

# **A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG GOVERNMENT AND PRIVATE SECONDARY SCHOOL STUDENTS**

**Tawheed Lateef Rather**

Research Scholar, Department of Education, Aligarh Muslim University, Aligarh

Email: [tawheedrather123@gmail.com](mailto:tawheedrather123@gmail.com)

## **A B S T R A C T**

This study investigated the difference in emotional intelligence and academic achievement of government and private secondary school students. Statistical population of the study includes all the secondary school students of Baramulla district of Jammu and Kashmir. A sample of 102 secondary school students was selected through random sampling technique. Emotional intelligence scale developed by A.K. Singh and Shruti Narain (2014) and last year examination marks of Xth class secondary school students were used to measure emotional intelligence and academic achievement of students. Results showed that both government and private secondary school students did not differ in emotional intelligence, however a significant difference was found between government and private secondary school students on the variable academic achievement. Moreover, the investigator found that emotional intelligence and academic achievement are significantly and positively correlated with each other.

**Keywords:** *Emotional Intelligence, Academic Achievement, Secondary School Students*

## **1. INTRODUCTION**

One of the most significant outcomes of an educational set up is the academic achievement of students. It is considered as a decisive factor to judge one's total potentialities and capacities. Administrators, teachers and parents worldwide give paramount importance to enhance the academic achievement of students. Academic achievement is the degree to which a student, teacher or institution has achieved their educational goals. In India academic achievement is of immense

importance as there is an unprecedented rush for attaining seats in a premier higher educational institute leading to tremendous pressure on higher grades without consistent qualitative growth. Good academic performance at secondary level is vital for students to pursue higher education. Academic achievement is the index of academic quality achieved by students. It is regarded as an important factor to judge an individual's ability. One of the concerns of teachers, authorities and parents of students is their academic achievement and preventing them from failing. The opposite point of academic achievement is academic failure that has critical effect on individual's fate based on several studies. Academic achievement plays a key role in deciding the student's future in academics.

Academic achievement of students is a product of various cognitive and non-cognitive aspects which is affected by several psychological, sociological, demographical factors, etc. Therefore, considering factors resulting in academic achievement and those that prevent from failing are very important. One of the factors mentioned by several studies is emotional intelligence. Various studies have revealed the importance of emotional intelligence in the academic achievement of students. Khajehpour (2011) and Fallahzadeh (2011); found that emotional intelligence was significantly and positively correlated with academic achievement.

Emotional intelligence is the subset of social intelligence which involves the capacity to monitor one's own and other's feelings and emotions, to discriminate among them and use this information to guide one's thinking and actions. Bar-On and Parker (2000) defined "emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands". The concept of emotional intelligence can be applied in educational situations. One of the reasons for dealing with emotional intelligence is that emotional intelligence compared to its traditional concept, intelligence quotient, is accounted as a better predictor for social achievements (Goleman, 1995). Individuals with high emotional skills have better social skills, more stable long-term relations and more ability to solve problems. Therefore, the present study was conducted to find out the relationship between emotional intelligence and academic achievement and to compare government and private secondary school students on emotional intelligence and academic achievement.

## **REVIEW OF RELATED LITERATURE**

It plays a very important role in the field of research as it is like a path to the sailing ships and provides a blueprint of the research work. The study of related literature helps the researcher to acquaint with the field of study and provides some insight regarding research topic.

Studies related to Emotional Intelligence and Academic Achievement

**Khajehpour (2011)** analyzed emotional intelligence and parental involvement of high school students in relation to their academic performance. The researcher selected 300 students from 10 high schools of Tehran, Iran through multistage cluster sampling. Researcher reported that emotional intelligence and parental involvement were positively and significantly related to academic achievement. Further, both emotional intelligence and parental involvement were found to be good predictors of academic achievement.

**Joshi, Srivastava, and Raychaudhari (2012)** conducted a study on emotional intelligence and academic performance of MBBS students. The purpose of the research was to measure the emotional intelligence of MBBS students in relation to their academic performance. The study was conducted on a sample of 97 first year medical undergraduates studying in India. Results of the research indicated a significant positive correlation between emotional intelligence and academic performance and it was found that higher emotional intelligence determines better academic performance.

