

Academic Achievement of Secondary School Students in Relation to Their Emotional Intelligence and Achievement Motivation

*Anshu Mali, **Shahzada Layakat Khan and ***Jyoti Bala

*PhD Research Scholar, Department of Educational Studies, Central University of Jammu, Jammu

**M.Ed Student, Department of Educational Studies, Central University of Jammu, Jammu

*** PhD Research Scholar, Department of Educational Studies, Central University of Jammu, Jammu

E-mail: * anshumalisharma15@gmail.com, ** shaiz888@gmail.com, *** jyotiverma2082@gmail.com

Abstract—In the present paper an effort has been made to examine the relationship between emotional intelligence, academic achievement and achievement motivation among secondary school students of Jammu city. Descriptive survey research design was adopted for the present study. Random sampling technique was used to collect the data. The sample of the study was comprised of 250 students of 9th class from eight schools of Jammu city. Mukherjee's Achievement Motivation test and Emotional Intelligence by S.K. Mangal were used to collect the data. For the academic achievement, the investigator took the total marks obtained by the pupils in their previous class. The objectives of the present study were to study the relationship between academic achievement and achievement motivation of boys and girls from Secondary Schools and the relationship between academic achievement and emotional intelligence of boys and girls from Secondary Schools. The findings of the present study indicated that positive and significant relationship was found between academic achievement and achievement motivation of boys and girls from Secondary Schools and similarly positive relationship exists between academic achievement and emotional intelligence of boys and girls from Secondary Schools. The present study has implications for parents, teachers and for those who are involved in Educational planning and Policy-making. It is suggested that parents should take care of their children in a manner which guarantees their smooth emotional development. Similarly, Teachers with whom the child spends a major chunk of his time are also responsible for creating an atmosphere for the child at school in which he/she feels protected and integrated. Everyone involved in the process of education is indicated to ensure that the opportunities for healthy emotional development are to be provided to the students to ensure their Academic excellence and thereby their success in life.

INTRODUCTION:

In our country, rapid development due to globalization leads to challenges in the life of every individual. Emotions like fear, happiness, anger, affection, shame, disgust, surprise, lust, sadness, love directly affect day-to-day life. The need of the hour is to control such emotions. If an individual is emotionally stable he is able to manage the challenges that come in his personal and educational life. It is established that

success in life depends upon our level of intelligence and intelligence quotient (I.Q). But now to lead a good life; we need emotional quotient (E.Q).

History speaking, the term emotional intelligence was introduced in 1990 by two American Professors **Dr. John Mayer and Dr. Peter Salovey** in their attempt to develop a scientific measure for knowing the differences in people's ability in the areas of emotions. But the credit for popularizing the concept of Emotional intelligence goes to another American psychologist Daniel Goleman in 1995. They defined emotional intelligence in terms of being able to monitor and regulate one's own feelings and others feelings, and to use feelings to guide thought and action. Emotional intelligence may be defined as the capacity to reason with emotion in four aspects: to perceive emotion, to integrate it in thought, to understand it and to manage it.

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. Various studies have conducted on men and women in relation to their emotional intelligence. **Mayor and Salovey (1997), Bar-On Reuven (1997)**, elaborated that emotional intelligence is the ability to perceive emotions, to access and generate emotions, so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. They studied that when a group of people saw an upsetting film, those who scored high on emotional clarity (which is the ability to identify and give the name to a mood that is being experienced) recovered more quickly. **Bar-on's** conclusions are based on studying the emotional intelligence of more than fifteen thousand people in a dozen countries on four continents and he also found identical pattern of strengths and weaknesses for men and women worldwide among the Igbo in Nigeria and Tamils in Sri Lanka, in Germany, Israle, America.

It is the well-known fact that education is considered as the most important instrument for change and national development. Emotional intelligence is related to academic achievement of the students. High emotional intelligence leads to the positive learning outcomes, goal achievement and personal well-being. There have indeed been some studies that demonstrate the effects of emotional intelligence on academic achievement and some of them have sought to provide empirical relationship between students' emotional intelligence and academic achievement. **Tapia (1998), Ohm (1998)** also explored that there existed a link between Emotional intelligence and Academic Achievement and also found a low relationship between these variables. **Miglani (2001)** on the other hand obtained a significant relationship between the two variables. **Nanda (2006)** conducted a study on emotional intelligence in relation to academic achievement for urban adolescents and found positive and significant correlation between emotional intelligence and academic achievements for urban adolescents.

