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## **A study of Emotional Intelligence in Relation to Academic Achievement, Gender and Locality**

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### **ABSTRACT**

*This paper aimed to study emotional intelligence in relation to academic achievement, gender and locality. The research method used to conduct study was survey method. The sample size was 800 students, within those 400 students from urban and 400 from rural (200 male & 200 female in every group) are included. These were sampled using non probability technique, quota sampling from the secondary level in Alwar District, Rajasthan. To gather data, emotional intelligence scale constructed by the Dr. S.K. Mangal and Mrs. Shubhra Mangal is used and for academic achievement grades of final exam has been collected. Data is analyzed by T-test to compare different groups. The findings revealed that academic achievement has significant effect on emotional intelligence because high achievers are found more emotionally intelligent in comparison to their counterparts and same found with average achievers gender has no impact on emotional intelligence. Gender has no impact on emotional intelligence whereas there is significant difference found in relation to locality as urban students are more emotionally mature in comparison to rural.*

**KEY WORDS:** Emotional intelligence, academic achievement, gender and locality

### **INTRODUCTION**

Education is the essential part of development process. In the absence of quality education only growth is possible. That's why sustainable development goals, which are called universal goals for past 2015, officially known as transforming our world 2030 placed the agenda of quality education at fourth place Sustainable development goal 4 after poverty, hungry and health is "Ensuring inclusive and equitable education for all and promote life learning opportunities for all"

In the same line, recent policy documents Incheon declaration 2030 and world humanitarian summit 2016 also reaffirmed the foresaid goal SDG 4. Along with these recent policy documents earlier education for all (1990) and Dakar declaration 2000 and Millennium Development goals (MDGs) also put forward their commitment toward providing opportunities for education to all globally. India under this international pressure took also important step by implementing Sarve Shiksha Abhiyan, Rastriya Madhyamik Shiksha Abhiyan and finally RTE Act 2009. All this shows that education is important phenomena of life.

Now we look, why education is so important? To answer this question we need to explore few basic concept of education. Education has both individual and social aims, Individual aim ensures the development of individuality and social aims make individual fruitful social unit. Both aims are complementary to each other as individuality cannot take in vacuum, interaction with in social environment is essential to achieve individual aim or to develop totality. Society cannot develop without individuals, is one of the important aspect of personality. The totality of personality comprise of four aspects: Physical, Intellectual, Emotional and social. Emotional and social aspects of personality are as important as other two.

We all realized that society cannot survive without the emotional and social development of individual let us come to the emotional intelligence is now –o days consider as prominent factor for the development of individual personality.

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Delor's commission put forward four pillars of learning those are learning to be, learning to know, learning to do, and learning to live together. Let us interpretive the four pillars learning to know means intellectual development learning to do is physical and motor development, learning to be is indicating emotional development and learning to live together is indicating towards social development. (Delor's Commission, n.d.)

Through this paper authors wants to see that emotional intelligence is related to academic achievement or any impact and is there any different in reference to gender and locality on it? The paper is based on quantitative approach, before authors want to sketch conceptual framework about emotional intelligence.

Emotional intelligence is the ability that determined the emotional behavior of the individual. Emotional intelligence constitutes of two parts; Emotional belongs to affective domain and intelligence belongs to cognitive domain. It includes both thinking and feeling parts. Therefore, Emotional intelligence overlapped both the domain. The concept of emotional intelligence defines that human being is both relation and emotional. S/he is neither exclusively rational nor emotional. For adapting the new complex city of life, she /he tried to integrate the functioning of both cognitive and affective domain bringing rationality and emotionality together. (Salovey, Bedell, Detiveler and Mayer, 2000, as cited in Emotional intelligence as a standard Intelligence, 2001)

Emotions are excited state of individual, emotional behavior demands to control emotion, regulate them and exhibit at right place, right time and with right quantity and person. To develop more comprehension to Emotional intelligence there is need to discuss this concept little more Emotional intelligence deals with emotions rationally, logically and involves four component are as follows.

- (1) Identifying emotion: ability to recognize how do you feel and others around you.
- (2) Using Emotions: ability to generate emotions and then reason with their emotions.
- (3) Understanding emotions: ability to understand the complexity of emotions and transfer from one stage to another
- (4) Regulating emotions: an ability which allows you to manage emotions in yourself and in others.

On the basis of above discussion we can put a simple definition of emotional intelligence that is knowing what feels good and bad to you and other and why, what are the causes behind that and to what extent and in what why you have to react and handle others.

