

## A Study of Emotional Intelligence and Academic Achievements of Science and Social Science Higher Secondary Students of District Kulgam

Dr. M.Y. Ganaie<sup>1</sup>, Hafiz Mudasir<sup>2</sup>, Jahangir Aziz<sup>3</sup>

<sup>1</sup> Associate Professor, Deptt. Of Education, Kashmir University

<sup>2</sup> Research Scholar, Deptt. Of Education, Dr. C.V Raman University, India

<sup>3</sup> M.Ed Student, School of Education, IGNOU.

[hafizmudasir@rediffmail.com](mailto:hafizmudasir@rediffmail.com)

**Abstract:** The present study was conducted to study the Emotional Intelligence and Academic Achievements of Science and Social Science Higher Secondary Students of District Kulgam. In the present investigation it is found that the students studying in different Higher Secondary schools of District Kulgam following different systems of education in different streams like science and social science (Physics, Chemistry, Biology and Economics, Political Science and Sociology) are found to differ significantly with respect to emotional intelligence and academic achievement. The science students are significantly better in their emotional intelligence and academic achievements when compared to their counterpart social science students. The sociology students are significantly lower in emotional intelligence and academic achievements when compared to the students offering subjects like Political Science and Economics of hr. secondary schools of district Kulgam. The students of Economics subject are differing significantly when compared to the Political science students. The scores in academic achievements in the subject of Physics are lower than the students of Chemistry and Biology subjects of higher secondary schools of District Kulgam.

[M.Y. Ganaie, Hafiz Mudasir, Jahangir Aziz . **A Study of Emotional Intelligence and Academic Achievements of Science and Social Science Higher Secondary Students of District Kulgam.** *Rep Opinion* 2015;7(9):18-23]. (ISSN: 1553-9873). <http://www.sciencepub.net/report>. 3

**Keywords:** Emotional Intelligence, Academic Achievement, Higher Secondary Students.

### Introduction

Education is a perennial process originating from the Origin of human kind. When we speak of education as a system of process, then implies that through organized questions the knowledge, understanding and the potentialities of children have to brought out, it is not first thing we need to do is to widen up the horizons of our mindset. "Education" is derived from Latin word "Educare" and "Educere". Educare means "to bring up" and Educere means "to bring forth". Education therefore, means both to bring forth as well as to bring up. It pours in knowledge assuming that children are likely empty vessels.

"Education is the leading of human souls to what is best, and making what is best of them; and these two objects are always attainable together, and by the same means. The training which makes men happiest in themselves also makes them most serviceable to others".

A person's emotional intelligence helps much in all spheres of life through it various constituents or components namely knowledge's one's emotions and handling relationships. Emotional intelligence is another layer of human mind which is constructive enough in exploring human intelligence by processing a scientific method such systematic understanding of human emotion to measure human intelligence will prove much beneficial in uplifting common success

rate of contemporary education and its system. Thus, emotion intelligence essentially reflects our ability to deal successfully with other people and with our own feelings. Curiosity of the good academics needs to study such emotional intelligence to get the meaning echoes of human heart.

Academic achievement is commonly measured by examinations or continues assessment but there is no general agreement on how it is best tested or which aspects are most important- procedural knowledge such as skills or declarative knowledge such as facts. In California, the achievement of schools is measured by the academic performance index.

If one is asked about the latest invention of human psychology, undoubtedly the answer is measuring of emotional intelligence of a human being following a reliable scale. Emotional Intelligence has now become the point of general interest of public, practitioners and researchers in the school, colleges and universities. It is believed that emotional and social competences are as important as traditional dimensions of intellectual ability and personality.

### Statement of the Problem

The present study is stated as "A Study of Emotional Intelligence and Academic Achievements of Science and Social Science Higher Secondary Students of District Kulgam".

**Objectives of the Study:** The study was conducted with the following objectives:

i) To study emotional intelligence of science and social science higher secondary students of District Kulgam.

ii) To study academic achievements of science and social science of higher Secondary students of District Kulgam.

iii) To compare science and social science higher secondary students on emotional intelligence.

iv) To compare science and social science of higher secondary students on academic achievements.