**Mohzan et al. (2013)** investigated the impact of emotional intelligence on student's academic achievement. For this purpose, a sample of 278 students of Education Faculty, University Teknologi (Malaysia) was selected using simple random sampling technique. The findings of the study revealed that students have high level of emotional intelligence. Two domains of emotional intelligence (Self-emotion appraisal and understanding of emotion) were significantly found to be related with student's academic achievement.

## **OBJECTIVES OF THE STUDY**

The objectives of the present study are as follows:

1. To compare the emotional intelligence of government and private secondary school students.
2. To compare the academic achievement of government and private secondary school students
3. To find out the relationship between emotional intelligence and academic achievement among secondary school students

## **Hypotheses Of the Study**

On the basis of the above-mentioned objectives, the following null hypotheses were formulated for their empirical testing.

**H<sub>01</sub>:** There is no significant difference in emotional intelligence between government and private secondary school students.

**H<sub>02</sub>:** There is no significant difference in academic achievement between government and private secondary school students.

**H<sub>03</sub>:** There is no significant relationship between emotional intelligence and academic achievement of secondary school students.

## **METHODOLOGY**

### **Sample**

The present study is based on the quantitative research design and descriptive survey method. The population of the study consists of all the secondary school students of Baramulla district of Jammu and Kashmir. A sample of 102 secondary school students was selected from various government and private schools through random sampling technique.

### **Tools Used in The Present Study**

In order to meet the need and objectives of the study, following tools were used:

1. Emotional Intelligence Scale by A.K. Singh and Shruti Narain (2014) was used. The test re-test reliability of emotional intelligence was 0.86 alpha coefficients, which was significant at .01level.
2. For Academic Achievement: In the present study, marks obtained by students in their last examination of class IX was considered and converted into percentages that represent student's academic achievement.

### **Statistical Techniques Used:**

Following statistical techniques were used with the help of SPSS 20.

- Correlation
- t-test

Pearson correlation was used to measure the relationship between emotional intelligence and academic achievement among secondary school students.

Independent sample t-test was used to compare emotional intelligence and academic achievement of government and private secondary school students.

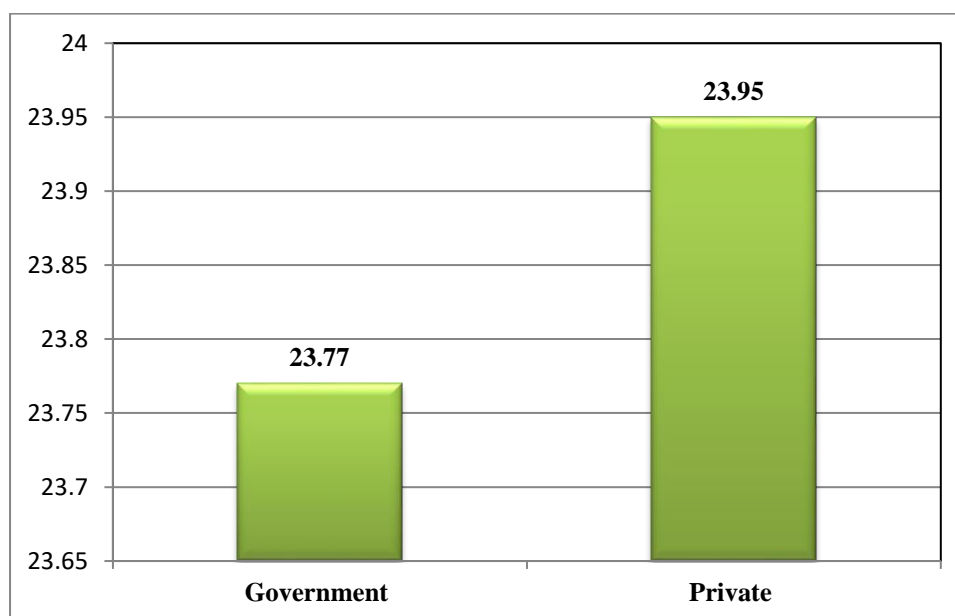
### **Data Analysis and Interpretation**

Hypothesis 1: There is no significant difference in emotional intelligence between government and private secondary school students

