



A study of emotional intelligence of the student of art and science stream in relation to their academic achievement at higher secondary level

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Abstract: This paper attempts to analyze the academic achievements and emotional intelligence. However rather than arguing about emotional intelligence. It is more useful and interesting to consider how important for effective performance of Work. Men Empowerment in India and highlights the Issues and Challenges of students. We educate students with one main objective in your mind. Their success. What is the measure of success? Is it only a strong scientific mind? No it was in the past. Than we can say that success depends on intelligence and on the control of emotions is the measures of success. But now some fundamental new theories have been introduced the multiple intelligence theory and emotional intelligence theory.

Emotional intelligence is considered now a day's vital for success then why don't we start teaching its components to our students and at schools. It affects student's achievement and then it is imperative for schools to integrate it in their curriculum, hence raising the level of students success. It is found that acceptance of unequal gender norms by women are still prevailing in the society. The study concludes by an observation that access to Education, Employment and Change in Social Structure are only the enabling factors to academic achievements and emotional intelligence..

Key Words: academic achievements, emotional intelligence, Schools Status.

I. Introduction

Intelligence derives from the Latin nouns *intelligentia* or *intellectu*, which in turn stem from the verb *intelligere*, to comprehend or perceive. In the middle Ages, *intellectus* became the scholarly technical term for understanding, and a translation for the Greek philosophical term *nous*. This entire approach to the study of nature was strongly rejected by the early modern philosophers such as Francis Bacon, Thomas Hobbes, John Locke, and David Hume, all of whom preferred the word. The term "intelligence" has therefore become less common in English language philosophy, but it has later been taken up in more contemporary psychology.

Definition:

Alfred Binet - Judgment, otherwise called "good sense", "practical sense", "initiative", the faculty of adapting one's self to circumstances ... auto-critique.

David Wechsler -The aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.

Alexander Wissner-Gross- "Intelligence is a force, F, that acts so as to maximize future freedom of action. It acts to maximize future freedom of action, or keep options

open, with some strength T , with the diversity of possible accessible futures, S , up to some future time horizon, τ . In short, intelligence doesn't like to get trapped".

Emotions are very important aspect of our life. It is emotions which makes our life colorful. So emotions are the unique identity of men in comparison to other organisms. Now a days it is a time of modernization in this era life becomes complex, so due to this change the mode of our life have been changed. In modern age, a number of emotional problems are arising and it creates complexities in our life.

2. Review of Literature

Goleman (1995) gave a short answer when he asserted that success depends on several intelligence and on the control of emotions specifically, he stressed that intelligences (I.Q.) alone is no more the measures of success. According to him intelligent account for only 20 % of total success and the rest goes for emotional and social intelligence.

Kumar (2007): Examined the impact of emotional intelligence on organizational learning. The results depicted emotional intelligence as being positively and significantly related with organization learning .The finding have implications for management of people towards creating and maintaining organizational learning.

Abisamra (2000) : said that emotional intelligence affects student's achievement. Then it is imperative for school to integrate in their curricula and thereby raising the level of students' success.

Amer Farooq M.S.(2000) : This research is an attempt to investigate the effect of emotional intelligence on academic performance of student. Today it is generally believed that obtaining good academic result is not only primarily determined by higher intelligence but also by the higher emotional intelligence of students.

Srivastava and Bharamanaikar (2004): Examined the relationship of emotional intelligence with leadership, success and job satisfaction. The results showed that emotional intelligence significantly correlates with transformation leadership and success. An emotionally intelligent person is more successful in all spheres than a person who possesses less emotion intelligence skills.

Suman (2005): conducted a study of learning achievement in science of students in secondary school in relation to their met cognitive skills and emotional competence. The sample for the study represents 500 students of class10th from six secondary schools situated in south west zone of Delhi. The researcher concluded emotional competence and meta cognitive skills contrition to the criterion of learning achievement. It was also found that emotional contributes to learning achievement 30% and 26% respectively.

Sharma, Darshana and Bandhana (2012) : conducted a study entitled " emotional intelligence, Home Environment and problem solving ability of adolescents" the present study was conducted to ascertain the main and interactional effect emotional intelligence home environment and sex on the problem solving ability of adolescent. A random sample of 1007 adolescent was selected from Government and private higher secondary school of Jammu city. Mangal emotional intelligence inventory by s.k. mangal and subhar Mangal, home environment inventory by Karuna Shankar mishra and Problem solving ability test by N.L.Dubey was used to collect the data.

The result revealed that emotional intelligence and home environment has a significant impact of problem solving ability.