**Hypothesis of the Study**

i) There is no significant difference between science and social Science of Hr. Secondary students on emotional intelligence.

ii) There is no significant difference between science and social science of Hr. secondary students on academic achievements.

The purpose of this study was to see whether there is a relationship between emotional intelligence and academic success. Do high achievers in 11th grade have a high emotional intelligence level or isn't there any relationship between their achievement and their emotional intelligence? So, the population of the study was the 11th graders in Montgomery, Alabama. The sample was 500 11th graders boys and girls from public and private schools in Montgomery, Alabama. The sampling was stratified, making sure that schools, genders, races, socio-economic status and abilities will be appropriately represented. The sample was given the bar on emotional quotient inventory (EQ-i). They calculated the mean of all the grades. Each of the 500 students has had for the last semester.

The paper examines the roll of trait emotional intelligence (Trait EI) in academic performance and in deviant behavior at school on a sample of 650 pupils in British secondary education (means age 16.5 years). Trait EI moderated the relationship between the cognitive ability and academic performance. In addition, pupils with high trait EI scores were less likely to had unauthorized absences and less likely to have been excluded from school. Most trait EI effects persisted even after controlling for personality variance. It is concluded that the constellation emotion-related self-perceived abilities and dispositions that the construct of trait EI encompasses is implicated in academic performance and deviant behavior, with effects that of particularly relevant to vulnerable or disadvantaged adolescents.

According to Mayer and Solovey (1995) emotional intelligence is the ability to perceive emotions, to asses and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote and intellectual growth. Emotional

intelligence is emerging as a critical factor of sustaining high achievements, retention and positive behavior as well as improving life success. Increasingly, schools and educational organizations are turning emotional intelligence seeking a systematic solution to improve outcomes, both academic and social. The studies pertaining to emotion intelligence and academic achievements conducted abroad have been compiled and presented here under.

Farooq (2003) the effect of emotional intelligence on academic performance of 246 adolescent students and found that students with high emotional intelligence show better academic performance than the students with low emotional intelligence.

The present paper was an attempt to explore emotional intelligence in relation to academic motivation. The objectives of the study were to study the relationship between the emotional intelligence academic motivations and to compare the emotional intelligence of students with high and low academic motivation. Sample for the study included 156 (78 boys and 78 girls class xi of Allahabad City. Test of emotional intelligence (student- form) of K. S Mishra, and Academic Motivation Inventory' developed by J. P Srivastave were used as tools for the study. The data were analyzed with the help of product moment coefficients of correlations and ANOVA. The findings of the study revealed positive relationship between emotional intelligence and academic motivation. The study also revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence.

**Research Methodology of the Study**

To know the present status of emotional intelligence and academic achievement of Senior Secondary Students of District Kulgam survey method is used in the study. For purpose of the study, different methods have been applied for collecting the information. So far as the primary data is concerned different techniques have been adapted. Say for example, I administered and follow the indirect oral investigation from the concerned subject related students whenever necessary for eliciting information from different quarters and incorporate in the study at the appropriate places.

The secondary data has been collected from (04) Higher Secondary Schools and related educational offices of the District, various journals and board of school education office Kulgam relating to the data regarding the study.

The sample of the study consisted of 120 students of District Kulgam. Intact classes of XI and XII were taken from the (04) Higher secondary schools in which 60 science and 60 social science

students. For the collection of necessary information for this study, investigator used Emotional Intelligence Inventory by Dr. S K Mangal and Mrs. Shubra Mangal. Emotional Intelligence Inventory has 120 items, 30 each from the 04 higher secondary schools to be answered as “Yes” or “No”. The mode of response to each item is either “yes” or “No” indicating complete agreement or disagreement with the proposed statement. Tool has both positive and negative items. For scoring one mark is provided for the response indication presence of emotional intelligence and zero for the absence of emotional intelligence. In order to test the hypothesis, investigator applied ‘t’-test.