Denial Goleman(1996) define emotional intelligence that there is intelligence in the emotions and sense in which intelligence can be brought to emotions. .... Emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities either Facilitating or interfering with them. (Goleman, 1996)

Whenever tried to develop conceptual framework about emotional intelligence, without mentioning Cooper's&Sawaf contribution (1997) it become incomplete who is divided emotional intelligence into five attributes,(Executive EQ: Emotional intelligence in leadership and organizations,1997)

1. Current environment: life press were and life situation
2. Emotional literacy: emotional expression Introduction and emotional awareness of others.
3. Emotional competencies: Intentionally, creativity, resilience, interpersonal connection and constrictive discontent.
4. Emotional values and attitudes: It in dudes outlook compassion, intuition, trust radius, personal powers and integrated self.
5. Emotional outcomes: It in dudes general health, quality of life, relationship with others and operational performance.

In the same way Daniel Golman(1996) defined emotional intelligence as the capacity for recognizing on own feelings and those of others for motivating ourselves and in our relationship. His framework included 25 competencies which are grouped into five clusters(Deniel Goleman's five components of emotional intelligence,1996). Those are as follows.-

1. Self-awareness cluster:Self-awareness, Self-assessment and self-confidence.
2. Self-regulation cluster:Self-control trust worthiness, conscientiousness, adaptability, innovation.
3. Self-motivation cluster: Achievement orientation, commitment, initiative optimism.

4. Empathy cluster: Empathy organizational awareness, servile orientation, developing others leverages diversity.
5. Social skill: Leadership, communication influence, change catalyst, conflict management building bond, them capabilities, collaboration and cooperation.

Hein,S.(2007) defined emotional intelligence as innate potential to feel, use, communicate recognize, remember, emotions and learn from emotions describe, identifying understand and explain emotions and manage emotions(Definition of Emotional Intelligence,S.Hein,2007). In this way his framework is divided in to seven areas-

- ) Feel emotions.
- ) Use emotions.
- ) Communicate emotions.
- ) Recognize emotions.
- ) Remember emotions.
- ) Learn from emotions.
- ) Manage emotions.

Mayor,Caruso andSalovey and (2000) suggested that there are four crucial components of emotional intelligence (Emotional intelligence Meets Standards For Traditional Intelligence..2000).

1. The first is accurate perception and expression of emotions
2. The second component is the ability to success and general emotions in the service of thinking and problem solving.
3. The third component of emotional intelligence is understood emotions and emotional meaning.
4. The final component of emotional intelligence is emotional regulation being able to manage and regulate your emotion appropriative.

The above discussion direct towards the concrete idea about the emotional intelligence that emotional intelligence is knowing about owns emotions and handling with your own emotion in the way of expression and regulate and manage them, similarly understanding others' emotions, justifying them with reason and reacting towards those emotion, and help others to manage their emotions and manage them.

In this paper to measure the emotional intelligence authors used four dimensions of emotional intelligence i.e. Intrapersonal awareness (knowing about owns emotions), Interpersonal awareness (knowing about others emotions), Intrapersonal management (Managing own emotions)and Interpersonal management(Managing others emotions).(Emotional Intelligence inventory,2012)

The authors also reviewed the research work had been done by others and came to know that this is the area of research of many more . A lot of work has been done on this variable, a few has been mentioned here which found relevant.

**Joseph. C, Frank P.D, and Stephan Anderson (2000)** studied on emotional intelligence and found that EI have been shown to be definitive and useful in understanding that link between team stress and mantel health. **Barchard K.A.** (2003) studied on the topic does emotional intelligence assist in the prediction of academic success. The result revealed that EI measures cannot predict academic success while cognitive ability domain and personality domain do a far better job at predicting academic success. **Parker, J.D.A.et al. (2005)** studied on academic achievement and emotional intelligence and found that relationship between those two variables was significant. **Fatum , B.A. (2008)** studied the relationship between emotional intelligence and achievement in elementary school children. **Gignae G.E. &E kermans G. (2010)** studied on group differences in EI with in a sample of black and white South Africans. It is noted that culture may not have had a pronounced effect as black respondent may be considered to have been largely acculturated into western culture. **Brackett M.A, Rovers and Solovey P. (2011)** studied about emotional intelligence and it's implication for personal, social, academic and workplace success. **Mohzan, Hassan and Halil (2013)** worked examine the influence of emotional intelligence on academic achievement and no significant relationship found between emotional intelligence and students' academic achievement. **Rust, D.A. (2014)** studied relationship between the emotional intelligence of teachers and students academic achievement.

