

A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO SELF-CONCEPT AND EMOTIONAL INTELLIGENCE OF SENIOR SECONDARY SCHOOL STUDENTS

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Abstract

Self-concept is always crucial for everyone in making various decisions in their lives. Individuals having positive self-concept will be more optimistic, confident and positive about everything, which in turn can lead to better emotional intelligence. This research aims to provide an overview related to the relationship between self-concept and emotional intelligence. Individual who is able identify himself through experiences from interaction with others tends to exercise him to have a better emotional intelligence. In this case, many factors affect the establishment of self-concept. Basically, how to apply emotional intelligence has begun with self-concept in the midst of their environment. Keywords:

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Keyword

Self-Concept, Emotional Intelligence of Senior Secondary School Students.

Introduction:

Academy is a necessary factor that helps in catching about different differences in persons and is society too. This is the main reason of development of any advance society. When educated people face the problem in the earning this progress of society gets slow. It is observed education drags economic, social and political growth into the society. According to Kumar (2013), "Education is the process of developing the capabilities and potentialities of individual so as to prepare the individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function." As per www.mu.ac.in, "the essential elements in the educative process are a creative mind, a well-integrated self, socially useful purposes and experience related to the interests of the individual, environment provided, needs and abilities of the individual as of a social group etc. it can be understood as the deliberate and systematic influence exerted by any individual through instruction, and discipline." Therefore, education is filled with understanding, creativity and smartness which is very much required for a member to be a part of the society.

Education frequently takes place under the guidance's of others, but on the other hand, it may also be autodidactic. It can takes place both in formal or informal settings. In India, Education comes from both public and private sectors. And funds provide from central, state and local level.

The most main aims of academics are to grow the students through providing proper condition for them so to reach the highest levels of academic achievement. In fact, in the field of education academic achievement holds a cardinal place and is considered as the outstanding inducement for the progress of individuals. Educational achievement is a leading key to success of students, actions and performance, educators' efforts and significance of curriculum and educational objectives.

Academic Achievement:

In educational life academic achievement is highly valued. This term, academic achievement holds a cardinal place in the field of education and is considered as the outstanding inducement for the progress of individuals. This term is believed to be the coinage of Plato, the great Greek Philosopher. According to him, "Academic achievement is attainable level, at which a student functions in his or her school task through a regular curriculum in a fixed place to which he named as the academy." Mohanty (1988) said that "achievement ordinarily means actual ability here as capacity means potential ability."

Noble (2006) said that students academic accomplishments and activities, perceptions of their coping strategies and position attributions, and background characteristics (i.e. family income, parents level of education, guidance from parents and number of negative situations in the home) were indirectly related to their composite scores, through academic achievement in high school. Shaarawi (2006) found that the most important factor with positive effect on students performance is students competence in English. If the students have strong communication skills and how strong grip on English, it increase the performance of the students. The performance of the students is affected by communication skills; it is possible to see communication skills; it is possible to see communication as a variable which may be positively related to performance of the student in open learning. Raychoudhari, et.al (2010) found that numerous academic performance.

SELF-CONCEPT

In the modern age, 'self-concept' has been recognized as a potent means for making a deep study of personality as it helps in understanding human behavior. It is now believed that self is a principal controlling agent which shapes human destiny. In reality, 'self' is viewed by the majority of self-psychologists as the nucleus of human body. Self-concept is one's own image in one's eye. Every person tries to equip oneself in such a manner so as to be liked by others. The development of self-concept involves a slow process of differentiation in which the child gradually emerges into focus out of his total world of awareness and defines more clearly just who and what he is and his position in relation to this environment.

The concept of development of self-concept constitutes a person's assets and liabilities in relation to his environment. The effectiveness and adequacy of the development of self-concept is, to a large extent, a result of the early parent-child relationship, the learning experience, a child gains and social environment. Changes in the individual's self-concept may occur at any time during his life but especially, these occur at the beginning of each development phase. Thus a person develops his self-concept on the basis of what he thinks of himself and it affects his learning in turn.

SELF-CONCEPT AND ACADEMIC ACHIEVEMENT

In recent decades there has been growing realization of the importance of self-concept as a means of understanding and predicting human behavior. Self-concept plays an important role in the academic achievement of the individual. Many studies have showed that a positive self-concept is required for higher academic achievement. It is necessary for a teacher to know about the self-concept so that she can teacher the students according to their needs. If the teachers are

versatile they still have to know how, to use the most effective and productive approach to the task they have to perform and the subject matter they have to study. Teacher can also do something to give direction to the student to achieve the maximum performance in the subject.