#### Population of the study

Students pursuing Science and Social science streams particularly in the courses of (Physics, Chemistry, Biology, economics, Political science and Sociology ) during the academic year 2013-14. From each stream of science and social science, one hundred and twenty students have been made part of the present study.

#### Sample of the Study

Sample of 120 science and social science Hr. secondary school students (60 science students viz, physics, Chemistry and Biology and 60 social science students viz, Economics, Political science and Sociology) studying in various schools located in and around Kulgam District of Jammu and Kashmir State shall serve the sample for the proposed investigation.

#### Tools and Techniques

The researcher of the present study used the following tools and techniques for data collection.

i. Students profile developed by the investigator.

ii. The best tool used for the present study was Emotional Intelligence questionnaire developed by Prof. K S Mishra and academic achievement in the study is the aggregate marks obtained by Senior Secondary Students studying in Government schools of the District Kulgam during the session 2013-14.

iii. Achievement tests in Physics, Chemistry, Biology, Economics, Political Science and Sociology constructed and validated by the researcher.

#### Statistical Technique

Statistical technique mean, standard deviation and t-test was used to analyze the data statistically.

#### Procedure of data collection /analysis

The investigator used the different procedures for collection and analysis of data i.e. I physically approached the higher secondary schools and verbal interactions with the science and social science students of the proposed courses to find the influence of emotional intelligence on academic achievements of the present study.

#### 4. Data Analysis and Interpretation:

The data collected for the variables will be analyzed using percentage analysis for student’s performances. t-test is used to find out the difference in the emotional intelligence and academic achievements of higher secondary students.

**Table 1.1. Significance of mean difference between students of science and social science (Higher Secondary Students) on factor A, self awareness of emotional intelligence N=30 in each group.**

Group	N	Mean	S.D	t-value	Level of significance
Science	30	67.29	17.33	0.38	Insignificant
Social Science	30	55.66	25.06		

The above table shows the mean difference between science and social science higher secondary students on “self awareness” of emotional intelligence. The table also shows the two groups don’t differ significantly. It further indicates that the science and social science higher secondary students are similar, so far as their awareness is concerned.

**Table 1.2. Significance of mean difference between students of science and social science (Higher Secondary Students) on factor B, managing relations of emotional intelligence N=30 in each group.**

Group	N	Mean	S.D	t-value	Level of significance
Science	30	63.36	26.50	1.19	Insignificant
Social Science	30	49.36	19.13		

The above table shows the mean difference between science and social science higher secondary students on “Managing relations” on emotional intelligence. The table indicates the two groups do not differ significantly. It further indicates that the science and social science higher secondary students are similar as their managing relations are concerned.

**Table 1.3. Significance of mean difference between students of science and social science (Higher Secondary Students) on factor C, Self Development on emotional intelligence N=30 in each group.**

Group	N	Mean	S.D	t-value	Level of significance
Science	30	59.73	13.04	0.109	Significant
Social Science	30	59.27	8.96		

The above table shows the mean difference between science and social science higher secondary

students on “self Development” of emotional intelligence. The table indicates the two groups differ significantly. It further indicates that the science and social science higher secondary students are similar, so far as their self development is concerned.

**Table 1.4. Significance of mean difference between students of science and social science (Higher Secondary Students) on factor D, Empathy of emotional intelligence N=30 in each group.**

Group	N	Mean	S.D	t-value	Level of significance
Science	30	73.53	19.26	1.28	Insignificant
Social Science	30	46.00	31.88		

The above table shows the mean difference between science and social science higher secondary students on “Empathy” of emotional intelligence. The table indicates the two groups do not differ significantly. It further indicates that the science and social science higher secondary students are similar, so far as their empathy is concerned.

