

**A STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN
RELATION TO THE CASTE AND EMOTIONAL INTELLIGENCE**

Dr. Sumita Vig

Principal, School of Education, RIMT University, Mandi Gobindgarh (Punjab)

Jaspinder Kaur

Research Scholar, RIMT University, Mandi Gobindgarh (Punjab)

Abstract

This study was undertaken to study the effect of emotional intelligence on academic achievement of secondary students and to compare the effect of emotional intelligence on academic achievement of boys and girls. 300 students were selected on the basis of stratified random sampling method. To assess Emotional Intelligence Scale (Hyde, Pethe and Dhar, 2001) and General Classroom Achievement Test GCAT (A.K. Singh & A. Sen Gupta 2007) were used. The result revealed that there was a higher significance of emotional intelligence on academic achievement of students and the higher significance of emotional intelligence on academic achievement of boys was not significantly different from girls.

INTRODUCTIONS

Emotional Intelligence:- Person's individual feelings could be seen directly by others and they could be indirect from his overt behavior. To exhibit emotions is very easy but doing it at the right time, at the right place and to the right levels is difficult. Emotional intelligence involves the ability to recognize correctly, evaluate and express, the ability to access, approach and generate feelings when they are facilitate thoughts, they are ability to understand the feelings and emotional knowledge and intellectual growth. In everyday life, an emotion plays a major role in determining the behavior of human beings and how they react in different situations. The capacity of recognizing our own feelings as well as others, for motivating ourselves and for managing emotions well in ourselves and in our relationship assumes great importance in our lives. The ability to monitor feelings is unimportant and self-understanding. It is believed that achievement at the place of work depends on a person's level of intelligence as reflected in marks obtained or in doing well in studies. Simply, we can

say that emotional quotient can be defined as a skill to differentiate between good and bad feelings and to convert badly into good.

The first use of the term "emotional intelligence" is commonly attributed to Wayne Payne's doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence* from 1985. However, prior to this, the term "emotional intelligence" was LUENER (1966) Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990), and Daniel Goleman (1995) explained the distinction between trait sentimental intelligence and ability in emotional intelligence in 2000. In fact, studies that have tracked people's level of EI through the years show that people get better in those capabilities as they grow handling their own emotions and impulses. There is no sex difference in total intelligence, the strengths and weakness of men and women. The level of emotional intelligence is not fixed genetically. Unlike IQ, which does not change much after adolescence, emotional intelligence is largely learned. EQ can be used in many areas in the work place and can help in achieving organizational development. In work situations EQ facilitate in resolving past issues, enable in attaining emotional power, enables them to complete their goal. All levels- physical, mental, emotional and spiritual and improve their mental abilities such as memory, clarity of thinking and decision making. **According to Hein (2007)** "Emotional intelligence is the innate potential to recognize, feel, communicate, remember, use, learn from, manage and understand emotions". **Robert (2006)** has stated that emotional intelligence as "a large collection of skills and abilities".

There are four A's of emotional intelligence i.e., Awareness, Acceptance, Attitude and Action, such as:

- 1. Awareness:** -Awareness means knowing what you are feeling when you are feeling it.
- 2. Acceptance:** -Acceptance means believing that emotions are a biological process taking place in the body and the brain and that is not always rational. It means being able to feel an emotion without judging it.
- 3. Attitudes:** -Attitudes are based on beliefs that are attached to emotions, there are times when the emotion follows an attitude, or is colored by an attitude. Unless the attitude is challenged, the emotion will continue to be felt in the direction.
- 4. Action:** -Action is the behavior one takes based on emotion and attitude.

Reviews of Literature Emotional Intelligence

Bharath and kumar (2010) conducted a study on the sample of 605 adolescents from two secondary schools in comparison to 423 age, sex, and socioeconomic status-matched adolescents from nearby schools not in the program. The results were:-The adolescents in the program had significantly better self-esteem, perceived adequate coping, and better adjustment generally, specifically with teachers, in school, and prosaically behavior. Life skills education integrated into the school mental health program using available resources of schools and teachers is seen as an effective way of empowering adolescents.