3. Objectives of the Study

The aims of the present study is to emotional intelligence of students of art and science stream in relation to their academic achievement. We framed sum specific objectives for the research problem-

1. To study the academic achievements of the students of art and science stream.
2. To find out the emotional intelligence of the students of art and science stream.

4. Hypotheses of the Study

Hypothesis is a tentative solution. Formulated the following hypotheses-

1. There was no significant difference between the students of art and science stream in relation to academic achievement.
2. There was no significant difference between the students of art and science stream in relation to emotional intelligence.

5. Research Methodology

This paper is basically descriptive and analytical in nature. This type's research is usually referred to as ex-post facto or casual comparative research when co relational analysis used as co-relational research. We select both of methods of this study.

6. Materials and methods (Analysis and interpretation)

In the present study academic achievement is treated as an independent variable so it was on first priority for study. The investigator collected the information regarding the academic achievement with help of report card prepared by investigator himself. The self report card included the information of senior secondary and first two years of higher secondary level. Investigator calculated the gross percentage average of addthe scores. This G,P,A. was treated as academic achievement in present study. The mean standard deviation of Gross percentage average is given below-

Raw scores of academic achievement (Science stream)

Students	Mean	Standard Deviation
Male Students	57	5.52
Female Students	65	9.53

Male Students = 296 , Female students =294

Raw scores of academic achievement (Art stream)

Students	Mean	Standard Deviation
Male Students	54	5.23
Female Students	53.62	4.95

Male Students = 238 , Female students = 300

Emotional intelligence of students of science and art stream

In present study emotional intelligence is treated as dependent variable. For the measurement of emotional intelligence investigator used 'Mangal emotional

intelligence inventory’ The total scores obtained by the students on ‘Mangal emotional intelligence inventory’ was considered as emotional intelligence of the students. The mean value and standard deviation of the score are given below which show emotional intelligence for male and female separately-

Raw scores of Emotional intelligence (Art stream)

Students	Mean	Standard Deviation
Male Students	61.73	7.85
Female Students	62.77	8.89

Male Students = 238 , Female students = 300

Score of Academic achievement and Emotional Intelligence

The score obtained by the students of both steam the mean score and standard deviation of the total score of academic achievement and emotional intelligence are given below-

Score of Academic achievement and Emotional Intelligence of both steams

A.A. , E.I Students	Academic Achievement	Emotional Intelligence
Students of science	Mean = 60.40 S.D. = 4.19	Mean = 66.34 S.D. = 8.64
Students of Arts	Mean = 53.62 S.D. = 7.42	Mean = 61.78 S.D. = 13.06

The study the relationship between academic achievement and emotional intelligence, I classified the scores of academic achievement into three parts-

1. Above 60% of Gross Percentage Average assumed as good academic achievement.
2. 50% to 60% of Gross Percentage Average assumed as average academic achievement.
3. Below 50% of Gross Percentage Average assumed as below average academic achievement.

7. Results (Interpretation of Data)

After the tabulation of the data Researcher determined the analysis paradigm on the basis of objectives. To achieve the objectives of the study researcher made the following paradigms:

1. To study the academic achievement of science and art stream.
2. To find out the emotional intelligence of science and art stream.
To study the academic achievement of science and art stream.

Researcher calculated the critical ratio to find out significant difference between the two groups. The C.R. value of these two groups was 10.98. Hypothesis 01 was rejected.

To find out the emotional intelligence of science and art stream.

To find out the significant difference critical value was used by the investigator the value of C.R. 1.42, this value of C.R. is less than the value of 1.96.so the null hypotheses was accepted on 05 level.

8. Discussion

1. There was no significant difference found between the mean score of emotional in relation to science and art steam. The scores of emotional intelligence were same. The students of science stream were found better then the students of art stream in relation to their scores of academic achievement.
2. There was a significant difference found between male and female students of science stream in relation to emotional intelligence. The students of science stream scored higher than the students of art stream in relation to emotional intelligence.
3. There was a significant difference found between male and female students of a both stream in relation to emotional intelligence.

9. Conclusion

Thus, the finding of the study revealed that there no significant difference between the students of science steam and the students of art stream in relation to their emotional intelligence. But there was a significant difference found between the students of science and art steam in relation to their academic achievement. The correlation between academic achievement and emotional intelligence were found positive on the basis academic achievement categories , the students who scored high gross percentage of marks, average gross percentage of marks are correlated positively the scores of emotional intelligence but the level of correlation is low. Let us take the oath that we want an egalitarian society where everybody whether men or women get the equal opportunity to express and uplift one's well being and well being of the society as whole.

The mail objective of the resent research was to find out the level of emotional intelligence of the students at secondary level. The finding of the study revealed that the level of emotional intelligence was below average of science and art steam but the students of science stream were better on the level of emotional intelligence.

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