



### Effectiveness of Emotional Intelligence on the Academic Performance of 10<sup>th</sup> Grade Student

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#### ABSTRACT

*Intelligence is considered as one of the most desirable personality qualities in today's society. Performance of an individual depends on the level of intelligence possessed by the individual. In this present paper the researcher understanding the deeper interrelations between human emotion and intelligence of 10<sup>th</sup> grade student. The analyses of the data the researcher used t-test, Pearson's correlation using Microsoft Excel and SPSS version 17.0. The researcher had used t-test and correlation to finalize the statements of Emotional Intelligence Test. The researcher had also used descriptive statistics such as, mean, median, mode, standard deviation and standard error of mean, minimum and maximum values to explore the Emotional Intelligence of different secondary school students The results reveal that residential place plays a significant role for the enlargement of emotional development whereas gender does not affect the level of Emotional Intelligence.*

**Key Word : Emotional Intelligence, Academic Performance, 10<sup>th</sup> Grade Student**

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### Introduction

Intelligence is considered as one of the most desirable personality qualities in today's society. Performance of an individual depends on the level of intelligence possessed by the individual. Time by time, intelligence is defined by various psychologist and also gave various tools to measure level of intelligence. Application of measurement of intelligence tool has not limited to counselling filed but it is applicable in each and every field such as education, industries, defense, etc. and they do apply it with varied purpose. Earlier intelligence is described referred as 2 factors – *G factor* and *S factor*, and based combination of these factor individual is behaving. Now, based on research in the field of intelligence, presently, more acceptable view of intelligence is as given by Gardner concept of Multiple Intelligence. In 1920, E. L. Thorndike, used the term social intelligence to describe the skill of understanding and managing other people. In other words, he proposed that individual possesses several types of intelligence, one form is being called as social intelligence.

### Concept of Emotional Intelligence

Behavior of an individual somewhere governed by the emotions felt by him/ her. Emotional Intelligence consisted to two words- Emotions and Intelligence.

Emotion word is derived from Latin word '*emovere*' which means 'to strip up' or 'to excite'. The emotions are having positive or negative impact on individual's life. Individual develop emotionally at different stage of life. Individual's interaction with his/her environment leads to experience of various kinds of emotions. These emotions are part of life and it is unique for every individual.

### Review of related studies

The present study was especially regarding the application of the concept of emotional intelligence on academic performance of secondary school students. The review of related studies helped the researcher to understand about the different aspects of emotional intelligence. Researchers who studied Emotional intelligence tried to know construction of Emotional intelligence test and effect on gender Boricha (2013), Maleksr and Mohanty (2011), Thakkar (2007), Katyal and Awasthi (2005). The studies indicated that Emotional intelligence is positively impact on the variables. Furthermore, it is understood that construction of Emotional intelligence Test. [Thakkar (2005)]. Different studies reviewed for Emotional intelligence and Academic performance showed that Emotional intelligence is necessary & sufficient condition for academic achievement among secondary students and teachers. Researchers like Neena (2016), Rust (2014), Fatima (2011), Sehrawat (2010), Gurubasappa (2010), Murali (2009), Kvapil (2007), Adeyemo (2007), Jaeger (2007), Menzie (2005), Vela (2003), Farooq (2003) found out significant relationship between Emotional intelligence and academic performance. The studies of Rust (2014) and Gupta (2011) both indicated that relationship between emotional intelligence of teachers and student's values and academic achievement. They were also revealed that highly Emotional intelligence may have exerted a greater influence in student's achievement. The study of Gurubasappa (2010) and Murali (2009) which discusses the creativity and their effect and study skills on academic performance both the studies represented positive relationship between emotional intelligence and academic performance. Therefore, it follows from the reviewed studies that the researcher well known the effect of Emotional intelligence on academic performance

### **Objectives of the Study**

To accomplish the purpose of the study, the main objectives identified are as follows.

1. To measure emotional intelligence of the students at secondary level.
2. To find academic performance of secondary school students.
3. To find relationship between emotional intelligence and academic performance of secondary school students.
4. To find relationship between emotional intelligence and academic performance of secondary school students with reference to gender.
5. To find relationship between emotional intelligence and academic performance of secondary school students with reference to area.

## Hypotheses of the Study

Following are the hypotheses for the present study.