It is apparent that having high emotional intelligence gives an added advantage to individuals, may it be in educational settings or career development. This is because it has been soundly established that emotional intelligence is one of the important determinants of academic achievement among students.

There are several motives, such as needs for affiliation and power, which often involve complex cognitive and social elements that appear to be basic to their operation as motivational system. One such drive is achievement motivation. Of the several drives enlisted by Murray (1938) probably achievement motivation is the most researched one. A uniquely human drive, achievement motivation is a striving to overcome challenges, improve oneself, attain excellence and accomplish more than others (Smith, 1998). Several studies have been conducted to examine the relationship between need for achievement scores and actual behavior. One such relationship is being studied between achievement motivation and emotional intelligence. **Sharma (1999)** conducted a research and found that the variables of achievement motivation and sex are not independent of each other with achievement motivation as dependent variable. **On the other hand Puri (2000), Devi (2004), Ticku (2008) and Sharma (2000)** conducted a study on differences in achievement motivation and academic achievement among adolescents and found that the variables of academic achievement and sex are independent of each other with achievement motivation as the dependent variable and there was no interaction among sex and class as well as sex and age with regard to achievement motivation.

On the basis of previous research studies conducted in the related field it was found that emotional intelligence and academic achievement are positively related with each other. In the same manner both emotional intelligence and achievement motivation are also correlated with one another.

In the present study an attempt has been made by the investigator to measure strength of association between achievement motivation, academic achievement and emotional intelligence. The main aim of the present study is to measure the strength of relationship that existed between achievement motivation, academic achievement and emotional intelligence.

STATEMENT OF THE PROBLEM

"A study of Academic Achievement of Secondary School Students in relation to their Emotional Intelligence and Achievement Motivation".

OBJECTIVES:

1. To study the relationship between academic achievement and achievement motivation of boys from Secondary Schools.
2. To study the relationship between academic achievement and achievement motivation of girls from Secondary Schools.
3. To study the relationship between academic achievement and emotional intelligence of boys from Secondary Schools.
4. To study the relationship between academic achievement and emotional intelligence of girls from Secondary Schools.

HYPOTHESES:

1. There is no significant relationship between academic achievement & achievement motivation of boys from secondary schools.
2. There is no significant relationship between academic achievement & achievement motivation of girls from secondary schools.
3. There is no significant relationship between academic achievement & emotional intelligence of boys from secondary schools.
4. There is no significant relationship between academic achievement & emotional intelligence of girls from secondary schools.

OPERATIONAL DEFINITIONS OF THE TERMS USED IN THE STUDY:

Emotional Intelligence:- For the purpose of conducting present study the term emotional intelligence refers to the sense in which students are able to recognize their own feelings and those of others and for managing their emotions well.

Academic Achievement

In the present study academic achievement refers to the total marks obtained by the students in different subjects or in total

i.e., General English, Math, Hindi, Science, Social Science in the previous class.

Achievement Motivation

The term Achievement Motivation has been used by the investigator in the sense in which the students are able to express their desire and goal in life.

DELIMITATIONS OF THE STUDY:

1. The study was confined to 9th class students only.
2. The study was conducted on 250 students only including boys and girls of high schools.
3. Only 8 schools were included in the present investigation.
4. The data was collected from Jammu city only.
5. Only Hindi knowing students were included in the sample because the tools employed were in Hindi language.

METHOD USED:

Normative survey method or descriptive research was applied in this study to find out the relationship between Emotional Intelligence, Achievement Motivation and Academic Achievements of Secondary School Students.

POPULATION:

The population for the present study consisted of the 9th class students of eight schools of Jammu city.

SELECTION OF SAMPLE:

The sample of the study was comprised of 250 students including boys and girls from eight schools of Jammu city. The sample comprised of 9th class students only.

