-16 years. Case Study Schedule (Annexure 1) was used to collect the required demographic data of the participants. Trait Emotional Intelligence Questionnaire – Adolescent Short Form (Petrides et al., 2006) (Annexure 2) was used to assess the Emotional Intelligence of the participants. Assent forms (Annexure 3) were distributed to the participants to obtain their consent to participate in the survey. The marks of two Term exams marks were collected from the school records.

#### **Conclusion**

- Fifty four percentages of the participants were female and 46% male.
- The first born (39%) outnumber the rest of last born (37%), middle born (3%) and single child (21%).
- Most (92%) of the participants belonged to moderate socio economic status. None belonged to lower economic status.
- The participants constituted of 86% of urban residents and 14% rural.
- A large majority (83%) of the participants belonged to nuclear families and the rest to joint families (17%).

- Eighty two percentage of the participants had Average Emotional Intelligence.
- The coefficient of correlation between emotional intelligence and academic achievement is statistically not significant. Hence the null hypothesis, “There is no relationship between Emotional Intelligence and Academic achievement of the sample” is accepted.
- The coefficient of correlation between gender and Emotional Intelligence is not significant. Hence the null hypothesis, “There is no relationship between Emotional Intelligence and demographic variable of the sample” is accepted.
- The coefficient of correlation between Emotional intelligence and birth order is statistically not significant. Hence the null hypothesis, “There is no relationship between Emotional Intelligence and demographic variable of the sample” is accepted.
- The coefficient of correlation between Emotional intelligence and socio economic status is statistically not significant. Hence the null hypothesis, “There is no relationship between Emotional Intelligence and demographic variable of the sample” is accepted.
- The coefficient of correlation between Emotional intelligence and Place of living is statistically significant at 0.05 levels. Hence the null hypothesis, “There is no relationship between Emotional Intelligence and demographic variable of the sample” is rejected.
- The coefficient of correlation between Emotional intelligence and Family type is statistically not significant. Hence the null hypothesis, “There is no relationship between Emotional Intelligence and demographic variable of the sample” is accepted.
- The coefficient of correlation between academic achievement and gender is significant at 0.01 level. Hence the null hypothesis, “There is no relationship between Academic achievement and demographic variables of the sample” is rejected.

### **Limitations**

- A larger sample could not be taken for the study as it was difficult to obtain permission from the authorities of the High school.
- The study could not be conducted in other schools due to paucity of time during the final semester of post graduation.

## **Recommendations**

- Counsellors trained in various study skills and cognitive behavioural techniques could be appointed in all schools.
- Educational psychologists can offer their services to the teachers and parents.
- Parents and teachers could be given awareness about Emotional Intelligence.
- Students should be given awareness about the importance of developing Emotional Intelligence.
- Social Emotional Learning (SEL) should be recognised as a mandatory part of the school curriculum.

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# **ANNEXURES**

## **Annexure 1**

**Avinashilingam Institute for Home Science and Higher Education for Women,**

**Coimbatore**

### **Case Study Schedule**

Date:

Name :  
Gender :  
Age :  
Standard :  
Birth Order : First/ Last/ Middle/ Only child  
Socio Economic Status : High/ Moderate/ Low  
Place of Living : Urban/ Rural  
Father's Education : PG/ UG/ +2/ below +2  
Occupation :  
Mother's Education : PG/ UG/ +2/ below +2  
Occupation :  
Number of Siblings : Brothers-  
Sisters-  
Type of Family : Nuclear / Joint

## Annexure 2

### Trait Emotional Intelligence Questionnaire- Adolescent Short Form (TEIQue- ASF) (Petides, K.V., Sangareau, Y., Furnham, A., & Frederickson, N., 2006)

1. It's easy for me to talk my feelings to other people.
2. I often find it hard to see things from someone else's point of view.
3. I am a very motivated person.
4. I find it hard to control my feelings.
5. My life is not enjoyable.
6. I'm at getting along with my classmates.
7. I change my mind often.
8. I find it hard to know exactly what emotion I'm feeling.
9. I'm comfortable with the way I look.
10. I find it hard to stand up for my rights.
11. I can make other people feel better when I want to.
12. Sometimes, I think my whole life is going to be miserable.
13. Sometimes, others complain that I treat them badly.
14. I find it hard to cope when things change in my life.
15. I'm able to deal with stress.
16. I don't know how to show the people close to me that I care about them.
17. I'm able to 'get into someone's shoes' and feel their emotions.
18. I find it hard to keep myself motivated.
19. I can control my anger when I want to.
20. I'm happy with my life.
21. I would describe myself as a good negotiator.
22. Sometimes, I get involved in things I later wish I could get out of.
23. I pay a lot of attention to my feelings.
24. I feel good about myself.

25. I tend to “back down” even if I know I’m right.
26. I’m unable to change the way other people feel.
27. I believe that things will work out fine in my life.
28. Sometimes, I wish I had a better relationship with my parents.
29. I’m able cope well in new environments.
30. I try to control my thoughts and not worry too much about things.

### Scoring Key

Scores	Emotional Intelligence Level
<b>183 &amp; above</b>	<b>Very High</b>
<b>132-182</b>	<b>High</b>
<b>81-131</b>	<b>Average</b>
<b>30-80</b>	<b>Below Average</b>

### **Annexure 3**

**Avinashilingam Institute for Home Science and Higher Education for Women,  
Coimbatore  
Department Of Psychology**

**Title of the project: Emotional Intelligence and Academic Achievement of High School Students**

**Researcher:** Kalaveena V .S., II M.Sc. Counseling Psychology Student

**Research guide:** Dr. Preetha Menon

I have been asked to participate in a research study, conducted by Kalaveena, V.S. and Dr. Preetha Menon, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, in the topic “**Emotional Intelligence and Academic Achievement of High School Students**”.

In this Assent Form, I will learn about proposed research, and my rights. If I agree to participate in it, I will read this carefully and, if I agree to be interviewed, I will sign in this form and receive the copy.

**Right to refuse and to withdraw:**

I have the liberty to participate or decline from participation in this study.

Name:

sign:

Date:

**Researcher’s statement:**

I have explained the nature and purpose of the research and I will provide the interviewee with copy of this Assent Form.

Name:

sign:

Date:

## **Annexure 4**

### **Institutional Human Ethics Committee Form**