

The Relationship between Emotional Intelligence and Academic Achievement Among High School Students



Fabiola Ricci, A. Edward William Benjamin

Abstract: Main study focuses the relationships between the expressive intelligence and speculative achievement among the school student. During study, Investigation way was working. Data's were compiled and investigated by using t test and Pearson correlation. After having carefully examined, the result indicated was, and it's a positive correlation among emotional intelligence and speculative achievement among high school students. Thus, emotional aptitude plays an important role in the speculative attainment of the students.

I. INTRODUCTION

Education was considered to be one of the most prevailing agencies in molding and shaping the charm and influential the future of persons. Education includes attitudes, values along with information, concepts and facts. An authentic education aims to create a healthy integrated personality in a student who is to be emotionally intelligent and socially mature. No doubt, such students will surely be exceptional achievers in their academic performances. The major of education targets in developing the skill of handling one's emotions and enabling one has to have a healthy good relationship with oneself and others in the society. These two parameters are essential in character formation; they need to be equally emphasized along with academic achievement. While doing so, the researcher tries invention out, the relationship and the variables among features namely sensitive aptitude and speculative attainment.

II. NEEDS AND SIGNIFICANCE OF THE PRESENT STUDY

Education is process of the development from childhood to adulthood. Education refers to speculative achievement as the information attained skills to developed in the school subjects , usually designated by test scores or marks assigned by the teacher says Good (1981). Education brings about substantial changes in the individual relating to his physical, intellectual and emotional conditions. Particularly High school education plays a vital role in personal and professional success. True education should make a person compassionate and human. Similarly emotional intelligence also should be able to strike balance between emotions and reasons, while processing,

the person achieves a high self esteem and become compassionate and empathetic that explicit in relationships. Goldman says emotional intelligence as "the capacity for recognizing our own feelings and those feelings in and others, for motivating ourselves and for managing well the emotions in ourselves and in our relationship". While thinking about the role of education, Don bosco (1899) says best in every young person a point of goodness is accessible and it is the prime duty of education to discover that complex cord of the heart so as to draw out the best in the undeveloped person. The need of this area of interest is to prepare a student to live a balances lifestyle and to motivate one to others with empathy and compassion. As the significance student is able to resolve the conflicts in the society.

III. OBJECTIVES

Find out the significant difference among sensitive intelligence and speculative achievement in high conservatory students.

Specific objectives

1. To find out the rapport between expressive intelligence and intellectual accomplishment of high conservatory students.
2. To relate the expressive aptitude and academic attainment among male and female high conservatory students.

IV. TITLE OF THE PRESENT STUDY

The present study is precisely stated as "The Connection Among Sensitive Intelligence and the Hypothetical Success Among High School Student"

V. OPERATIONAL DEFINITION

From the title of the study, "The Rapport among Sensitive Aptitude and Hypothetical Achievement among High Conservatory Students.", most of the following variables are operationally defined meaningfully as follows;

1. **High School Level:** In this study high school level refer to students studying in 9th standard.
2. **Emotional Intelligence:** It refers to the ability to display one's own and other people's excitements held by students studying in ninth standard students.
3. **Academic Achievement:** It refers to achieve the educational goal by ninth standard students.

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Sub variables	N	Mean	Standard Deviation	D. f	't'-value	Significance level
Emotional Intelligence	340	89.85	6.65	338	12.2	Significant at 0.05 level
Academic Achievement	340	84.65	7.93	338		

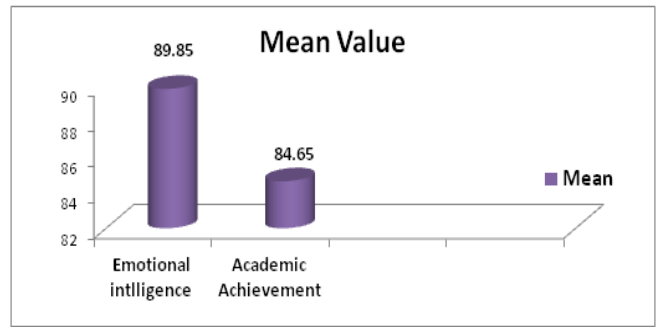


Figure: 1.1 highlights the significant difference amid the mean score of Expressive intelligence and Hypothetical accomplishment among High school pupils.

VI. MAJOR HYPOTHESIS OF THE STUDY

There is no significant correlation between emotional intelligence of high school students and their academic achievement.

