The Relationship between Emotional Intelligence and Academic Achievement Among High School Students

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Abstract: Main study focuses the relationships between the expressive intelligence and speculative achievement among the school student. During study, Investigation way was working. Data's were compiled and investigated by using t test and Pearson correlation. After having carefully examined, the result indicated as, and it's a positive correlation among emotional intelligence and speculative achievement among high school students. Thus, emotional aptitude plays an important role in the speculative attainment of the students.

I. INTRODUCTION

Education was considered to be one of the most prevailing agencies in molding and shaping the charm and influential the future of persons. Education includes attitudes, values along with information, concepts and facts. An authentic education aims to create a healthy integrated personality in a student who is to be emotionally intelligent and socially mature. No doubt, such students will surely be exceptional achievers in their academic performances. The major of education targets in developing the skill of handling one's emotions and enabling one has to have a healthy good relationship with oneself and others in the society. These two parameters are essential in character formation; they need to be equally emphasized along with academic achievement. While doing so, the researcher tries invention out, the relationship and the variables among features namely sensitive aptitude and speculative attainment.

II. NEEDS AND SIGNIFICANCE OF THE PRESENT STUDY

Education is process of the development from childhood to adulthood. Education refers to speculative achievement as the information attained skills to developed in the school subjects, usually designated by test scores or marks assigned by the teacher says Good (1981). Education brings about substantial changes in the individual relating to his physical, intellectual and emotional conditions. Particularly High school education plays a vital role in personal and professional success. True education should make a person compassionate and human. Similarly emotional intelligence also should be able to strike balance between emotions and reasons, while processing, the person achieves a high self esteem and become compassionate and empathetic that explicit in relationships.

Goldman says emotional intelligence as "the capacity for recognizing our own feelings and those feelings in and others, for motivating ourselves and for managing well the emotions in ourselves and in our relationship". While thinking about the role of education, Don bosco (1899) says best in every young person a point of goodness is accessible and it is the prime duty of education to discover that complex cord of the heart so as to draw out the best in the undeveloped person. The need of this area of interest is to prepare a student to live a balances lifestyle and to motivate one to others with empathy and compassion. As the significance student is able to resolve the conflicts in the society.

III. OBJECTIVES

Find out the significant difference among sensitive intelligence and speculative achievement in high conservatory students.

Specific objectives

1. To find out the rapport between expressive intelligence and intellectual accomplishment of high conservatory students.
2. To relate the expressive aptitude and academic attainment among male and female high conservatory students.

IV. TITLE OF THE PRESENT STUDY

The present study is precisely stated as “The Connection Among Sensitive Intelligence and the Hypothetical Success Among High School Student”

V. OPERATIONAL DEFINITION

From the title of the study, “The Rapport among Sensitive Aptitude and Hypothetical Achievement among High Conservatory Students.”, most of the following variables are operationally defined meaningfully as follows;

1. High School Level: In this study high school level refer to students studying in 9th standard.
2. Emotional Intelligence: It refers to the ability to display one's own and other people's excitements held by students studying in ninth standard students.
3. Academic Achievement: It refers to achieve the educational goal by ninth standard students.

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| Sub variables         | N | Mean | Standard Deviation | t-test value | Significance level |
|-----------------------|---|------|-------------------|--------------|-------------------|
| Emotional Intelligence| 34| 89.8 | 6.65              | 12.2         | Significant at 0.05 level |
| Academic Achievement  | 34| 84.6 | 7.93              | 33           | Significant at 0.05 level |

VI. MAJOR HYPOTHESIS OF THE STUDY
There is no significant correlation between emotional intelligence of high school students and their academic achievement.

Specific hypothesis
1. There is no significant relationship between expressive intelligence and academic achievement among high school students.
2. There is no substantial difference in emotional intellect with respect to gender.
3. There is no substantial change in speculative achievement with deference to gender.

Propose of the study
The present study adopted the survey method. 340 data were collected from IX Std from 3 high school from Salem district.

Research tool
A Standardized tool was used to measure emotional intelligence.

VII. ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1
There is no substantial change among emotional cleverness and theoretical attainment among the high school students. Calculated the ‘t’ value (12.2) is greater than table value (1.96) at 5% level of significance. It concluded that there is a substantial relationship between emotional intelligence and academic achievement among high school students. Hence the hypothesis is rejected.

Hypothesis 2
There is no substantial difference in emotional intellect with reverence to Gender
In case open intelligence, the main table shows that the Mean value 90.78 is obtained for Male students and Mean value 89.48 is obtained in Female Students. The calculated ‘t’ value is 1.83 value is less than table value 1.9 at 5% levels of significant. So it’s conclude that there is no substantial difference in emotional aptitude and academic achievement in terms is gender. Hence hypothesis is accepted.

Hypothesis 3
There is no significant change in academic achievement with esteem to Gender
In case academic achievement, the table is plays that the Mean value 85.42 is obtained for Male students and Mean value 83.87 is obtained in Female Students. The calculated ‘t’ value 1.79 is fewer than the table value of 1.96. It is conclude there is no substantial difference in speculative accomplishment in terms of gender. Hence hypothesis is accepted.
Figure: 1.3 shows that there's a significant difference in speculative achievement with respective Gender.