**Table 1.5. Significance of mean difference between students of science and social science (Higher Secondary Students) on factor E, self motivation on emotional intelligence N=30 in each group.**

Group	N	Mean	S.D	t-value	Level of significance
Science	30	6.08	1.20	1.90	Insignificant
Social Science	30	7.22	1.23		

The above table shows the mean difference between science and social science higher secondary students on “Self motivation” of emotional intelligence. The table indicates the two groups do not differ significantly. It further indicates that the science and social science higher secondary students are similar, so far as their self motivation is concerned.

**Table 1.6. Significance of mean difference between students of science and social science (Higher Secondary Students) on factor A1, Self awareness on academic achievements N=30 in each group.**

Group	N	Mean	S.D	t-value	Level of significance
Science	30	4.07	2.05	1.68	Insignificant
Social Science	30	5.09	3.07		

The above table shows the mean, SD and t-value between science and social science higher secondary students on “Self awareness” of academic

achievement. The table also indicates the two groups do not differ significantly. It further indicates that the science and social science higher secondary students are similar, so far as their self awareness is concerned.

**Table 1.7. Significance of mean difference between students of science and social science (Higher Secondary Students) on factor B1, managing relations of academic achievements N=30 in each group.**

Group	N	Mean	S.D	t-value	Level of significance
Science	30	5.98	4.02	1.03	Insignificant
Social Science	30	7.05	2.95		

The above table shows the mean, SD and t-value between science and social science higher secondary students on “Managing relations” of academic achievement. The table also indicates the two groups do not differ significantly. It further indicates that the science and social science higher secondary students are not similar, so far as their managing relations are concerned.

**Table 1.8. Significance of mean difference between students of science and social science (Higher Secondary Students) on factor C1, Self Development on academic achievements N=30 in each group.**

Group	N	Mean	S.D	t-value	Level of significance
Science	30	3.28	1.71	0.05	Insignificant
Social Science	30	3.03	1.87		

The above table shows the mean, SD and t-value between science and social science higher secondary students on “Self development” of academic achievement. The table also indicates the two groups do not differ significantly. It further indicates that the science and social science higher secondary students are not similar, so far as their self development is concerned.

**Table 1.9. Significance of mean difference between students of science and social science (Higher Secondary Students) on factor D1, Empathy of academic achievements N=30 in each group.**

Group	N	Mean	S.D	t-value	Level of significance
Science	30	10.08	4.19	1.87	Insignificant
Social Science	30	12.05	3.92		

The above table shows the mean, SD and t-value between science and social science higher secondary students on “Empathy” of academic achievement. The table also indicates the two groups do not differ significantly. It further indicates that the science and social science higher secondary students are not similar, so far as their empathy is concerned.

**Table 1.10. Significance of mean difference between students of science and social science (Higher Secondary Students) on factor E1, self motivation on academic achievements N=30 in each group.**

Group	N	Mean	S.D	t-value	Level of significance
Science	30	56.09	6.89	0.81	Insignificant
Social Science	30	57.36	7.17		

The above table shows the mean, SD and t-value between science and social science higher secondary students on “Self motivation” of academic achievement. The table also indicates the two groups do not differ significantly. A perusal of the above table reveals that the two groups do not differ significantly on academic achievements, so far as their self motivation is concerned.

It is also seen that the science students are better in their emotional intelligence when compared to social science students. The physics students are better in their emotional intelligence and academic achievement when compared to the subject of sociology students. It is also seen that the science students are better in their academic achievement when compared to social science students of higher secondary schools of District Kulgam.

#### Findings of the Study

In the present investigation it is found that the students studying in different Higher Secondary schools of District Kulgam following different systems of education in different streams like science and social science (Physics, Chemistry, Biology and Economics, Political Science and Sociology) are found to differ significantly with respect to emotional intelligence and academic achievement. The science students are significantly better in their emotional intelligence and academic achievements when compared to their counterpart social science students.

The sociology students are significantly lower in emotional intelligence and academic achievements when compared to the students offering subjects like Political Science and Economics of hr. secondary schools of district Kulgam. The students of Economics subject are differing significantly when compared to the Political science students. The scores in academic achievements in the subject of Physics are lower than

the students of Chemistry and Biology subjects of higher secondary schools of District Kulgam.

