

Academic Achievement and Emotional Intelligence Among Tamil Nadu Secondary School Students in Chennai

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Abstract:

Emotional intelligence and academic achievement were the subjects of this study, which looked at secondary school students in Chennai, Tamil Nadu, India. 952 secondary school students from Chennai, India, were selected for the Emotional Intelligence Test (EIT - Sharma, 2011) data collection using the multi-stage sampling method. In addition, the total marks obtained on the annual IX and X standard exams are used in the calculation of the secondary school students' academic achievement. Using the SPSS Package, the collected data were analyzed for correlation. Students in the secondary grades showed a positive correlation between emotional intelligence and academic success, according to the findings of this study.

Keywords: Emotional Intelligence, Academic Achievement, Secondary grade Students.

Introduction:

Every person's academic life is greatly influenced by their schooling, which also serves as a turning point. The next stage of a student's education, which in turn shapes their career, is heavily influenced by their academic performance at this point. According to Kell, Lubinski, and Benbow (2013), academic achievement is one of the most important outcomes of the educational system and plays a significant role in the lives of students. It combines the student's social and emotional lives. According to Suvarna & Bhata (2016), Bhat (2013), and Al-Zoubi & Younes (2015), a student's low academic achievement is influenced by a variety of factors, including personality, intelligence, opportunities, motivation, interest, aptitude, self-concept, study habits, self-esteem, and attitude, among other things. The low accomplishment of the understudies is likewise because of individual component, ecological element and family factors (AlZoubi&Younes, 2015). According to Bhat (2013), our entire educational system places a greater emphasis on students' academic achievement, particularly in the secondary and upper secondary grades. In addition, according to Al-Zoubi & Younes (2015), academic achievement is regarded as a crucial factor in determining an individual's capability and success (Bhat, 2013). As a result, it occupies a very significant position in student life and the field of education.

According to Bhat, 2013, academic achievement is defined by test scores as the knowledge gained and skill developed in a subject. Additionally, researchers like Liu (2008) discovered that students with higher academic achievement exhibit self-regulation. According to Mousoulides and Philippou (2005), a student's academic achievement contributes to the determination of the student's knowledge, value, effort, and interest in the task. According to Tiwari and Pooranchand (1995), students with high academic achievement are more likely to be connected, well-performing, and self-regulating, whereas students with low academic achievement are unable and without work, which can lead to depression and maladaptation.

Students face a variety of academic challenges in today's highly competitive world, including exam anxiety, anxiety about the results, a lack of interest in school, a lack of understanding from teachers and parents, a dysfunctional peer group, and an inability to comprehend a subject. Poor mental health and low academic achievement among secondary school students are caused by academic stressors like excessive tests, poor grades, daily homework, academic and achievement expectations, and teacher and parental pressure. Inadequate instructional methods, strained teacher-student relationships, a heavy academic workload, a lack of classroom resources, and an inability to balance leisure time with schoolwork, assignments, and schedules are additional academic stressors that contribute to low academic achievement. It is essential to enhance students' personalities with emotional intelligence, which will enable them to manage stress and help them perform better academically. They will also be able to examine the factors that contributed to their academic failure as a result of this.

According to Goleman (1995), emotional intelligence is the capacity, skill, or ability to evaluate, perceive, and deal with any situation. In a nutshell, emotional intelligence is the capacity to recognize and effectively manage one's own and others' emotions. "an array of non-cognitive capabilities, competencies, and skills that influences one's ability to succeed in coping with environmental demands and pressures," as Bar-On (1997) defined it, is what emotional intelligence is. According to Goleman (1998), emotional intelligence is the capacity to learn practical skills based on self-awareness, motivation, self-regulation, empathy, and relationship skills. According to Freedman & Jensen (2008), it is an interconnected set of emotions that can predict academic achievement based on the ability to perceive, evaluate, and use emotion to facilitate thought. In addition, emotional intelligence improves academic performance, parental attachment, psychological well-being, social-emotional relationships, leadership skills, task performance, mental ability to solve problems, and decision-making ability (Taksic, 2002). According to Emang, Azam, Entigar, and Ramli (2014), students have high levels of academic achievement thanks to their emotional intelligence and the support of their parents and teachers. Classroom environments that are conducive to students' learning and academic success are created through emotional intelligence.

In addition to emotional difficulties, school students' poor academic performance is frequently linked to a lack of energy and strength (Elias & Arnold, 2006; 2013 and Upadhyaya; Furnham, Frederickson, and Petrides, 2004). According to Roy, Sinha, and Suman (2013), the improvement of students' emotional intelligence was found to have a positive impact on their academic performance.

Objective:

The current study aims to determine the connection between secondary school students' academic success and the dimensions of EI.

Hypothesis:

The academic achievement of secondary school students is strongly correlated with the dimensions of emotional intelligence.

Methodology:**Method and Sample of the study:**

The multi-stage sampling method was used to select 952 IX and X standard secondary grade students between the ages of 14 and 16 who were enrolled in schools in Chennai, Tamil Nadu State. The survey method was used to collect the quantitative data, with a response rate of 64%.