Hosseini, and Anari (2011) carried a study on the sample of 80 male addicts from the Therapeutic Community Centre and Kimia, Yas, and Aban Clinics in Yazd, Iran. The result was:- Personality traits, social relations, attitudes and values, along with emotional intelligence factors such as emotions, feelings, emotions management, challenging with problems, problem solving, tolerating psychological pressure, impulse control, self-esteem and interpersonal relations, to affect substance dependence.

Nehra (2014) investigated a study on the sample of 50 boys and 50 girls were taken from class IX. The carried a study on the entitled relationship between adjustment and emotional maturity at secondary stage Results showed:-There was no significant difference between the adjustment of boys and girls studying in class IX. There was no significant difference between emotional maturity boys and girls. There was no significant relationship between adjustment and emotional maturity.

Raj (2014) conducted a study on the sample 124, 2nd and 3rd year undergraduate students. The carried a study on the emotional intelligence of students belonging to SC/ST communities. The results were:-The emotional intelligence was moderate and below among these SC/ST students. The emotional intelligence was significantly differed by gender, domicile and academic achievement. Emotional intelligence was positively correlated with academic achievement but not with Socio-economic status.

Kar, Saha and Mondal (2016) carried a study on the sample of 302 higher secondary school students were selected randomly from Purulia district of West Bengal. They conducted a study on the relationship between Emotional intelligence and adjustment among

higher secondary school students. The result was:-Significant positive relationship of emotional intelligence with home, school and peer adjustment.

Academic Achievement

Academic Achievement means understanding, thoughtfulness, or skills, acquired after directions and preparation in courses or subjects of study. It is usually calculated by means of total marks of students obtained by them in a particular examination. Achievement is the success as ability of presentation in given skill as a body of information. It refers to achievement in a divided subject or total scores of divided subjects combined. Academic Achievement is varies with the quantity and quality learning attained in a subject or group of subjects, after a period of directions. It is the blue print of a degree of talent and superiority of his efficiency in the school or college work. It is the competency actually shown by the pupils in which they received instructions. The knowledge attained is usually reflected in the marks on the consistent or teacher made tests in the examination.

According to Oxford Advanced Learner's Dictionary (2010), "Achievement means something that somebody has done successfully using his/her own efforts and skills". **Brown (2011)** defined "Achievement as bringing a task to a successful conclusion". **Kim (2011)** Academic achievement is studied "as the level of individual's education and/or educational outcomes accomplished successfully, as a result of learning at school. It is usually determined by comparing his or her score on a school test and/or a standardized test with the average score of other people of the same age".

Review of Literature Academic Achievement

Sharma and Pinku (2007) conducted a study on the sample of was 800 students, within those 400 students from urban and 400 from rural (200 male & 200 female) from the secondary level in Alwar District, Rajasthan. The results were:-That academic achievement had significant effect on emotional intelligence because high achievers were found more emotionally intelligent in comparison to their counterparts and same found with average achievers gender had no impact on emotional intelligence. Gender had no impact on emotional intelligence whereas there were significant difference found in relation to locality as urban students were more emotional mature in comparison to rural.

Asthana (2011) conducted a study on a sample of 300 students consisting 150 boys and 150 girls students of secondary levels from Varanasi, with a view to evaluate to gender difference in scholastic achievement.. The results were:-There was a significant difference in academic achievement of boys and girls students. Girls were found to be better performers than boys.

Kumar and Rajan (2012) carried a study on the sample of 280 students of 8th class. They conducted a study on the achievement in languages in relation to cerebral dominance and intelligence of school students. Results were:-That cerebral dominance or preferred hemispheric style of learning and thinking had little or no effect on achievement in languages .Intelligence had a significant effect on achievement in languages (Hindi, English and Punjabi).