EMOTIONAL INTELLIGENCE

An emotion has been defined as "a complex feeling state with psychic, somatic and behavioural components that are related to affect mood" (Kalpanand Sadock, 1998). The term emotional Intelligence has been rooted from the social intelligence, which was first coined by E.L. Thorndike in 1920 (in Dasin and Behera, 2004). "Emotional Quotient" (EQ) is used interchangeable with 'Emotional intelligence'. For the first time Salovey and Mayer (1990) conceptualized the term emotional intelligence that consisted of three different categories of adaptive abilities. Firstly, it is appraisal and expression of the self as well as others. In the self there are verbal and non-verbal components, in the other there are non-verbal perception and empathy. Secondary, there is a regulation of emotion in the self and others. Thirdly, it is utilization of emotion that includes flexible planning, creative thinking, redirected attention and motivation.

NEED AND SIGNIFICANCE OF THE STUDY

The term academic achievement is related to the acquisition of principles and generalizations and the capacity to perform efficiently. Assessment of academic performance has been largely confined to the evaluation in terms of information, knowledge and understanding, certain manipulations of objects, symbols and ideas. Academic achievement is employed as a customary criterion to measure the level of knowledge, understanding and acquisition of skill.

The self-concept is another important map by which every individual consults in order to understand himself, especially during the moments when there is need to concentrate on one leaving the other back. A good number of researches have also been conducted on emotional intelligence and it was found to be appearing as an important factor in the prediction of academic success of the students.

Various studies have been conducted on study habits, self-concept, emotional intelligence and academic achievement separately. But, while reviewing the related literature the investigator could not lay her hands on such studies that explored the effect of study habits, self-concept and emotional intelligence of senior secondary school students on their academic achievement by having all these variables together. Keeping this in mind, the investigator visualized a need to study achievement in relation to the study-habits, self-concept and emotional intelligence of senior secondary school students.

Objective of the study:**The objectives of the study are as follows:**

1. To study the correlation between educational attainment and self-concept of senior secondary school pupils.
2. To study the correlation between educational attainment and self-concept of senior secondary school boys.
3. To study the correlation between educational attainment and self-concept of senior secondary school female.
4. To study the correlation between educational attainment and self-concept of senior secondary school rural students.

Hypotheses of the study:

1. There is no eloquent correlation between the educational attainments and self-concept of senior secondary school pupils.
2. There is no eloquent correlation between the educational attainments and self-concept of boy senior secondary school pupils.
3. There is no eloquent correlation between the educational attainments and self-concept of female senior secondary school pupils.
4. There is no eloquent correlation between the educational attainments and self-concept of rural senior secondary school pupils.

Delimitations of the study :

Keeping in view the limitation of available time and resource, the present deep study and consideration worked out in the following delimitations to define scope of the problem under examination.

- (i) The study is restricted to the senior secondary school situated in Kurukshetra only.
- (ii) The study is restricted to pupils studying in Govt. and Private schools affiliated to CBSE only.
- (iii) The study is delimited to 800 senior secondary school pupils only.
- (iv) The study is delimited in respect of the variables also. The study is delimited to one dependent variable i.e. Educational attainment and three independent variable i.e. learning habits, self concept and emotional empathy.

Population: A population is very essential for any research. a inhabitant mention to any collection of declared associations of human beings or of inhuman entities such as objects, educational academy and schools, time slot, also geographical locality. A population is any

group of individuals of a specific type or limited part of the group. (Best 1977). All the students of 11th and 12th class in various schools of New Delhi constituted the target inhabitants for this study of Kurukshetra District.

Sample: Sampling is the process by which a relatively small number of individuals, article or incident are selected and analyzed in order to find about entire inhabitants from whom it was selected. A representative proportion of the inhabitants is called sample. To obtain a delegate sample the researcher selects units in a specified way under controlled conditions. On the basis of locality of out of 300 wards 152 one belonging to rural area and one belong to urban area.

In the present research all the CBSE affiliated academy's students studying in secondary classes of Haryana state constitution state are sampled. Further samples of 300 students, 150 boys' wards and 150 girls' wards were selected from the CBSE academies, sampling approach.

