

# RESEARCH AND REFLECTIONS ON EDUCATION

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\* *ACADEMIC ACHIEVEMENT, EMOTIONAL INTELLIGENCE AND HOME ENVIRONMENT*

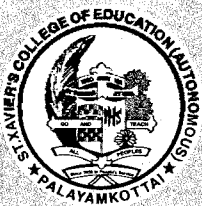
\* *CONSTRUCTION OF CLASSROOM MANAGEMENT SCALE (CMS)*

\* *EMOTIONAL INTELLIGENCE AND ADJUSTMENT*

\* *EMOTIONAL INTELLIGENCE, STRESS AND ACADEMIC ACHIEVEMENT*

\* *EFFECTIVENESS OF FOLK GAMES ON COMPETENCY OF COLOUR SYMBOLS*

\* *TIME MANAGEMENT AND ACADEMIC ACHIEVEMENT*



**St. Xavier's College of Education  
(Autonomous)**

**[Re-accredited (3rd cycle) at 'A' Grade by NAAC with CGPA : 3.67]**

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Principal

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Dear Readers,



Greetings from Editorial Board!

As we approach the last phase of the academic year, our senior students in Universities and colleges must be preparing for the campus interviews, which would decide their future. The employers, most of them, expect the candidates to be not merely excellent with academic qualifications but specifically qualified for human relationships, which is otherwise named as emotional intelligence. The management of emotions in a meaningful and balanced manner in a smaller environment ensures better human relationship and enhances the customer-satisfaction. The two domains of emotional intelligence, namely personal and social competences, comprehensively evaluate the person as a social animal. Personal competence indicates the ability of the person to have deeper personal awareness and management of one's emotions, whereas social competence deals with abilities of a person for a smoother social relation with neighbors.

Transcending the literal understanding of teaching, the teacher has to be more of a person with human face than being a robot of programmed actions in the classroom. An effective teacher is known for his or her in-depth knowledge, interactive pedagogy, down-to-earth examples, context based elaborative discussion, and finally, maximum of human touch. This is ultimately the question of management of persons, academically and socially in the classroom. Where there is deeper awareness about oneself, there will be more understanding of others in reality; it is the empathy. That is how we learn, that self-awareness and empathy are called as mother soft skills. Efforts are to be enhanced in all the teacher education institutions so that the prospective teachers pay attention to the need of identifying their strengths, weaknesses and challenges and thus they remain firm in their vision and mission of imparting a human-value based education in this world of crimes and silent-culture.

As usual, we have six papers in this issue of RRE; do go through them and be benefitted of the same. We also invite new articles and research papers of original work and thus help us maintain the quality. We would like to let you know, ours is the peer-reviewed journal and the online issue is available in the journal website; online reading could be done easily. The papers published in our journal are also recognized by UGC for performance scoring system, as our journal is a peer-reviewed. Continue to support us with quality papers.

Thanking you

With regards

Editorial Board




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# EMOTIONAL INTELLIGENCE, STRESS AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

Research  
Paper

## ABSTRACT

*The present investigation is an attempt to study Emotional Intelligence, Stress and Academic Achievement of High School Students. The population of the present study consisted of high school students studying in the schools at Kanyakumari and Tirunelveli districts. The sample consisted of 900 IX and X standard students from the schools at Kanyakumari and Tirunelveli districts. The survey method was used. The tools used for this study were : (i) the Emotional Intelligence scale developed by by Anukool Hyde, Sanjay Pethe and Upinder Dhar (2002) and (ii) ABE Stress Scale developed and validated by the investigators (2013). The marks secured by the sample in the half yearly examination were used as the academic achievement score. The study revealed a significant influence of emotional intelligence and stress on the academic achievement of high school students.*

## INTRODUCTION

Emotional intelligence bestows people the power to control their emotions and of others. It also motivates oneself and persists in the face of frustrations; to control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think, and to empathize and to hope. Stress depends on the person's evaluation of his/her ability to cope with whatever is threatening him/her. The intensity and duration of stress changes depend on the circumstances and emotional condition of the person who is facing stress. The central aim of all educational efforts is on the academic achievement of students. Emotional intelligence and stress are the two factors that affect the academic achievement of the students.

## NEED AND IMPORTANCE OF THE STUDY

Emotions play an important role in life and contribute to the personal and social development of an individual. Proper training and education will go a long way to enable the young people to control their emotions and obtain mental balance and stability. Majority of the students are poor in life skills because the society has not bothered to teach the basic essentials of handling anger and resolving them in a proper way. So with the changing time students have become the centre of concern, not only about their capacity, but also their creativity, emotions and interpersonal skills. Emotional intelligence is a novel area with regard to research especially with regard to testing emotional intelligence and in establishing the role of emotional intelligence during the

adolescent stage.

Stress is necessary and unavoidable concomitant of daily living; it is necessary because without some stress one will be listless and apathetic creature. Overstress causes problems and discomfort and serious effects on people. So it becomes an important topic in academic circles because students face stress when they enter in the education field, hence it needs more attention. It is important to the society that students shall learn and acquire the necessary knowledge and skills that will lead to success, which in turn make them contribute positively to the development of the nation. Students who are emotionally intelligent can successfully manage the stressful situation.

The education at high school level is the most important and a turning point in the educational life of students. To concentrate on one's study and come out with flying colours in the academic field, the high school students need to be emotionally well balanced and adjusted. The major goal of school education at any level is attainment of academic excellence by the students. With this in view the

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investigators attempt to study the Emotional Intelligence, Stress and Academic Achievement of High School Students.

### OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference among the first, second and third and above born high school students in their emotional intelligence and stress.
2. To find out whether there is any significant influence of emotional intelligence and stress on the academic achievement of high school students.