SELECTION OF TOOLS:

In the present study, the investigator had used:-

- a) Mukherjee's Achievement Motivation Test
- b) Emotional Intelligence by S.K. Mangal
- c) Academic Achievement

For academic achievement the researcher take only total marks obtained by the pupils in their previous class (i.e. examination held by the respective institutions).

STATISTICAL TECHNIQUES USED:-

Keeping the nature and study of objectives in mind, the investigator used following statistical techniques which helped in Analysis and interpretation of data.

1. Measures of Central Tendency (Mean)..
2. Measures of variability (S.D)
3. Measures of Relationship (correlation)

Pearson's Product moment 'r' is calculated between Emotional Intelligence Academic Achievement and Achievement Motivation of the entire sample using formula:-

$$r = \frac{N\sum xy - \sum fx - \sum fy}{\sqrt{[N\sum fx^2 - (\sum fx)^2][N\sum fy^2 - (\sum fy)^2]}}$$

ANALYSIS AND INTERPRETATION OF DATA:

The analysis and interpretation of data is carried in the following manner:

Table 1: Showing the co-efficient of correlation between Emotional Intelligence and Academic Achievement of boys of Secondary Schools.

Variables	N	R
Emotional Intelligence	125	.61
Academic Achievement	125	

*Sig. at .01 level

Table 2: Showing the co-efficient of correlation between Emotional Intelligence and Academic Achievement of girls of Secondary Schools.

Variables	N	R
Emotional Intelligence	125	.64
Academic Achievement	125	

*Sig. at .01 level

Table no.1 and 2 shows the value of correlation i.e. 0.61 and 0.64 which is more than table values. It means that there is positive and significant correlation between Emotional Intelligence and Academic Achievement at 0.01 levels. So, Emotional Intelligence and Academic Achievement are positively correlated with each other for both the genders. It means that increase in Emotional Intelligence causes increase in Academic Achievement. So, both variables are related to each other.

Table 3: Showing the co-efficient of correlation between Academic Achievement and Achievement Motivation of Secondary Schools of girls.

Variables	N	R
Achievement Motivation	125	.462
Academic Achievement	125	

*Sig. at .01 level

Table 4: Showing the co-efficient of correlation between Academic Achievement and Achievement Motivation of Secondary Schools of boys.

Variables	N	R
Achievement Motivation	125	.214
Academic Achievement	125	

**Sig. at .05 level

Similarly Tables 3 and 4 shows the value .462 in case of girls for Achievement Motivation and Academic Achievement is

significant at .01 level whereas the value .214 in case of boys for Achievement Motivation and Academic Achievement is significant at .05 level. It means that the correlation for Achievement Motivation and Academic Achievement in case of girls is more than that of boys.

FINDINGS AND CONCLUSIONS:

The present study consists of the study of academic achievement, achievement motivation and emotional intelligence of secondary school students. In the present study positive and significant correlation existed between academic achievement and emotional intelligence of secondary school boys and girls. In the similar way positive relationship found between academic achievement and achievement motivation of secondary school boys and girls. Education is the most important process in the life of every individual. The need of the hour is to pay attention in satisfying the needs and develop emotional stability among the students so that they can made academic success. The success of the students is possible only when they are motivated to achieve their targets in life. It is possible when they are emotionally strong and are aware about their strengths and weaknesses. Such atmosphere is created for the child in which he/she feels protected, free and open to think and act.

LIMITATIONS OF THE STUDY:

1. The study was confined to 9th class students only.
2. The study was conducted on 250 students only including boys and girls of high schools.
3. Only 8 schools were included in the present investigation.
4. The data was collected from Jammu city only.
5. Only Hindi knowing students were included in the sample because the tools employed were in Hindi language.

EDUCATIONAL IMPLICATIONS:

Emotional intelligence is the crucial factor which determines the excellence in performance in every sphere of human-life be it academic or social. The findings of the study support the notion and therefore have important implications for parents, for the teachers and for those who are involved in Educational planning and Policy-making. As the Emotional intelligence and Academic Achievement is found to be positively correlated in the study. It is suggested that parents should take care of their children in a manner which guarantees their smooth emotional development. Similarly, Teachers with whom the child spends a major chunk of his time are also responsible for creating an atmosphere for the child at school in which he/she feels protected and integrated. Everyone involved in the process of education is indicated to ensure that the opportunities for healthy emotional development are to be provided to the students to ensure their Academic excellence and thereby their success in life. It becomes more crucial for the students at secondary level as the emotional vulnerability

is highly associated with this stage in life. The curriculum at secondary school level should be framed in a manner which provides scope for accommodating the emotional experiences of the student and also for critical analysis of those experiences to acquire higher level of emotional development.