Tools used in the study: - After determining the sample of the study the next step was to select a suitable tool of data. Selection of tools depends upon the objectives of the study and the size and nature of the sample. The investigator has used the following tools for her study.

Statistical Techniques used: For the purpose of analysis of data the frequencies were calculated for each item of the questionnaires. Also the score value and the scale value for each item were calculated in order to determine the rank order of the different items/statements. For the purpose of analysis of data, Pearson Product Moment correlation was used on the basis of the tools, procedures, methods and statistical calculations, according to the manual.

TOOLS USED IN THE STUDY

1. Self Concept Inventory by Saraswat (2011).
2. Emotional Intelligence Scale (EIS) by Hyde, Pethe and Dhar (2002).
3. Academic Achievement: Academic Achievement is defined as total marks obtained in the previous class i.e. 10th standard.

Procedure for Data Collection

For the purpose of collecting data, the researcher went around to different schools of New Delhi. Research took permission in written duly signed by the concerned authorities. The students were told to read respond to each item solely on the basis of how the item applies to his or her own feelings about the world of work. The time limit for the completion of total test was 2 hours. For collecting data, rapport was established with the students by giving self introduction, purpose and objectives of the study in brief. They were assured of the maintenance of secrecy of their responses and statements. It was made clear to them that the results will be kept confidential and will be used for research made clear them that the results will be kept

confidential and will be used for research purpose only. After establishing rapport with the students, they were asked to fill the top columns of personal particulars before the test started. They were told to mark the responses of the study was explained to them well in advance orally so that they may direct the students and teachers to come with frank and fair mind.

Statistical Techniques Used

Statistical Techniques are employed on the raw score to make it meaningful and to test the significance of the scores. Without use of statistical techniques raw scores do not have their own meaning and weight. Having obtained scores on all the variables, the investigator adopted appropriate statistical design to analyze the data. These statistical designs were chosen keeping in the view the requirement of the objectives and corresponding hypotheses of the study.

Pearson Product Moment correlation 'r' were employed to examined the Academic Achievement of Senior Secondary School Students in Relation to Study Habits, Self-Concept and Emotional Intelligence.

RESULT AND FINDINGS OF THE STUDY

Table 1.1

Coefficient of Correlation (r) between Academic Achievement and Emotional Intelligence of Senior Secondary School Students

Sr. No.	Variables	N	Coefficient of Correlation(r)	Level of Significance
1.	Academic Achievement	300	0.281	Significant
2.	Emotional Intelligence	300		

'r' value 0.281 > table value 0.148 (at 0.01 level) ; 0.113 (at 0.05 level)

A Perusal of Table 4.11 shows that the obtained 'r' value 0.281 between academic achievement and emotional intelligence of senior secondary school students is found higher than the table value i.e. 0.148 that is significant at 0.01 level of significance. So the null hypothesis "There is no significant relationship between the academic achievement and emotional intelligence of senior secondary school students" is **rejected**. This reveals that emotional intelligence is significantly related to academic achievement of senior secondary school students. The magnitude of 'r' indicates positive correlation which means that increase in emotional intelligence scores leads to increase in academic achievement scores and vice versa. The results is in consonance with the study conducted by Mishra (2012) who also found a positive relationship between emotional intelligence and academic achievement of senior secondary school students.

Table 1.2

**Coefficient of Correlation (r) between Academic Achievement and Emotional Intelligence
of Senior Secondary School Male Students**

Sr. No.	Variables	N	Coefficient of Correlation(r)	Level of Significance
1.	Academic Achievement	160	0.220	Significant
2.	Emotional Intelligence	160		

'r' value $0.220 >$ table value 0.208 (at 0.01 level) ; 0.159 (at 0.05 level)

A Perusal of Table 4.12 shows that the obtained 'r' value 0.220 between academic achievement and emotional intelligence of senior secondary school male students is found higher than the table value i.e. 0.208 that is significant at 0.01 level of significance. So the null hypothesis "There is no significant relationship between the academic achievement and emotional intelligence of senior secondary school male students" is **rejected**. This reveals that emotional intelligence is significantly related to academic achievement of senior secondary school male students. The magnitude of 'r' indicates positive correlation which means that increase in emotional intelligence scores leads to increase in academic achievement scores and vice versa. The reason behind this may be that male students with high emotional intelligence are aware about their strength and weakness and are able to use them in right way which makes them highly successful.

