

Impact
Factor
2.147

ISSN 2349-638x

Refereed And Indexed Journal



**AAYUSHI
INTERNATIONAL
INTERDISCIPLINARY
RESEARCH JOURNAL
(AIIRJ)**

Monthly Publish Journal

VOL-III

ISSUE-IX

Sept.

2016

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CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE

“A Comparative study of U.P and M.P board Higher Secondary Students on Emotional Intelligence in relation to their academic Achievement”

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Abstract

In recent Years, overall effectiveness of a person is not only measured in terms of IQ . Emotional intelligence(EQ) also plays an equally important part. Emotional intelligence has come to be regarded as a new measure of success in our professional and personal life. The present study is an attempt to study the Emotional intelligence as related to academic achievement of higher secondary students of U.P & M.P Board. It was conducted on a sample of 820 Higher secondary school students from Varanasi(U.P)and Hosangabad(M.P) city. The main findings of this study signify that there is no significant relationship between U.P and M.P board students on Emotional intelligence of higher secondary students.

Keywords :- Emotional Intelligence, academic achievement , higher Secondary Students.

Introduction

Emotional Intelligence is a recent development in the area of intelligence as well as in affective science, both of which have given birth to overlapping perspective on human nature. The concept of EI implies that humans are both rational and Emotional beings. They are predominantly neither rational beings nor emotional beings. Hence adaptation and coping abilities in life are dependent on the integrative functioning of both rational and emotional capacity (Salovey,Bedell &Mayer,2000).

Salovey and John Mayer (1990)had defined EI as a Mental Ability that consist of “ability to monitor one’s own an other feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” it was however ,modified a New York times behavioral scientist journalist, Daniel Goleman (1995).his model of EI includes(a)knowing one’s emotions,(b) managing emotions,(c)motivating himself,(d)recognizing emotions in others and(e)handling relationships later, Mayer and Salovey(1997) revised their theory a bit to emphasize the cognitive component and talked about a hierarchy of mental abilities . Gardner considered inter and intrapersonal intelligence as distinct and relatively independent of each other (Sternberg 1999).Moreover, EI goes much beyond inter and intrapersonal intelligence. Ability model of EI could be merged with the section of emotional behaviour under content in Guilford’s(1985) model of Intelligence, because the behaviour in content category was explained in term of abilities that provide social intelligence. But, emotional reasoning was not given any focus. Emotional Intelligence is awareness of one’s own

and other people's feeling such as a sympathy, compassion, motivation, & the ability to respond to pain and pleasure appropriately.

Emergence Of The Study

An individual passes through different stages of development in his life span such as infancy, early childhood, later childhood, adult hood, adolescent and old age. Among these stages the adolescent is the most crucial one as it is the period when the child enters a quite new field of social responsibilities. Therefore the energy of adolescents needs to be properly channelized so that they could become the productive member of society. Therefore, researcher selects the adolescent students and wants to see the relation between academic achievement and intelligence.

Statement Of The Problem

"A Comparative study of U.P and M.P board Higher Secondary Students on Emotional Intelligence in relation to their academic Achievement "

Objectives Of The Study

To Compare high and Low academic achievers on Emotional intelligence of U.P and M.P Board Higher secondary students .

Hypotheses Of The Study

"There will be do not differ High and Low Achiever of UP & MP board on Emotional intelligence ".

Sub Hypothesis

1. There will be no significant difference between High achiever boys of U.P Board and High Achiever Boys of MP board on Emotional intelligence.
2. There will be no significant difference between High achiever girl of U.P Board and High Achiever girl of MP board on Emotional intelligence.
3. There will be no significant difference between Low Achiever Boys (M.P) and Low Achiever Boys (U.P) on their Emotional Intelligence.
4. There will be no significant difference between Low achiever girl (M.P) and Low achiever Girls (U.P) on their Emotional Intelligence.

Design

Descriptive survey method was employed in the present investigation. Survey was conducted on a sample of 820 Higher secondary school students of rural and urban area with respect to Emotional intelligence.

Sample

Stratified randomization technique was used for the selection of sample. The sample was consisted of 820 secondary school students. The Secondary school students were from Varanasi and Hosangabad city and their adjoining rural areas having female and male students.

