
EFFECT OF EMOTIONAL QUOTIENT AND INTELLIGENCE QUOTIENT ON ACADEMIC ACHIEVEMENT OF 9TH CLASS STUDENTS

Baljit Kaur
Asstt. Professor
Ambika College of Education, Kharar
tarsem1709@gmail.com

ABSTRACT

There is a great need to study emotional intelligence. After seeing the research literature. The importance of emotional intelligence in this fast growing society itself is contributing to accelerate the research activity. In emotional intelligence as well as other field of life, it will be helpful to provide direction to younger generation to develop emotional intelligence and normal behaviour. Present study reveals emotional intelligence is defined as a set of abilities that include-perceiving, understanding and managing the emotions of the self and others, emotional intelligence promotes successful adaptation across life's diverse social areas.

Introduction

The dictionary meaning of intelligence is the capacity to acquire and apply knowledge. As we all know general intelligence refers to the quickness of understanding. It means how just one can understand the thing, think rationally and deal effectively with the situation.

Till early 90's intelligence quotient had been the measure of success and intelligence of the individual. It was during the late 70's and 80's, that validity of intelligence quotient as the only measure of a person's intelligence was formally questioned. Very recently a shift of emphasis from intelligence quotient (I.Q.) to emotional quotient (E.Q) has been taking place, it means that there is something more to intelligence quotient (I.Q.) which determines success.

Emotional intelligence means making decisions or solving problems within the context of situations and interpersonal relations. Emotional intelligence is the ability to monitor one's own and other's feelings and emotions, to discriminate amount them and to use this information to guide one's thinking and actions. Emotional intelligence is neither genetically fixed nor does it develop only in early childhood. Unlike conventional I.Q.,



which does not increase much after adolescence emotional intelligence can be improved throughout life.

According to Goleman (1995), Emotional Intelligence consists of Five components:

- Self-Awareness
- Managing Emotions
- Motivating Oneself
- Empathy
- Handling relationship

Statement of the problem

THE PROPOSED STUDY HAS BEEN ENTITLED “EFFECT OF EMOTIONAL QUOTIENT AND INTELLIGENCE QUOTIENT ON ACADEMIC ACHIEVEMENT OF 9TH CLASS STUDENTS”.

Objective of the study

1. To find the emotional quotient of 9th class students.
2. To find the intelligence quotient of 9th class students.
3. To study the effect of emotional quotient on academic achievement of 9th class students.
4. To study the effect of intelligence quotient on academic achievement of 9th class students.
5. To study the relationship between emotional quotient and intelligence quotient in relation to academic achievement.

Hypotheses

1. There is a significant relationship between emotional quotient and academic achievement of 9th class students.
2. There is a significant relationship between intelligence quotient and academic Achievement of 9th class students.

Sample

Sample of 100 students of 9th class was randomly selected from two randomly selected Govt. Model Senior Secondary Schools of Chandigarh.

Tools used

1. The group general mental ability test (G.M.A.T.) Constructed by S. Jalota (1972).



2. Sevenfold Emotional Intelligence Scale (SFFIS) constructed by Vinit Khera and Sarabjit Kaur (1999).
3. Collection of Data (1) Emotional quotient scores as collected through sevenfold Emotional Intelligence Scale (SFEIS)
4. Intelligence quotient scores as collected through Group General Mental Ability Test (G.M.A.).
5. Academic Achievement Scores Taken from School record.

Statistical Techniques Used.

Descriptive and Inferential statistical techniques were used. Multiple correlation has been worked out to see the composite effect of Emotional quotient and intelligence quotient on academic achievement.