OBJECTIVE

1. To study difference in the emotional intelligence and academic achievement of general and scheduled caste students.
2. To study difference in the self-awareness dimension of emotional intelligence of general and scheduled caste students.
3. To study difference in the self- motivation dimension of emotional intelligence of general and scheduled caste students.
4. To study difference in the English achievement test (EAT) dimension of academic achievement of general and scheduled caste students.

HYPOTHESIS

H0 (1) There will be no significant difference in the emotional intelligence, academic achievement of general and scheduled caste students.

H0 (2) There will be no significant difference in the mean scores of self-awareness dimension of emotional intelligence of general and scheduled caste students.

H0 (3) There will be no significant difference in the mean scores of self- motivation dimension of emotional intelligence of general and scheduled caste students.

H0 (4) There will be no significant difference in the English achievement test (EAT) dimension of academic achievement of general and scheduled caste students.

METHODOLOGY

Design of the study

Descriptive survey method of research was employed for the present study. There were two variables namely Emotional Intelligence and Academic Achievement. Data was collected by the investigator using the tools mentioned above.

Sample

The population in the present study will be defined as of Sangrur, district of Punjab state. A total of 600 students (300 + 300) boys and girls equally are selected randomly from urban and rural schools of Sangrur, districts of Punjab state. Non-Human Resources affect to academic achievement but in present study I have taken only human resources i.e that emotional intelligence.

TOOLS

In the present study following tools were employed

1. General Classroom Achievement Test GCAT (A.K. Singh & A. Sen Gupta 2009)
2. Emotional Intelligence Scale (Hyde, Pethe and Dhar, 2001)

Statistical Techniques Used

This study was dependent variable, academic achievement; emotional intelligence was independent variables in the present study. The data obtained from survey method has been subjected to descriptive as well as appropriate inferential statistical techniques. Mean standard deviation, t, and other parametric techniques like analysis of t-test to specifically locate groups which differed significantly from each other in. Obtained data was processed and analyzed to meet the objectives and hypotheses.

Objective- 1.

To study difference in the of emotional intelligence of general and scheduled caste students.

H0 1. There will be no significant difference in the mean scores of emotional intelligence of general and scheduled caste students.

Table 1: Descriptive statistics and independent sample t-test with respect to emotional intelligence and its dimensions of general and schedule caste students

	Caste	Sample	Mean	Std.	t	df	Sig.
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Variable		size		Deviation			(2-tailed)
Emotional intelligence	General Caste	300	126.38	21.078	3.261	598	.001**
	Schedule Caste	300	119.97	26.764			

*significant at 5%

**significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level 1.96^{ns} non significant

The table 1 indicates that emotional intelligence of general caste students (Mean=126.38) is higher than the schedule caste students (Mean= 119.97). Further, independent t-test has been used to test for statistical significance of this difference in mean scores and found the difference to be significant ($t_{.05} = 3.261, p = .001$) at .01 level of significance. Thus, hypothesis H0.1 which states that “There will be no significant difference in the mean scores of Emotional intelligence of general and scheduled caste students” stands rejected.

Objective- 2.

To study difference in the of self-awareness dimension of emotional intelligence of general and scheduled caste students.

H0 (2) There will be no significant difference in the mean scores of self-awareness dimension of emotional intelligence of general and scheduled caste students.

Table 2: Descriptive statistics and independent sample t-test with respect to emotional intelligence and its dimensions of general and schedule caste students

Variable	Caste	Sample size	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Self awareness	General Caste	300	16.81	2.422	6.530	598	.000**
	Schedule Caste	300	15.24	3.377			

*significant at 5%

**significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level 1.96^{ns} non significant

The table 2 is evident that general caste students (Mean=16.81) have scored higher than schedule caste students (Mean= 15.24) in self awareness dimension of emotional intelligence. The difference in mean scores has been tested for statistical significance with the help of independent t-test and found that the difference is significant ($t_{.05} = 6.530$, $p = .000$) at .01 level. Thus, hypothesis H02, which states that “There will be no significant difference in the mean scores of self-awareness dimension of emotional intelligence of general and scheduled caste students” stands rejected.