High And Low Achievers

Students attaining high proficiency in high school examination in the aggregate of all the subjects are said to be high achievers and students attaining low proficiency in high school examination in the aggregate of all the subjects are said to be low achievers. In the present study the high and low achievers were categorized on the basis of marks obtained by them in board examination. These marks were converted to standard Z scores and on the basis of z scores high and low achievers were distributed.

Tools Used

1. Emotional Intelligence Scale (EIS) by Anukul Hyds, Upinder Dhar and Sanjyal Pethe (2002).

Statistical Techniques Used

Following techniques were used for testing the hypothesis. t- test , Mean, Standard deviation.

Interpretation & Discussion Of Results

Sub-hypothesis-I

“There will be no significant difference between High achiever boys of U.P Board and High Achiever Boys of MP board on Emotional intelligence”.

Table-1

Comparison between High Achiever Boys of U.P Board and High Achiever Boys of M.P Board on Emotional Intelligence

Sr.No	Group	N	M	SD	df	't'	Level of Significance
1.	High Achiever Boys of U.P	114	124.464	9.842	2.379	118	Not significant
2.	High Achiever Boys of M.P	106	122.575	8.566			

Table shows t-value between mean scores and emotional intelligence of High Achiever Boys of U.P Board and High Achiever Boys of M.P Board is 2.37. The t-value in order to be significant at 0.05 level and 0.01 level should be 1.97 and 2.60 respectively. The obtained value is less than 0.01 level and it not significant. Hence, sub hypothesis was not rejected.

Sub--hypothesis-II

“There will be no significant difference between High achiever girl of U.P Board and High Achiever girl of MP board on Emotional intelligence.”

TABLE-2

Comparison between High Achiever Girls of M.P Board and High Achiever Girls of U.P Board on Emotional Intelligence

Sr.No	Group	N	M	SD	df	't'	Level of Significance
1.	High Achiever Girls(M.P)	116	125.474	8.729	0.351	222	Not Significant
2.	High Achiever Girls(U.P)	108	125.074	8.295			

Above table shows that Mean and SD of High Achiever Girls(U.P) and High Achiever Girls(M.P) have slight difference but this difference is not significant. It means both the groups are not significantly differ our sub hypothesis II will be accepted.

Sub--hypothesis-III

“There will be no significant difference between Low Achiever Boys (M.P) and Low Achiever Boys (U.P) on their Emotional Intelligence.”

TABLE-3

Comparison between Low Achiever Boys of M.P Board and Low Achiever Boy of U.P Board on Emotional Intelligence

Sr.No	Group	N	M	SD	df	't'	Level of Significance
1.	Low Achiever Boys(M.P)	92	118.956	9.290	0.558	189	Not Significant
2.	Low Achiever Boys(U.P)	99	118.191	9.642			

Above table shows that there is slight difference between mean and SD of both the Low Achiever Boys (M.P) and Low Achiever Boys (U.P). These are not significantly differ at 0.05 as well as 0.01 level. Hence, our sub hypothesis III will be accepted.

Sub--hypothesis-IV

“There will be no significant difference between Low achiever girl (M.P) and Low achiever Girls (U.P) on their Emotional Intelligence”.

TABLE-4

Comparison between Low achiever Girls of M.P Board and Low achiever Girls of U.P Board on Emotional Intelligence

Sr.No	Group	N	M	SD	df	't'	Level of Significance
1.	Low achiever Girls(M.P)	88	120.056	10.192	1.432	183	Not Significant
2.	Low achiever Girls(U.P)	97	117.711	9.225			

Table shows t-value between mean scores and emotional intelligence of High Achiever Boys of U.P Board and High Achiever Boys of M.P Board is 1.432. The t-value in order to be significant at 0.05 level and 0.01 level should be 1.97 and 2.60 respectively. The obtained value is less than both level and it not significant. Hence, sub hypothesis was not rejected.

Conclusions

In the present study researcher drew following conclusions related to study "Emotional Intelligence as related to academic achievement of higher secondary students. The main findings of this study signify that there is not significant relationship between high achiever and low achiever of M.P and U.P board students. So both board students behave equally on their Emotional intelligence.

Educational Implications

1. The results of this study can be used to know the level of Emotional intelligence of low achiever higher secondary students and if there is found any discrepancies, various methods and techniques can be adopted to improve this level.
2. The findings of the study with respect to co relates of emotional intelligence is will be beneficial for improving the academic achievement.
3. Knowledge about the emotional intelligence will help the teachers in the selection of high achiever students and Low achiever students to various courses.

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