



## A study of emotional intelligence of the student of 11<sup>th</sup> standards of art and science stream in relation to their academic achievement

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### Abstract

Emotional stability affects the behavior of a person. It is an interesting matter to know the effects of its academic achievement. In the present study, the main objective of the researcher was studying the relationship between academic achievement and emotional stability of different streams and different gender of students of higher secondary school.

### Introduction

Emotional information is use to guide thinking and behavior, and manages and/or adjusts emotions to adapt to environments or achieve one's goal. Studies have shown that people with high emotional intelligence have greater mental health, job performance, and skills. So it becomes necessary to study relation between academic achievement and emotional intelligence. How it may be impact on different academic level of student. So the researcher interest to know significance different between academic achievement and emotional intelligence.

### Research problem

A study of emotional intelligence of the student of 11<sup>th</sup> standard of art and science stream in relation to their academic achievement.

### Objective

1. To study the academic achievements of the male students of 11<sup>th</sup> standard of art and science stream.
2. To find out the emotional intelligence of male the students of 11<sup>th</sup> standard of art and science stream.
3. To study the academic achievements of the female students of 11<sup>th</sup> standard of art and science stream.
4. To find out the emotional intelligence of female the students of 11<sup>th</sup> standard of art and science stream.

### Hypothesis

1. There is no significance different between academic achievements of the male students of 11<sup>th</sup> standard of art and science stream.
2. There is no significance different between the emotional intelligence of the male students of 11<sup>th</sup> standard of art and science stream.
3. There is no significance different between academic achievements of the female students of 11<sup>th</sup> standard of art and science stream.
4. There is no significance different between the emotional intelligence of the female students of 11<sup>th</sup> standard of art and science stream.



### Research area and limitation

1. The present study is limited to the government high schools of Bagasara Taluka.
2. The sample presented in the present study is limited to the children of the Government Higher Secondary School in Bagasara taluka of Amreli district in India.
3. The present study was limited to standard eleven only.

### 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.

### Population and sample

During the academic year of 2018-19, students studying in class 11 of the Arts and Science stream studying at the granted higher secondary school of Bagasara Taluka of Amreli district were the population in the present study.

Total number of student in arts stream is 256 and in science steam is 136. There are 120 male students and 136 female students in arts steam. There are 85 male students and 51 female students in science steam.

Randomly 20 percentage students selected for the sample. So the sample of this research describe in below table.

**Sample of this study**

	ARTS STEAM	SCIENCE STEAM	TOTAL
MALE	24	17	41
FEMALE	27	11	38
TOTAL	51	28	79

### Information gathering process

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 of standard 10<sup>th</sup> board exam, with help of report card. The score of standard 10<sup>th</sup> board exam was counted as

Academic achievement score of the student.

In present study emotional intelligence is treated as dependent variable. For the measurement of emotional intelligence investigator used Mangal emotional intelligence inventory. In this inventory contains 100 test statements divided n to four parts for being responded as Yes or No. There is no right or wrong answer to a question given in the booklet. After reading a particular question and considering what is appropriate for student, students have to simply respond to it as Yes or No. Students provide free and frank responses without any fear and hesitation. There is no time limit for providing responses. The total scores obtained by the students on "Mangal emotional intelligence inventory" were considered as emotional intelligence of the students.

### Data analysis and interpretation

For data analyses of null hypothesis find out the t-ratio at significance level 0.05.

**T-ratio of male arts and science student academic achievement**

	NUMBER	MEAN	SD	S <sub>ED</sub>	T-RATIO	SIGNIFICANCE AT LEVEL 0.05
<b>ARTS</b>	24	59.54	16.31	87.92	0.217	YES
<b>SCIENCE</b>	17	78.65				

Here value of t-ratio 0.217 is the greater than 2.02 (for df = 39) so the null hypothesis cannot be accept.

**T-ratio of male arts and science student Emotional Intelligence**

	NUMBER	MEAN	SD	S <sub>ED</sub>	T-RATIO	SIGNIFICANCE AT LEVEL 0.05
<b>ARTS</b>	24	73.42	21.89	117.98	0.0288	NO
<b>SCIENCE</b>	17	76.82				

Here value of t-ratio 0.0288 is the less than 2.02 (for df = 39) so the null hypothesis can be accept.

**T-ratio of female arts and science student academic achievement**

	NUMBER	MEAN	SD	S <sub>ED</sub>	T-RATIO	SIGNIFICANCE AT LEVEL 0.05
<b>ARTS</b>	27	56.33	14.22	55.98	0.252	YES
<b>SCIENCE</b>	11	70.46				

Here value of t-ratio 0.252 is the greater than 2.02 (for df = 36) so the null hypothesis cannot be accept.

**T-ratio of female arts and science student Emotional Intelligence**

	NUMBER	MEAN	SD	S <sub>ED</sub>	T-RATIO	SIGNIFICANCE AT LEVEL 0.05
<b>ARTS</b>	27	75.77	24.84	97.74	0.0115	NO
<b>SCIENCE</b>	11	76.91				

Here value of t-ratio 0.0115 is the greater than 2.02 (for df = 36) so the null hypothesis can be accept.

**Findings**

1. There is significance different between academic achievements of the male students of 11<sup>th</sup> standard of art and science stream can be seen at level 0.05. The students of science stream were found better then the students of art stream in relation to their scores of academic achievement.
2. There is no significance different between the emotional intelligence of the male students of 11<sup>th</sup> standard of art and science stream at level 0.05. The scores of emotional intelligence were almost same.
3. There is significance different between academic achievements of the female students of 11<sup>th</sup> standard of art and science stream at level 0.05. The students of science stream were



found better than the students of art stream in relation to their scores of academic achievement.

4. There is no significance different between the emotional intelligence of the female students of 11<sup>th</sup> standard of art and science stream at level 0.05. The scores of emotional intelligence were almost same.

#### **Guidance for future research**

1. We can study this type of research for different population like commerce and arts faculty students.
2. We can study relation between emotional number and intelligence.

#### **References**

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