SUGGESTIONS FOR FURTHER RESEARCH:

1. For the present research problem the investigator has collected data only from eight schools in Jammu city. The problem could be further expanded by collecting the data from other institutions.
2. The data for the study was collected from 9th class only. Other classes should also have been taken for investigation purposes.
3. The present study was confined to 250 students only. Hence, it is suggested that similar type of investigations taking into account on a large sample could be made.
4. Sample can be collected from more than eight schools.
5. The data for the present study was collected from the Jammu city only. Hence, it is suggested that the same study can be undertaken in other districts also.

REFERENCES

- [1] Bar-on, R. (1997). Emotional intelligence quotient inventory: A measure of emotional and social intelligence. Toronto, Canada: Multi-Health Systems, Inc.
- [2] Mayer and Salovey (1997). Emotional intelligence at work by Dalip Singh. New Delhi/Thousand Oaks/London: Sage.
- [3] Tapia, M.L. (1998). A study of relationship of emotional intelligence inventory intelligence test. (Ph.D Thesis. Pro-quest-dissertation, Abstract on CD, University of Alabane).
- [4] Ohm, P.J. (1998). Emotional intelligence, A different kind of smart learning for success through an emotion based model. Pro-quest Dissertation Abstracts on CD-ROM. M.A Thesis. Press Cott College.
- [5] Sharma, R. (1999). A Study of Achievement Motivation in relation to academic achievement. (Unpublished Master's thesis, University of Jammu, Jammu and Kashmir)
- [6] Verma, L.K. and Sharma, N.R. (1999). Statistics in Education and Psychology. Jalandhar: Narendra Publishing House.
- [7] Puri, S. (2000). A study of differences in Academic Achievement and Achievement Motivation among high and low achievers. (Unpublished Master's thesis, University of Jammu, Jammu and Kashmir)
- [8] Sharma, A. (2000). Differences in Achievement Motivation among adolescents studying in High School located in Jammu City. (Unpublished Master's thesis, University of Jammu, Jammu and Kashmir)
- [9] Miglani, D. (2001). A Study of Emotional Intelligence as related to Academic Achievement. (Ph.D thesis, DAV College , Abohar).
- [10] Devi, R. (2004). A study of academic achievement and Achievement Motivation among high school students. Unpublished M.A. Dissertation, P.G. Department of Education, University of Jammu.

- [11] Nanda, T.K. (2006). Emotional Intelligence in relation to Academic Achievement of Urban Adolescents. (M.Ed. thesis, University of Punjab, Chandigarh).
- [12] Ticku, N. (2008). A study of achievement motivation and academic achievement among high school students. Unpublished M.Ed Dissertation, Department of Education: University of Jammu.
- [13] Mangal, S.K. (2012). Advanced educational psychology (pp.324-325). New Delhi: Ashoke K. Ghosh.
- [14] Mohd Mohzan, M.A., Hassan, N. & Halil, N.A. (2013). The Influence of Emotional Intelligence on Academic achievement. *Procedia- Social and behavioural sciences*. 90(10). {303-312} Retrieved from <http://www.sciencedirect.com/science/article/pii/S1877042813019678>.
- [15] Ogundokun, M.O. and Adeyemo, D.A. (2010). Emotional intelligence and academic achievement: The moderating influence of age, intrinsic and extrinsic motivation. *The African symposium : An online journal of the African Educational research Network*. 10(2) {127-147}. Retrieved from <https://www.ncsu.edu/aern/TAS10.2/TAS10.2Ogundokun.pdf>
- [16] Sontakke, J. P. (2016) Achievement motivation and emotional intelligence: A correlational studies. *The International Journal of Indian Psychology*. 3(2). Retrieved from <http://oaji.net/articles/2016/1170-1452769315.pdf>