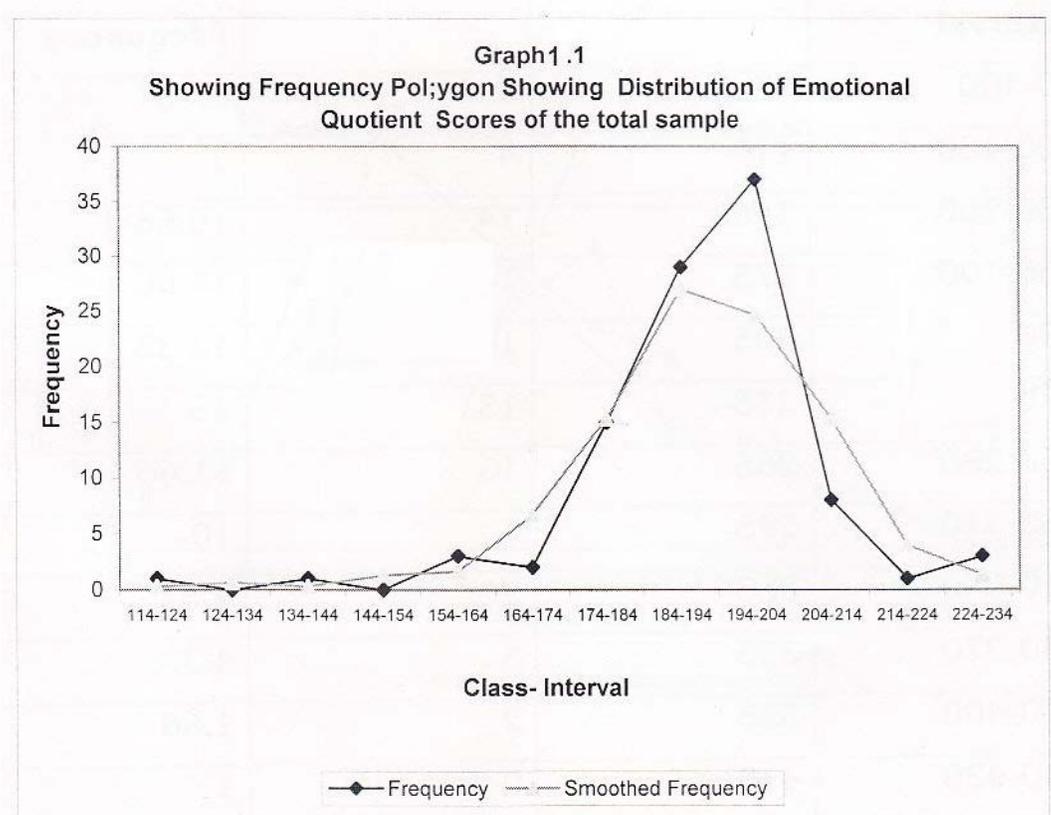
Interpretation and discussion based on descriptive statistics:

Results of Emotional Quotient Score

N	Mean	Median	S.D.	S.K.	K.U.
100	190.79	193.00	15.6246	-1.455	6.683

Graph-1.1
Frequency polygon showing distribution of Emotional Quotient Scores of the total sample





DISCUSSION:

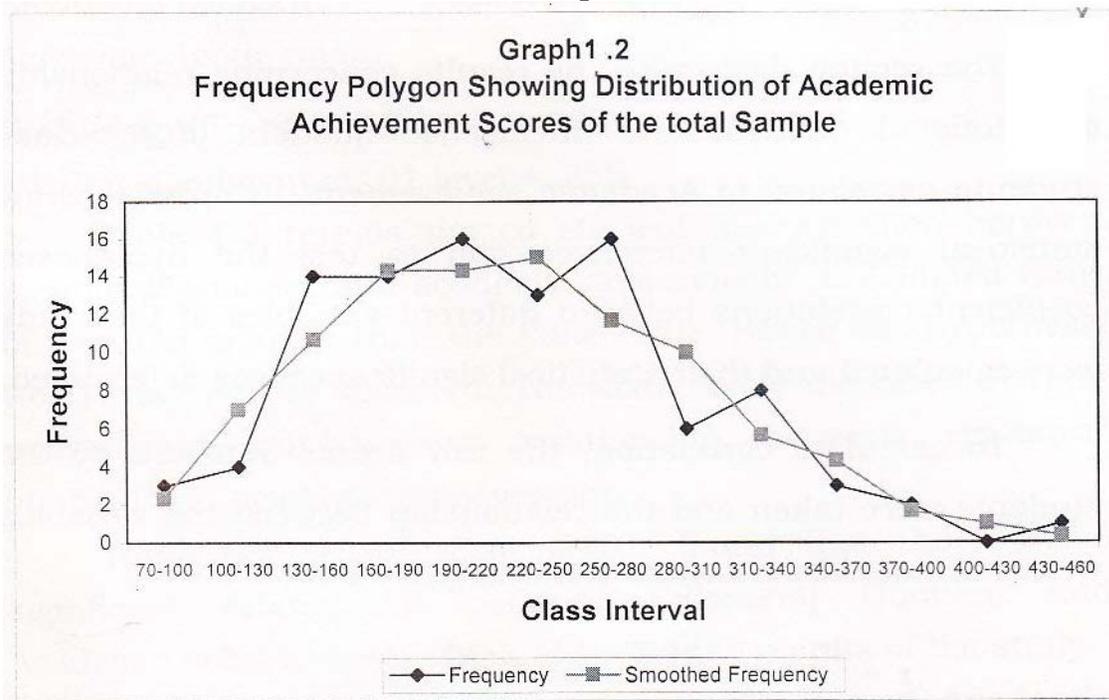
Table 1.1 Shows that the mean value of emotional quotient is 190.79 and median is 193.00 which are close to each other suggesting that distribution of scores near normal. The value of skewness -1.455 indicates that the Polygon 1.1 is negatively skewed. The value of kurtosis 6.683 is greater than the normal limit (0.263), which indicates that the curve is Leptokurtic.