1. There is no significant difference between mean academic performance scores of secondary school students having high emotional intelligence and low emotional intelligence.
2. There is no significant difference between mean academic performance scores of urban and rural secondary school students.
3. There is no significant difference between mean academic performance scores of male and female secondary school students.
4. There is no significant difference between mean academic performance scores of urban and rural secondary school students having high emotional intelligence.
5. There is no significant difference between mean academic performance scores of male and female of urban area having high emotional intelligence.
6. There is no significant difference between mean academic performance scores of male and female secondary school students having high emotional intelligence.
7. There is no significant difference between mean academic performance scores of male and female of rural area having high emotional intelligence.
8. There is no significant difference between mean academic performance scores of urban and rural secondary school students having low emotional intelligence.
9. There is no significant difference between mean academic performance scores of male and female of urban area having low emotional intelligence.
10. There is no significant difference between mean academic performance scores of male and female secondary school students having low emotional intelligence.

11. There is no significant difference between mean academic performance scores of male and female of rural area having low emotional intelligence.

### **Data Analysis**

In the present research, to analyse the data the researcher used t-test, Pearson's correlation using Microsoft Excel and SPSS version 17.0. The researcher had used t-test and correlation to finalize the statements of Emotional Intelligence Test. The researcher had also used descriptive statistics such as, mean, median, mode, standard deviation and standard error of mean, minimum and maximum values to explore the Emotional Intelligence of different secondary school students. The researcher had also used the Pearson's correlation factor to measure the effect of Emotional Intelligence on the students' academic performance. Finally, regression analysis was used to find out the effect of Emotional Intelligence to predict academic performance.

### **Findings of the Study**

The researcher had derived the following findings from the results.

#### **Emotional Intelligence and Two different level.**

Researcher made an effort to examine the relationship between students Emotional Intelligence level i.e. high emotional Intelligence and low emotional Intelligence. Researcher found no significant difference on the score of Emotional Intelligence with two different level.

#### **Emotional Intelligence and academic performance with Area and Gender.**

Researcher made an effort to examine the relationship between student's Emotional Intelligence with urban and rural. Researcher found no significant difference on the score of academic performance with two area. Researcher found significant difference on the score of academic performance of low emotional intelligence students of two area. The score of low emotional intelligence students of rural area was higher than low emotional intelligence students of urban area students. So, it was proved that the low emotional intelligence students of rural area were more emotionally sound than the students of low emotional intelligence students of urban area.



Researcher found no significant difference on the score of academic performance of high emotional intelligence with two different area. So, it was proved that the male secondary school students were more emotionally sound than female secondary school the students.

Researcher made an effort to examine the relationship between student's Emotional Intelligence with male secondary school and female secondary school. Researcher found significant difference on the score of academic performance of gender. The score of male secondary school students was higher than female secondary school students. So, it was proved that the male secondary school students were more emotionally sound than female secondary school the students.

Researcher found significant difference on the score of academic performance of high emotional intelligence students with male and female secondary school students. The score of high emotional intelligence male students was higher than high emotional intelligence female students. So, it was proved that the high emotional intelligence male students were more emotionally sound than the students of high emotional intelligence female students.

Researcher found significant difference on the score of academic performance of low emotional intelligence students with male and female secondary school students. The score of low emotional intelligence male students was higher than low emotional intelligence female students. So, it was proved that the low emotional intelligence male students were more emotionally sound than the students of low emotional intelligence female students.

Researcher found significant difference on the score of academic performance of low emotional intelligence students of rural area with male and female secondary school students. The score of low emotional intelligence female students of rural area was higher than low emotional intelligence male students of rural area. So, it was proved that the low emotional intelligence female students of rural area were more emotionally sound than the students of low emotional intelligence male students of rural area.

### **Conclusion**

The one of the main aims of the study was to understand the relationship between emotional intelligence and academic performance. This study showed a significant relationship between emotional intelligence and academic performance. It justifies the belief that educational programs at schools (where input and output are only human), their emotions play a critical role in learning. Students who were adjusted emotionally well could improve their academic performance as learners.

Researcher made an attempt to examine the impact of Emotional Intelligence on academic performance with area. Researcher came out with findings that there was an impact of EI on the score of both the subjects but more on English than Mathematics.

Researcher found the no significant correlation for scores of Emotional Intelligence and academic performance of the secondary school students. Emotional Intelligence with academic performance on all sampled secondary school students as well as for students of area urban and rural; and male and female students.

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