Objective -3.

3. To study difference in the of self- motivation dimension of emotional intelligence of general and scheduled caste students.

H0 (3) There will be no significant difference in the mean scores of self- motivation dimension of emotional intelligence of general and scheduled caste students.

Table 3: Descriptive statistics and independent sample t-test with respect to emotional intelligence and its dimensions of general and schedule caste students

Variable	Caste	Sample size	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Self motivation	General Caste	300	21.57	4.517	2.410	598	.016*
	Schedule Caste	300	20.65	4.861			

*significant at 5%

**significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level 1.96^{ns} non significant

The table 3 indicates that mean score of general caste students (Mean=21.57) is higher than the schedule caste students (Mean= 20.65) in self motivation dimension of emotional intelligence. This difference in mean scores is tested statistical significance with the help of independent t-test and the findings indicate that self motivation of general and schedule caste students differ significantly ($t_{.05} = 2.410$, $p = .016$) at .05 level of significance. Thus, hypothesis H0.3 which states that “There will be no significant difference in the mean scores

in self motivation dimension of emotional intelligence of general and scheduled caste students” stands rejected.

Objective- 4.

4. To study difference in the English achievement test (EAT) dimension of academic achievement of general and scheduled caste students.

H0 (4) There will be no significant difference in the English achievement test (EAT) dimension of academic achievement of general and scheduled caste students.

Table 4.1: Descriptive statistics and independent sample t-test with respect to academic achievement and its dimensions of general and schedule caste students

Variable	Caste	Sample size	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
English achievement test	General Caste	300	30.91	6.041	4.981	598	.000**
	Schedule Caste	300	28.55	5.573			

*significant at 5%

**significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level 1.96^{ns} non significant

The table 4 indicates that mean score of general caste students (Mean=30.91) is higher than the schedule caste students (Mean= 28.55) in English achievement test. Further, independent t-test has been used to test the statistical significance of this difference in mean scores and found the difference to be significant ($t_{.05}= 4.981$, $p= .000$) at .01 level of significance. Thus, hypothesis H0 4 which states that “There will be no significant difference in the mean scores of English achievement of general and scheduled caste students” stands rejected at .01 level of significance.

FINDINGS AND CONCLUSION

Emotional intelligence of general caste students is significantly higher than schedule caste students. As far as dimensions of emotional intelligence are concerned, general caste students have scored significantly higher than schedule caste students in self awareness and self

motivation. Academic achievement of general caste students is significantly higher than schedule caste students. English achievement of general caste students is significantly higher than schedule caste students.

EDUCATIONAL IMPLICATIONS

1. Curriculum framers could also add in some of the inspirational co-curricular activities for moral values, good manner and best academic achievement.
2. According to time need increase the different kinds of scores to develop teachers and students to cater the local needs will be encouraged and facilitated.
3. Extraordinary hard work should be made by the teachers in order to make the students interested in studies and to enable them to put on well with studies. Individual attention should be on weak students.

SUGGESTIONS FOR FURTHER RESEARCH

1. Comparative study may also be conducted on the students of Government, Model, private or public schools, dominational schools managed by some sects e.g. DAV, missionary, meritorious and aided schools.
2. The present study was carried on 10th class students of Sangrur district of Punjab state and could be extended to other districts and states as well.
3. The study may be conducted on the students belonging to general and scheduled caste in some other states of India.
4. The present study was carried on the students of general and scheduled caste category; similar study may be carried by taking a sample of students belonging to some other class, for example, backward class, OBC, minority community (Muslims, Christians).

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