Table 1.3

**Coefficient of Correlation (r) between Academic Achievement and Emotional Intelligence
of Senior Secondary School Female Students**

Sr. No.	Variables	N	Coefficient of Correlation(r)	Level of Significance
1.	Academic Achievement	140	0.338	Significant
2.	Emotional Intelligence	140		

'r' value $0.338 >$ table value 0.208 (at 0.01 level) ; 0.159 (at 0.05 level)

A Perusal of Table 4.13 shows that the obtained 'r' value 0.338 between academic achievement and emotional intelligence of senior secondary female school students is found higher than the table value i.e. 0.208 that is significant at 0.01 level of significance. So the null hypothesis

"There is no significant relationship between the academic achievement and emotional intelligence of senior secondary school female students" is **rejected**. This reveals that emotional intelligence is significantly related to academic achievement of senior secondary school female students. The magnitude of 'r' indicates positive correlation which means that increase in emotional intelligence scores leads to increase in academic achievement scores and vice versa. Similar study conducted by Mishra (2012) who also found a positive relationship between emotional intelligence and academic achievement of senior secondary girl students.

Table 1.4

Coefficient of Correlation (r) between Academic Achievement and Emotional Intelligence of Senior Secondary School Rural Students

Sr. No.	Variables	N	Coefficient of Correlation(r)	Level of Significance
1.	Academic Achievement	152	0.224	Significant
2.	Emotional Intelligence	152		

'r' value $0.224 > \text{table value } 0.208 \text{ (at } 0.01 \text{ level)} ; 0.159 \text{ (at } 0.05 \text{ level)}$

A Perusal of Table 4.14 shows that the obtained 'r' value 0.224 between academic achievement and emotional intelligence of senior secondary rural school students is found higher than the table value i.e. 0.208 that is significant at 0.01 level of significance. So the null hypothesis "There is no significant relationship between the academic achievement and emotional intelligence of senior secondary school rural students" is **rejected**. This reveals that emotional intelligence is significantly related to academic achievement of senior secondary school rural students. The magnitude of 'r' indicates positive correlation which means that increase in emotional intelligence scores leads to increase in academic achievement scores and vice versa. The present results is supported by the result of Aminuddin, Tajularipin and Rohaizan (2009) who examined emotional intelligence level among students in rural areas and found that emotional intelligence is closely related to the students' academic achievement.

1. Significant relationship was found between academic achievement and self-concept of female senior secondary school students. So the null hypothesis "There is no significant relationship between the academic achievement and self-concept of female senior secondary school students" was rejected. The magnitude of 'r' indicates

- positive correlation which means that increase in self-concept scores leads to increase to increase in academic achievement scores and vice versa. As female senior secondary student with increased self-concept are able to understand and recognize the information received in class and which results in increases achievement.
2. It was found that significant relationship exists between academic achievement and self-concept of rural senior secondary school students. So the null hypothesis "There is no significant relationship between the academic achievement and self-concept of rural senior secondary school students" was rejected. The magnitude of 'r' indicates positive correlation which means that increase in self-concept scores leads to increase in academic achievement scores and vice versa. This can be due to the fact that rural senior secondary school students with high self concept are able to adjust with the environment and focus on their studies and thus high achievement.
 3. Significant relationship was found between academic achievement and self-concept of urban senior secondary school students. So the null hypothesis "There is no significant relationship between the academic achievement and self-concept of urban senior secondary school students" was rejected. The magnitude of 'r' indicates positive correlation which means that increase in self-concept scores leads to increase in academic achievement scores and vice versa. This can be due to the reason that urban students with high self-concept have the potential to facilitate the realization of goals and also to achieve them successfully.
 4. It was found that there exists significant relationship between academic achievement and emotional intelligence of senior secondary school students. So, the null hypothesis "There is no significant relationship between the academic achievement and emotional intelligence of senior secondary school students" was rejected. The magnitude of 'r' indicates positive correlation between academic achievement and emotional intelligence which means that increase in emotional intelligence scores leads to increase in academic achievement and vice versa. The results in consonance with the study conducted by Mishra (2012) who also found a positive relationship between emotional intelligence and academic achievement of senior secondary school students.

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