



A STUDY ON EMOTIONAL INTELLIGENCE OF IXTH STANDARD STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT IN TIRUVALLUR DISTRICT.

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ABSTRACT

This study examined the relationship between Emotional Intelligence of IXth Standard Students in Relation to their Academic Achievement in Tiruvallur District. This study adopted normative survey method of research participants were 300 IX Standard Students randomly selected from various schools Tiruvallur District. The Research Instruments used for data collection was Emotional Intelligence test revised by Cyberia Shrunk and Modified by Vasuki (2007) tested at 0.05 and 0.01 level of significance. The findings indicated at there is a Positive significant difference between Emotional Intelligence and Academic Achievement of IXth Standard Students. There is no significant impact on Gender, Location, Type of Management, Type of Family, Fathers Qualification, and Mothers Qualification on their Emotional Intelligence and academic Achievement of IX Standard Students.

Keywords: Emotional Intelligence, Academic achievement, Gender, Sampling, Survey random Technique.

INTRODUCTION

India's education system turns out millions of graduates each year, many skilled in IT and engineering. This man power advantage underpins India's recent economic advances, but masks deep-seated problems within India's education system. While India's demographics are generally perceive to give it an edge over other countries' economies (India will have a youthful population), if this advantage is restricted to a small, highly educated elite, the domestic political ramifications could be severe. With 35 percent of the population under the age of 15, India's education system faces numerous challenges. Hence it is important to develop emotional intelligence of the student's learners their potential power in order to face the challenging situation face India. Further academic levelis influence by the emotional intelligence which is important to activate in the present day students generations. Hence the study is important.

EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that Emotional intelligence can be learned and strengthen, while other claim it is an in born characteristic.

Since 1990, Peter Slvoy and John D.Mayer have been the leading researchers on Emotional intelligence. In their influential article " Emotional intelligence," they defined emotional intelligence as, " the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's emotions, to discriminate among them and to use this information to guide one's thinking and actions"(1990)

ACADEMIC ACHIEVEMENT

The term achievement is widely used for a number of years. It usually denotes acitivity and mostly making an impact on the environmental rather than fantastically accepting against some standard of excellence.

As Baker says, "The occurrence of success and failure experience is independent of actual achievement. It is determined, rather by the goals. Expectations and aspirations of the person at the time of the action".

STATEMENT OF THE PROBLEM

"A Study on Emotional Intelligence of IXth standard students in relation to their academic achievement in Tiruvallur District".

OBJECTIVES OF THE STUDY

1. To find out significant difference between boys and girls with respect to Emotional Intelligence.
2. To find out significant difference between boys and girls with respect to Academic Achievement.
3. To find out significant difference between Rural and Urban area with respect to Emotional Intelligence.
4. To find out significant difference between Rural and Urban area with respect to Emotional Academic Achievement.
5. To find out significant difference in Emotional Intelligence based on their Type of Management.
6. To find out significant difference in Academic Achievement based on their Type of Management.
7. To find out significant difference between Joint and Nuclear family Emotional Intelligence.
8. To find out significant difference between Joint and Nuclear family in Academic Achievement.
9. To find out significant difference between +2 and Degree

Fathers level qualification in Emotional Intelligence.

10. To find out significant difference between +2 and Degree Fathers level qualification in Academic Achievement.

11. To find out significant difference between +2 and Degree Mothers level qualification in Emotional Intelligence.

12. To find out significant difference between +2 and Degree Mothers level qualification in Academic Achievement.

13. To find out significant difference between Emotional Intelligence and Academic Achievement of IXth Std. students.

HYPOTHESIS OF THE STUDY

1. There is no significant difference between boys and girls with respect to Emotional Intelligence.

2. There is no significant difference between boys and girls with respect to Academic Intelligence.

3. There is no significant difference between Rural and Urban area with respect to Emotional Intelligence.

4. There is no significant difference between Rural and Urban area with respect to Academic Intelligence.

5. There is no significant difference between with respect to Emotional Intelligence based on their Type of Management.

6. There is no significant difference between high school students with respect to Academic Achievement based on their Type of Management.

7. There is no significant difference between Joint and Nuclear family students with respect to Emotional Intelligence.

8. There is no significant difference between Joint and Nuclear family high school students respect to Academic Achievement.

9. There is no significant difference between +12 and Degree level Fathers Qualification of higher secondary school students with respect to Emotional Intelligence.