In India, the work found is as: **Sharma, Shilphi (2006)** studied about teaching effectiveness of secondary teachers in relation to their emotional intelligence. The finding showed that teaching effectiveness is significantly related with emotional intelligence of teachers. **Devi, Arti (2010)** emotional intelligence in relation to self-concept, achievement motivation and academic achievement of student teachers of Punjab. **Singh, Panwar Kuldeep (2014)** studied on evolving strategy of emotional management at different level of emotional intelligence in relation to academic achievement. Result exhibited that students belonging to high emotional intelligence are better in emotional management and students belonging to high level of academic achievement are better on emotional management. **Lal Chaman (2014)** did a study of emotional intelligence in relation to academic achievement in home environment and self-concept at secondary level. The results revealed that students having high emotional intelligence are academically superior to their counterparts. **Bhadouria, Preeti (2014)** conducted study of personality and emotional intelligence and its effect on academic achievement of high school students researcher. It is concluded that there exists a significant relationship in emotional intelligence and academic achievement of high school students. **Sinha, Banita (2014)** studied on the impact of emotional maturity and emotional intelligence on academic achievement. The findings revealed that there is no significant relationship found between emotional intelligence and academic achievement. **Verma, Rekha (2014)** did a comparative study of self-concept adjustment and emotional intelligence of rural and urban students of class xi in relation with their academic achievements. There is no significant positive relationship between emotional intelligence and academic achievement of rural and urban XI grade. The significant positive relation is found in the emotional intelligence and academic achievement of total students. **Meharchandani, Geeta (2014)** did the work on the topic, academic achievement in relation to emotional intelligence thinking style and academic motivation a comparative study of tribal and non-tribal students. **Huda, Abdullah Mohsen Gashoah (2016)** worked to study the impact of using some teaching methods in improving emotional intelligence and educational outcome for basic educational students in science subject. The findings are as: There is positive correlation between Emotional Intelligence and Educational outcome of the control group. There is negative correlation between Emotional Intelligence and Educational outcome of the experimental group.

Hence from the above all research studies reviewed it is clearly reflected that researchers tried to explore about emotional intelligence with academic achievement more and more but uniformity of results is not found. Few studies declared significant relationship between these two variables while other few denied. In such situation there is need to explore it again to reach concrete results. Therefore, authors selected these variables to study along with gender and locality.

## OBJECTIVES

- 1 To study the emotional intelligence in relation to locality.
2. To study the emotional intelligence in relation to gender.
3. To study the emotional intelligence of various academic achievement groups.

## HYPOTHESES

1. There is no significant difference in emotional intelligence between urban and rural students.
2. There is no significant difference between emotional intelligence of male and female.
3. There is no significant difference between high and average achievers in emotional intelligence.
4. There is no significant difference between average and low achievers in emotional intelligence.
5. There is no significant difference between average and low achievers in emotional intelligence.

## RESEARCH METHODOLOGY

### RESEARCH METHOD

The researchers used the Survey method for the present study.

### SAMPLE

The size of the sample covers 800 students in all. Out of these 400 students (200 are male & 200 are female) from urban and 400 from rural are included. These were sampled using non probability technique, quota sampling from the secondary level in Alwar District, Rajasthan.

### TOOLS USED

- ) Emotional intelligence scale: constructed by the Dr. S.K. Mangal and Mrs. Shubhra Mangal is used.
- ) Academic achievement : grades for final exam has been collected.

### ANALYSIS AND INTERPRETATION

**Objective .1:** To study the emotional intelligence in relation to locality

**Hypothesis 1:** There is no significant difference in emotional intelligence between urban and rural students.

*Table 1: Showing Mean, S.D. and t-value*

Category	N	Mean	S.D.	t- value	Level of significance (P>0.01)
Urban Students	400	64.85	7.43	6.55	Significant at 0.01 for df=798
Rural Students	400	60.74	10.11		

The above table 1 shows that the total number of urban students is 400. The mean score of emotional intelligence of urban students is 64.85 and S.D. is 7.43. The number of rural students is 400. The mean score of emotional intelligence of rural students is 60.74 and S.D. is 10.11. The t-value obtained for seeing the difference between urban and rural group is 6.55 at 798 degree of freedom. This value is found significant at 0.01 levels. Hence hypothesis 1 is rejected. It means that there is significant difference between urban and rural secondary school students in their emotional intelligence. On comparing, it is found that area has effected to emotional intelligence.

**Objective .2:** To study the Emotional Intelligence in relation to gender.

Hypothesis 2: There is no significant difference between emotional intelligence of male and female.