**Table 1: Comparison of Emotional Intelligence Among Government and Private Secondary School Students**

Variable	Groups	N	Mean	s.d.	df	t-value	Sig.
<b>Emotional Intelligence</b>	Government	60	23.77	1.555	100	.648	.518 <sup>NS</sup>
	Private	42	23.95	1.209			

NS. Not Significant



**Figure 1: Representing Mean Difference in Emotional Intelligence Among Government and Private Secondary School Students**

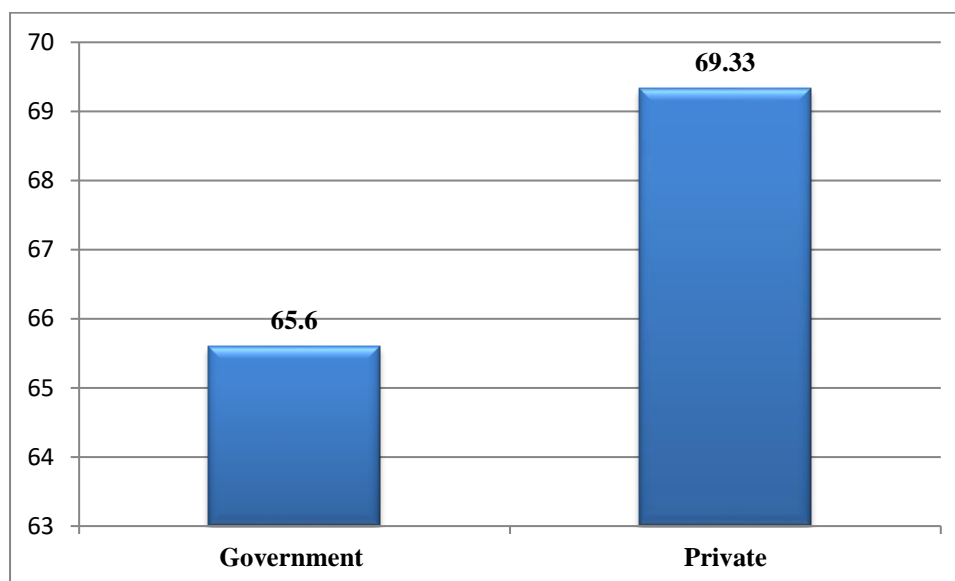
In order to compare the emotional intelligence of government and private secondary school students, an independent sample t-test was applied. The calculated t-value (0.648) is less than the tabulated t-value (1.97) at 0.05 level of confidence, which depicts that government (Mean= 23.77, S. D= 1.555) and private (Mean= 23.95, S. D= 1.209) secondary school students do not differ significantly on emotional intelligence. So, the null hypothesis, “There is no significant difference in emotional intelligence between government and private secondary school students” is accepted. Thus, it can be concluded that there is no significant difference between government and private students in respect of their emotional intelligence. It may be inferred that type of school does not influence emotional intelligence.

Hypothesis 2: There is no significant difference in academic achievement between government and private secondary school students.

**Table 2: Comparison of Academic Achievement Among Government and Private Secondary School Students**

Variable	Groups	N	Mean	s.d.	df	t-value	Sig.
<b>Academic Achievement</b>	Government	60	65.60	8.718	100	2.235*	.028
	Private	42	69.33	7.663			

\*Significant at the 0.05 level of significance



**Figure 2: Representing Mean Difference in Emotional Intelligence Among Government and Private Secondary School Students**

The observation of the table (2) depicts that the result of this independent sample t-test is found to be statistically significant ( $t=2.235$ ) which is statistically significant at 0.01 level. The result reveals that private (Mean= 69.33, S. D= 7.663) are found to have higher academic achievement than government secondary school students (Mean= 65.60, S. D= 8.718). Therefore, the null hypothesis “There is no significant difference in academic achievement between government and private secondary school students” is rejected.

Hypothesis 3: There is no significant relationship between emotional intelligence and academic achievement of secondary school students

**Table 3: Correlation Between Emotional Intelligence and Academic Achievement Among Secondary School Students**

Variables	N	Pearson r
Emotional Intelligence	102	0.601
Academic Achievement	102	

\*\*Correlation is significant at the 0.01 level

As per the above table, coefficient of correlation between emotional intelligence and academic achievement is found to be  $r = 0.601$ ,  $p < 0.01$  which is significant at the 0.01 level of significance. The magnitude of “r” indicates a positive correlation between emotional intelligence and academic achievement among secondary school students. Therefore, the result leads us to conclusion that higher the emotional intelligence of secondary school students, higher will be their academic achievement.