10. There is no significant difference between +12 and Degree level Fathers Qualification of higher secondary school students with respect to Academic Achievement.

11. There is no significant difference between +12 and Degree level Mothers Qualification of higher secondary school students with respect to Emotional Intelligence.

12. There is no significant difference between +12 and Degree level Mothers Qualification of higher secondary school students with respect to Academic Achievement.

13. There is no significant difference between Emotional Intelligence and Academic Achievement of IXth Standard students.

RESEARCH TOOL

❖ Emotional Intelligence test revised by Cyberia Shrunk

and Modified by Vasuki (2007)

RESEARCH DESIGN

METHODOLOGY

The study was through normative survey method of research and it is most suitable for the present study.

SAMPLE

A stratified random sampling technique was adopted for the selections of Sample 300 IXth Standard students were taken for the present study.

STATISTICAL TECHNIQUES USED

The data collected by the investigator from the sample are analyzed statistically. In the present study the relevant data collected were the scores secured by 300 IXth Standard students in scale of Emotional intelligence and Academic Achievement (Half Yearly Marks). These data were analyzed by employing the following statistical tools to arrive at meaningful conclusion.

- Descriptive Analysis
- Correlation Analysis

MAJOR FINDINGS

1. There is no significant difference between boys and girls in Emotional Intelligence.

2. There is no significant difference between boys and girls higher Academic Achievement.

3. There is no significant difference between Rural and Urban in Emotional Intelligence.

4. There is no significant difference between Rural and Urban in Emotional Academic Achievement.

5. There is no significant difference between Emotional Intelligence based on their Type of Management.

6. There is no significant difference between Academic Achievement based on their Type of Management.

7. There is no significant difference between Joint and Nuclear family in Academic Achievement.

8. There is no significant difference between Joint and Nuclear family in Academic Achievement.

9. There is no significant difference between +2 and degree level Fathers qualification in Emotional Intelligence.

10. There is no significant difference between +2 and degree level Fathers qualification in Academic Achievement.

11. There is no significant difference between +2 and degree level Mothers qualification in Emotional Intelligence.

12 There is no significant difference between +2 and degree level Mothers qualification in Academic Achievement.

13. There is a Positive significant difference between Emotional Intelligence and Academic Achievement of IXth

Standard Students.

end is a key aptitude.

EDUCATIONAL IMPLICATIONS

There is currently a tendency to consider schools as organic wholes that grow and develop, and within which all the actors, their actions and their knowledge are interrelated and interact with the surrounding environment. This organic metaphor for institutions is taken up by those who seek to increase the efficiency of schools as places of learning. Amongst other things, in drawing a parallel with the functioning of living organism, they stress internal communication and in particular the impact of daily negotiations between the actors concerning ways and means of running the school. They argue that only a far greater collaboration between all the actors can lead to real improvement of school performances. They also see the school as a place where pupils can learn something of their future social behavior from these exchanges. Yet they stop short of pointing to the need for a more systematic approach to certain skills related to understanding emotions in oneself and in one's relationship with others. If the academic achievement is high, emotional intelligence also would be better and thus it is found that the students also learn and perform better in their school subjects. Further the students are well adjusted to the school and also develop good disciplinary habits. Hence the emotional intelligence and academic achievement plays a vital role in the fields of education and shapes the students to exhibit their talents and skills.

It would seem that "teaching" emotional intelligence-should it be possible – challenges all the basic tenets of the current paradigm of school –based learning mentioned above. Not to mention widely the remit of school in terms of content and form, in particular modifying the relationship between life and school. Many teachers and parents alike might well insist that such learning is not a question for schools, but rather the responsibility of parents. But the family is no longer the ideal place for it. In the western World, the majority of families have shrunk from an extended community to its strict spent in the family than in school. What's more, parents are not always in a position to cope with or dispense such emotional skills.

CONCLUSION

One of the basic emotional skills involves being able to recognize feeling and put name on them. It is also important to be aware of the relationship between thoughts, feelings and actions. It is important to realize what is behind feeling. Beliefs have a fundamental effect on the ability to act and on how things are done. Many people continually give themselves negative messages. Hope can be a useful asset. In addition finding ways to deal with anger, fear, anxiety and sadness is essential: learning how to soothe one when upset, for example. Understanding what happens when emotions get the upper hand and how to gain time to judge if what is about to be said or done in the heat of the moment is really the best thing to do. Being able to channel emotions to positive

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