*Table 2: Showing Mean, S.D. and t-value*

Category	N	Mean	S.D.	t- value	Level of Significance (P>0.01)
MALE Students	400	62.99	9.28	0.60	Insignificant at 0.01 for df=798
FEMALE Students	400	62.60	8.92		

The above table 2 showed that the total number of males is 400. The mean score of emotional intelligence of males is 62.99 and S.D. is 9.28. The number of females is 400. The mean score of emotional intelligence of Females is 62.60 and S.D. is 8.92. The t-value between males and females group is 0.60 at 798 degree of freedom. The t-value obtained is insignificant at 0.01 levels. Hence null hypothesis 2 is accepted. It means that there is no significant difference between male and female secondary school students in emotional intelligence. On comparing, it is found that gender has not effect on emotional intelligence.

**Objective 3:** To study the emotional intelligence of various academic achievement groups.

**Hypothesis 3:** There is no significant difference between high and average achievers in emotional intelligence.

**Table 3: Showing Meanscores, S.D. and t-value**

Category	N	Mean	S.D.	t- value	Level of significance (P>0.01)
High achievement Students	168	69.69	8.99	12.09	Significant at 0.01 for df=605,
Average achievement Students	439	62.02	8.19		

The above table 3 showed that the total number of high and average achiever students is 605. The number of high achievers is 168. The mean score of emotional intelligence of high achievers is 69.69 and S.D. is 8.99. The number of average achievers is 439. The mean score of emotional intelligence of average achievers is 62.02 and S.D. is 8.19. The obtained t-value is 12.09 at 607 degree of freedom. The t-value is found significant at 0.01 level of significance. Hence null hypothesis 3.1 is rejected. This means that, there is significant difference between high achievers and average achievers secondary school students in emotional intelligence.

**Hypothesis 4:** There is no significant difference between average and low achievers in emotional intelligence.

**Table 4: Showing Meanscores, S.D. and t-value**

Category	N	Mean	S.D.	t- value	Level of significance
Average achievement Students	439	62.02	8.19	7.39	Significant at 0.01 for df=628
Low achievement Students	193	56.97	7.77		

The above table 4 shows that the total number of average and low achiever students is 630. The mean score of emotional intelligence of average achievers is 62.02 and S.D. is 8.19. The mean score of emotional intelligence of low achievers is 56.97 and S.D. is 7.77. The t-value between is 7.39 at 628 degree of freedom. The obtained t-value is found significant at 0.01 level of significance. Hence null hypothesis 3.2 is rejected. This means that, there is significant difference between average achievers and low achievers secondary school students in emotional intelligence.

**Hypothesis 5:** There is no significant difference between high and low achievers in emotional intelligence.

*Table 5: Showing Meanscores, S.D. and t-value*

Category	N	Mean	S.D.	t- value	Level of significance
<b>High achievement Students</b>	168	69.69	8.99	14.27	Significant at 0.01 for df=359,
<b>Low achievement Students</b>	193	56.97	7.77		

The above table 5 showed that the total number of high and low achiever students is 359. The mean score of emotional intelligence of average achievers is 69.69 and S.D. is 8.99. The mean score of emotional intelligence of low achievers is 56.97 and S.D. is 7.77. The t-value between is 14.27 at 359 degree of freedom. The obtained t-value is found significant at 0.01 level of significance. Hence null hypothesis 3.3 is rejected. This means that, there is significant difference between high achievers and low achievers secondary school students in emotional intelligence.

## FINDINGS

The findings are as follows;

1. There is found significant difference in emotional intelligence between urban and rural Students.
2. There is no significant difference found between male and female in their emotional intelligence of.
3. There exists significant difference between high and average achievers in emotional intelligence.
4. There exists significant difference between average and low achievers in emotional . Intelligence.
5. There is exists significant difference between average and low achievers in emotional intelligence

## CONCLUSION

As per the findings ,this could be conclude that academic achievement has significant effect on emotional intelligence because high achievers are found more emotionally intelligent in comparison to their counterparts and same found with average achievers.the results are supported by Parker, J.D.A.et al. (2005) studied on academic achievement and emotional intelligence and found that relationship between those two variables was significant .LalChaman (2014) reveled that students having high emotional intelligence are academically superior to their counterparts. Singh, PanwarKuldeep (2014) exhibited that students belonging to high emotional intelligence are better in emotional management and students belonging to high level of

academic achievement are better on emotional management. Bhadouria, Preeti (2014) conducted a study of personality and emotional intelligence and its effect on academic achievement of high school students researcher. It is concluded that there exists a significant relationship in emotional intelligence and academic Achievement of high school student. Gender has no impact on emotional intelligence. However, there is significant difference found in relation to locality as urban students are more emotional mature in comparison to rural because they are dealing with more complexity of life whereas rural students are spending their with less complexity. There is no study found related to gender and locality with Emotional intelligence, need to explore more

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