## RESULTS AND DISCUSSION

The results of the present study indicate the importance of emotional intelligence in the academic achievement of secondary school students. It was observed that emotional intelligence and academic achievement are significantly and positively correlated with each other.

The study also revealed that there exists no significant difference in emotional intelligence among government and private secondary school students. However, a significant difference was observed between government and private secondary school students on the variable emotional intelligence. Private secondary school students were found to have better academic achievement as compared to the government students. This result is in consonance with the findings of Dixit & Garg (2017) who also reported that private students performed significantly better in their academic achievement than the government school students. Moreover, the justification for the present study may be that private secondary school students are more dedicated towards their studies than government school students.

## FINDINGS OF THE STUDY

The following main findings have emerged as an outcome of the present investigation:

1. There is no significant difference in emotional intelligence among government and private secondary school students.
2. There is a significant difference in academic achievement among government and private secondary school students.

3. Private secondary school students were found to have higher academic achievement as compared to the government secondary school students.
4. A significant relationship was found between emotional intelligence and academic achievement among secondary school students.

### **RECOMMENDATIONS OF THE STUDY**

The results of the study revealed that that emotional intelligence and academic achievement are positively and significantly correlated with each other. Thus, the study suggests that due consideration should be given in schools towards the emotional intelligence of students in order to improve their academic achievement. Moreover, the private secondary school students were found to be academically higher as compared to the government secondary school students. Therefore, the study suggests that teachers in government schools should continuously evaluate their students in order to improve their academic achievement.

The present study will help administrators in knowing the influence of emotional intelligence on the student's academic achievement. It will help administrators and teachers in identifying students who performed poorly in academics.

Guidance and counselling should become the part of school program in order to help those students who are academically weak and emotional. In the secondary school curriculum impetus should be given for the training of Emotional Intelligence of adolescents. Curriculum experts should develop instructional curriculum that incorporates emotional intelligence skills with the objective of enhancing academic success of students.

### **CONCLUSION**

Emotional intelligence has been found to be important factor in influencing the academic achievement of students. The teachers should therefore pay a special attention towards the emotional intelligence of students in order to improve their academic performance. Moreover, the results of the study revealed that government students performed poorly in comparison to the private secondary school students. Therefore, government should organise various programs and activities in order to motivate the students and improve their academic performance.



## REFERENCES

1. Bar-On, R., and Parker, J. D. (2000). *The Handbook of Emotional Intelligence: Theory, Development, Assessment and Application at Home, School and in the Workplace*. San Francisco, CA: Jossey-Bass.
2. Best, J.W., & Khan, J.V. (2006). *Research in education (10th Ed.)*. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Dixit, A.K. & Garg, N. (2017). A comparative study of government and private school students on their academic achievement and academic adjustment. *International Journal of Humanities, Arts, Medicine and Sciences*, 5(4), 55-60.
4. Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ?* New York: Bantam Books.
5. Hijazi, S. T., & Naqvi, S. M. M. (2006). Factors affecting student's performance. *Bangladesh e-Journal of Sociology*, 3(1), 1-10.
6. Joshi, S., & Srivastava, R. (2009). Self-esteem and academic achievement of adolescents. *Journal of the Indian Academy of Applied Psychology*, 35(1), 33-39.
7. Khajehpour, M. (2011). Relationship between emotional intelligence, parental involvement and academic performance of high school students. *Procedia Social and Behavioral Sciences*, 15, 1081-1086.
8. Kothari, C. R., (2004). *Research Methodology*. New Age International (P) Limited, Publishers, New Delhi.
9. Mohzan, M. A. M., Hassan, N., & Abd Halil, N. (2013). The influence of emotional intelligence on academic achievement. *Procedia-Social and Behavioral Sciences*, 90, 303-312.
10. Singh, A. K., & Narain, S. (2014). *Manual for Emotional Intelligence Scale*. National Psychological Corporation, Agra.