Specific hypothesis

1. Here is no significant relationship between expressive intelligence and academic achievement among high seminary students.
2. There is no substantial difference in emotional intellect with respect to gender.
3. Nearby is no substantial change in speculative achievement with deference to gender.

Propose of the study

The present study adopted the survey method. 340 data were collected from IX Std from 3 high school from Salem district

Research tool

A Standardized tool was used to measure emotional intelligence.

Hypothesis- 2

There is no substantial difference in emotional intellect with reverence to Gender

In case open intelligence, the main table shows that the Mean value 90.78 is obtained for Male students and Mean value 89.48 is obtained in Female Students. The calculated 't' value is 1.83 value is less than table value 1.9 at 5% levels of significant. So it's conclude that there is no substantial difference in emotional aptitude and academic achievement in terms is gender. Hence hypothesis is accepted.

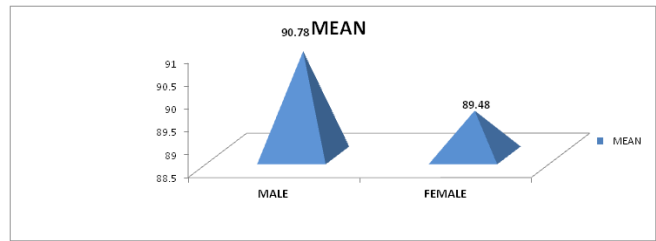


Figure : 1.2 shows that the significant difference in emotional intelligence with respect to Gender

Hypothesis- 3

There is no significant change in academic achievement with esteem to Gender

In case academic achievement, the table is plays that the Mean value 85.42 is obtained for Male students and Mean value 83.87 is obtained in Female Students. The calculated 't' value 1.79 is fewer than the table value of 1.96. It is conclude there is no substantial difference in speculative accomplishment in terms of gender. Hence hypothesis is accepted.

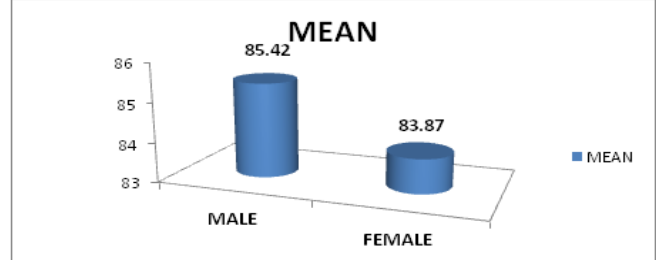


Figure: 1.3 shows that's significant differences in speculative achievement with respective Gender

VII. ANALYSIS AND INTERPRETATION OF DATA

Hypothesis:

There is no substantial change among emotional cleverness and theoretical attainment among the high school students. Calculated the 't' value (12.20) is greater than table values (1.96) at 5% level of significance. It concluded that there is a substantial relationship between emotional intelligence and academic achievement among high school students. Hence the hypothesis is rejected.

Sub variables	Cluster	Number	Mean value	Standard. Deviation	D. f	't'-value	Level of significance
Expressive Intelligence	Male	170	90.78	6.28	338	1.83	No Significants at 0.05 level.
	Female	170	89.48	7.01			



Sub variables	Group	N	Mean	S.D	D.f	*t'-value	Level of significance
Academic Achievement	Male	170	85.42	6.38	338	1.79	Not Significant at 0.05 level
	Female	170	83.87	9.18			

7. http://en.wikipedia.org/wiki/Kk_district

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7. Findings of the study

1. Significant association amongst emotional aptitude and the hypothetical achievement of the high- school pupils.
2. No substantial relationship between expressive intellect and academic achievement between high school pupils with respective to their gender.

VIII. EDUCATIONAL IMPLICATIONS

- The study showed that academic achievement played a significant role. This component can be highlighted and focused at the Hr.sec school level also in future.
- Teacher Educators can plan their activities to develop Emotional Intelligence and in turn it can enhance the Academic achievement of the students at all levels

IX. DELIMITATION OF THE PRESENT STUDY

- ❖ The present study is partial to High school level.
- ❖ The present study is conducted only in Salem District.

X. CONCLUSION

Emotional intelligence helps one experience more positive than negative emotions. The level of emotional intelligence can help to calm the mind and thus to increase the absorption of information received. Thus as a result it will contribute to student's academic achievement. It is suggested that the student's academic achievement may be raised up with the use of emotional intelligence trainings and workshops. Yoga and meditation are another means of succeeding emotional stability. Emotional intellect could be renowned not only for academic attention but also make better upcoming in the desired field.

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