Results of Academic Achievement Score :

N	Mean	Median	S.D.	S.K.	K.U.
100	220.74	214.00	71.071	.441	-.002

Graph 1.2

Frequency Polygon showing distribution of academic achievement scores of the total sample.



Discussion

Table 1.2 shows that the mean value of academic achievement score is 220.74 and the median is 214.00 Suggesting that the distribution of scores is slightly away from normal. The skewness .441 indicates positively skewed Polygon. The Kurtosis -.002 Proves that the curve is less than the normal limit (0.263) which indicates that the curve is platykurtic.

Table 1.3
Table showing Relationship Between
emotional quotient and academic achievement

Variable	N	Correlation
Emotional Quotient	100	.075
Academic Achievement	100	

* Value significant at .05 level = .195

** Value significant at .01 level = .255

Table 1.3 reveals the co efficient of correlation between emotional quotient and academic achievement. Calculated value of $r = .075$ is lower than the table value. Hence our hypothesis No.1 may not be accepted. The above table indicates there is nonsignificant but positive relationship between emotional quotient and academic achievement.

Tapia (1998) and Scot (2001) found that there is no significant relationship between emotional quotient and Academic Achievement, which supports the results of the study.

Relationship between Intelligence Quotient and Academic achievement.

According to hypothesis 2 there is a significant relationship between intelligence quotient and academic achievement of 9th class students.

Table 1.4

Table showing Relationship between intelligence quotient and academic achievement

Variable	N	Correlation
Intelligence Quotient	100	0.224*
Academic Achievement	100	

* Value significant at .05 level = .195

** Value significant at .01 level = .255

Table 1.4 reveals the co efficient of correlation between Intelligence quotient and academic achievement. The r value obtained is 0.224* is higher than the able value of 0.195 at 0.05 level but lower than 0.255 at 0.01 level of significance. Thus r between intelligence quotient and academic achievement is significant at 0.05 level of significance. Hence our hypothesis No. 2 may be accepted.

In the light of this result the relation ship between intelligence quotient and academic achievement is confirmed. It implies that intelligence has direct effect on academic achievement More the Intelligence quotient more would be the academic achievement.

Rupinder (2003) and Navpreet (2003) found positive and significant relationship between intelligence and academic achievement.

Result and conclusions

The following conclusions have been drawn on the basis of the analysis and discussion of result in chapter IV:-



1. The coefficient of correlation between emotional scores of students and their academic achievement scores is insignificant at .05 level of significance. This implies that emotional quotient of a student is not significant predictor of his achievement.

In the light of the above results and inferences drawn from them, the first hypothesis of this investigation which predicted insignificant relationship between the emotional quotient and academic achievement of the students of 9th class is verified and, hence, may not be accepted.

2. The co-efficient of correlation between intelligence scores of students and their academic achievement scores were significant at .05 level of significant. Thus it can be inferred that the intelligence of students is a significant predictor or determiner of his/her academic achievement. The higher intelligence, the greater will be the academic achievement of the student.

The results and inferences drawn from the data suggest that the second hypothesis of the study which postulated positive relationship between intelligence quotient and academic achievement of students is verified and, hence, retained.

Conclusion

The concept- emotional Intelligence being a new concept is emerging at a rapid pace. The findings of this research work to indicate that emotional intelligence is needed in every sphere, being it the academic side or the personal one. Emotional intelligence is the combination of 'Emotions' and 'Intelligence'. It does not mean giving free rein to feelings letting it all hang out". But it means managing feeling and emotions intelligently so that they are expressed appropriately and effectively.

Level of emotional intelligence is not fixed nor does it develop during the childhood like I.Q, which changes little after our teens, Emotional Intelligence is to be largely turned and continues to develop as we go through life and learn from our experiences and once we are adapt at handling our emotions intelligently, we are better human beings.

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