The support extended from the parents, facilities at home and the home environment with is very conducive for students in both, science and social science. These factors contributed significantly towards the better development of emotional intelligence and academic achievements of the students of various hr. secondary schools of District Kulgam.

The major problems which have been found during the survey and verbal interaction with the students of Higher Secondary Schools of District Kulgam are given as below:

- Majority of newly upgraded Higher Secondary schools of District Kulgam are without Sociology subjects.
- Science streams have not been fully introduced yet in most of the higher secondary schools of the District.
- About (14) higher secondary schools are without Economics subject.
- About 40% higher secondary schools are those who are without teaching faculty of most the subjects in social science like economic and sociology.
- In most of the newly launched higher secondary schools, the laborites for Physics, chemistry and biology are not available.

#### Suggestions

The following are some of the suggestion which can be considered for improving the quality of education provided by the Higher Secondary Schools as well as improving the level of literacy more specifically in rural areas of the District Kulgam.

- All the higher secondary schools of district Kulgam should be made functional by the Government of Jammu and Kashmir in all respects particularly in the streams of science and social science subjects.
- The allocation of resources/finance should be done on the priority basis for better improvements in the education sector.
- Social science subject like sociology and Economics should be introduced in all the established higher secondary schools of the District.
- Teaching faculty for the related subjects like chemistry, Physics, Biology, Economics, Political Science and sociology must recruited/posted to overcome the teachers problem at the Hr. secondary school level.
- The schools/teaching staff should ensure the regularity of the students at higher secondary school level to improve the better achievements in academics.

- Laborites for practical work for practical based subjects must be available in all the Hr. secondary schools of the district Kulgam.

- The records relating to subjects scores of the students should also be available and present in the higher secondary schools of the District Kulgam.

### Conclusions

As emotion is an important aspect of one's life and its disturbance creates, fears, worries, anxieties, annoyance, anger, resentment and irritability and makes it hard to achieve. The desired goal. Most of the academic achievement is less what they are expected to achieve. These negative feelings must be replaced by feelings of hope, courage, and willing cooperation so that they can excel more.

Emotional Intelligence is very important factor for enhancing the academic achievements of the students. Emotional intelligence can be enhanced in the class room setting and thereby can help in academic achievements of the students. There is a lot of discussions now-a-days going whether or not we can improve the emotional intelligence of the students and the research shows clearly that it can be enhanced. As far as this study is concerned, it shows that emotional intelligence categories High average and low) have a significant impact on academic achievement. It is proven that emotional intelligence gets increased; the academic achievement also got improved. Mean and mean difference also showed that an academic achievement increases with increase in Emotional Intelligence.

### References

1. Ahammed, Shaima, et al. (2011). The role of emotional intelligence in the academic success of United Arab Emirates university students. *International education*.
2. Annie Ward, Howard W. Stoker, Mildred Murray-Ward (1996), "Achievement and Ability Tests- Definition of Domain", *Educational Measurement*.
3. Arputhamurthy S. (1990) women work and discrimination Ashish Publishing House, Punjab Bagh New Delhi.
4. Butler, J. Donald (1968) *Four Philosophies and their practice in education and religion*. New York and London: Harper and Row.
5. Farooq Amber effects of emotional intelligences on Academic performance, institute of clinical psychology, University of Karachi, Pakistan, (2003).
6. Goleman D, working with emotional intelligence, New York: Bantam Books, (1998).
7. Kattakar, S.S (2010). A comparative study of intelligence quotient and emotional quotient on academic achievement in Canada language. *Research analysis and Evaluation*.
8. Lam L.T & Kirby. S. L (2002). Is emotional intelligence an Advantage? An exploration of the impact of emotional and General intelligence on individual performance. *Journal of social Psychology*.
9. Yahaya, A, Ee, N.S, Bachok, J.D.J, N, Bon, A.T and Ismail, S. (2011). The relationship of dimensions on Emotional Intelligence and Academic performance in secondary school students.