Research Tools Used:

The Emotional Intelligence Test (EIT), a standardized instrument Sharma (2011) developed in accordance with the Goleman Model of EI (1995), was used to collect the data. This self-reported EIT has 60 items across five dimensions: Emotional management (EI2), self-motivation (EI3), empathy (EI4), and relationship management (EI5) are all EI1 skills. On a five-point scale ranging from "always, most often, occasionally, rarely, and never," responses are requested, with positive items receiving a score of 1-2-3-4-5 and negative items receiving a score of 1-4. Internal reliability and construct validity for this test range from 0.66 to 0.84. Additionally, the Cronbach alpha of the test is 0.74. It also had sufficient content, face, and construct validity because the test items measure students' emotional intelligence. In addition, the total marks that the students received on their annual exam were used in the calculation of their academic achievement. Additionally, subject-specific total marks were gathered.

Data Collection:

Using the research tool's Tamil translation, the data were gathered from the sample. The data was collected when the investigators personally visited the students in the respective schools. Instructions on how to fill out the research instrument were provided prior to the administration.

Statistical Technique used:

Statistical Package for the Social Sciences (SPSS-22) was used to analyze the statistical data using Pearson product-moment correlation.

Results and Discussion:**Relationship between Emotional Intelligence and Academic Achievement of the Secondary Grade Students**

The calculated r-values and the relationship between the Emotional Intelligence dimensions and secondary school students' academic achievement in various subjects are shown in Table 1.

Table-1: Correlation between the Dimensions of Emotional Intelligence and Academic Achievement of Secondary Grade Students

EI /AA	English	Tamil	Maths	Science	Soc-Science	Total
Self-Awareness	0.400**	0.401**	0.386**	0.387**	0.371**	0.465**

EI1						
Managing Emotions EI2	0.279**	0.253**	0.253**	0.261**	0.228**	0.307**
Motivating oneself EI3	0.304**	0.314**	0.292**	0.286**	0.237**	0.343**
Empathy EI4	0.253**	0.245**	0.255**	0.263**	0.192**	0.296**
Handling Relationship EI5	0.435**	0.468**	0.476**	0.492**	0.430**	0.555**
Emotional Intelligence Total	0.706**	0.720**	0.713**	0.726**	0.629**	0.841**

The calculated r-values indicate that there is a significant strong positive relationship between each of the dimensions of emotional intelligence and the AA in various subjects, supporting the hypothesis that there is a significant positive relationship between the dimensions of emotional intelligence and the academic achievement in various subjects of secondary school students studying in the city of Chennai.

As the calculated r-values are significant at the 0.01 level, it is evident from the preceding discussion that the first dimension of emotional intelligence, self-awareness (EI1), has a significant and strong positive relationship with academic achievement in all subjects (English (0.400), Tamil (0.401), Mathematics (0.386), Science (0.387), Social (0.387), and total academic achievement (0.465). All of the other dimensions of emotional intelligence—managing stress (EI2), self-motivation (EI3), empathy (EI4), and relationship management (EI5)—have a similar relationship, and total emotional intelligence (EI total) has a strong, significant, and positive relationship with academic achievement in all subjects (English, Tamil, Mathematics, Science, Social Science subjects, and total marks). Students in the secondary grades who have a higher emotional intelligence are more likely to achieve academic success in English, Tamil, mathematics, sciences, and social science subjects if the relationship is positive. As a result, the aforementioned hypothesis is accepted.

Aremu, Tella, and Tella's (2007) findings are supported by the corresponding findings; Bhadouria, in 2013; (2007) Darsana; Fish, (2012); Anuradha and Kalapriya, (2015); (2011) Khajehpour; Enayati, Cherati, and Kianfar, (2017) Mandal; Jegak, Rahil, and Habibah, (2004); Azuka-Obieke and Nwadinigwe, (2012); Parker, Creque Sr., Barnhart, Majeski, Wood, and Hogan, (2010) Ogundokun and Adeyemo (2015, Prabha); (2013) Preeti; In Shahzada, Ghazi, Khan, Khan, & Shah (2011) and Rani (2017), a significant positive correlation was found between high school and secondary school students' emotional intelligence and academic achievement. Similarly, Ranjbar, Khademi, and Areshtanab's studies Uli, Abdullah, Elias, Mahyuddin, and Kiadese and Adetayo, (2011); Ghosh, (2014); Mishra, and (2012); Fallahzadeh (2011) found a positive correlation between Iranian students' academic success and

emotional intelligence; emotional intelligence and academic success among secondary school students in Malaysia; emotional intelligence and financial accounting students' academic success; academic achievement and emotional intelligence among advantaged and disadvantaged children; students in the senior secondary school in Jaipur's emotional intelligence and academic success and; academic achievement and emotional intelligence in Iranian medical science students.

Implications:

In light of the fact that the findings demonstrated a significant positive relationship between academic achievement and emotional intelligence, it is imperative that secondary school students continue to acquire emotional intelligence skills in order to improve their academic performance. Students who are adept at emotion management, self-motivation, empathy, and relationship management perform better in all subjects. As a result of this finding, secondary school students will have multiple opportunities to improve their emotional and social awareness in order to better manage academic stress and perform academically. Emotional intelligence lessons can be incorporated into students' school curriculums to accomplish this. In addition, methodologies that involve group activities, group discussions, and self-awareness activities can be planned into the curriculum to teach secondary school students emotional intelligence skills. Additionally, teachers have the ability to design group activities that will help students develop their emotional intelligence.

Additionally, the assessment of the students' emotional intelligence will assist them in understanding and managing their own emotions and will support them in doing so. Students' academic achievement was positively impacted by emotional intelligence in this study. This guarantees that the EI has a significant impact on students' academic success.

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