### HYPOTHESES

1. There is no significant difference among the first, second and third and above born high school students in their emotional intelligence and its dimensions.
2. There is no significant difference among the first, second and third and above born high school students in their stress and its dimensions.
3. There is no significant influence of emotional intelligence and stress on the academic achievement of high school students.

### METHOD ADOPTED

Method adopted for the present study was the survey method.

### TOOLS USED

Emotional Intelligence scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) and ABE Stress Scale (2013) prepared and validated by the investigators (2013) were the tools used for this study. The marks secured by the sample in the half yearly examination were used as the academic achievement score.

### POPULATION AND SAMPLE

The population of the present study consisted of students studying in the high schools of Kanyakumari and Tirunelveli districts. The sample consisted of 900 IX and X standard students studying in the high schools at Kanyakumari and Tirunelveli districts.

### ANALYSIS OF DATA

#### Hypothesis 1

There is no significant difference among the first, second and third and above born high school students in their emotional intelligence and its dimensions.

**Table 1**

### DIFFERENCE AMONG THE FIRST, SECOND AND THIRD AND ABOVE BORN HIGH SCHOOL STUDENTS IN THEIR EMOTIONAL INTELLIGENCE AND ITS DIMENSIONS

*Research Paper*

Dimension	Sum of Squares		Mean Square		Calculated F-value	p-value	Remark
	Between	Within	Between	Within			
Self awareness	26.756	7495.404	13.378	8.356	1.601	0.202	NS
Empathy	26.965	15813	13.482	17.629	0.765	0.466	NS
Self motivation	26.423	18007.69	13.211	20.075	0.658	0.518	NS
Emotional stability	41.034	9924.356	20.517	11.064	1.854	0.157	NS
Managing relations	12.939	7798.7	6.47	8.694	0.744	0.475	NS
Integrity	12.76	4911.35	6.38	5.475	1.165	0.312	NS
Self Development	10.132	2924.68	5.066	3.261	1.554	0.212	NS
Value orientation	19.807	9156.925	9.904	10.208	0.97	0.379	NS
Commitment	14.759	2611.12	7.379	2.911	2.535	0.08	NS
Altruistic behaviour	10.698	6279.498	5.349	7.001	0.764	0.466	NS
Emotional intelligence	336.588	232077.1	168.294	258.73	0.65	0.522	NS

It is inferred from the above table that there is no significant difference among the first, second and third and above born high school students in their emotional intelligence and its dimensions.

#### Hypothesis 2

There is no significant difference among the first, second and third and above born high school students in their stress and its dimensions.

**Table 2**

### DIFFERENCE AMONG THE FIRST, SECOND AND THIRD AND ABOVE BORN HIGH SCHOOL STUDENTS IN THEIR STRESS AND ITS DIMENSIONS

Dimension	Sum of Squares		Mean Square Variance		Calculated F-value	p-value	Remark
	Between	Within	Between	Within			
Family Stress	64.271	9172.95	32.135	10.226	3.142	0.044	S
Examination Stress	6.688	15909.4	3.344	17.736	0.189	0.828	NS
Personal Stress	89.579	45883.9	44.789	51.153	0.876	0.417	NS
Classroom Stress	89.945	8328.57	44.973	9.285	4.844	0.008	S
Social Stress	81.059	6205.13	40.529	6.918	5.859	0.003	S
Stress	1189.67	163447	594.835	182.215	3.264	0.039	S

It is inferred from the above table that there is significant difference among the first, second and third and above born high school students in their family, classroom and social stress. But there is no significant difference among the first, second and third and above born high school students in their examination and personal and stress.

The result is further analysed and the findings are given below:

**Table 2(a)**

**Scheffe test scores for the dimension family stress**

Birth order	N	Subset for alpha = 0.05	
		1	2
Third and above	156	20.88	
Second	384	21.27	21.27
First	360		21.63

Scheffe test scores shows that the first born high school students (21.63) are better than the second (21.27) and the third and above born (20.88) in their family stress.

**Table 2(b)**

**Scheffe test scores for the dimension classroom stress**

Birth order	N	Subset for alpha = 0.05	
		1	2
Third and above	156	21.07	
Second	384	21.58	21.58
First	360		21.96

Scheffe test scores shows that the first born high school students (21.96) are better than the second (21.58) and the third and above born (21.07) in their classroom stress.

**Table 2(c)**

**Scheffe test scores for the dimension social stress**

Birth order	N	Subset for alpha = 0.05	
		1	2
Third and above	156	16.67	
Second	384	17.12	17.12
First	360		17.51

Scheffe test scores shows that the first born high school students (17.51) are better than the second (17.12) and the third and above born (16.67) in their social stress.

**Table 2(d)**

**Scheffe test scores for stress**

Research Paper

Birth order	N	Subset for alpha = 0.05	
		1	2
Third and above	156	107.97	
Second	384		110.41
First	360		111.28

Scheffe test scores shows that the first born high school students (111.28) are better than the second (110.41) and the third and above born (107.97) in their stress.

**Hypothesis : 3**

There is no significant influence of emotional intelligence and stress on the academic achievement of high school students.

**Table : 3**

**INFLUENCE OF EMOTIONAL INTELLIGENCE AND STRESS ON THE ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS**

Model	Sum of Squares	df	Mean Square	R	R <sup>2</sup>	F-value	P-value
Regression	187780.913	2	93890.457E	0.156	0.024	11.154	0.000
Residual	7550863.616	897	8417.908				

It is inferred from the table that there is a significant influence of emotional intelligence and stress on the academic achievement of high school students.

**Findings and Discussions**

1. No significant difference is revealed among the first, second and third and above born high school students in their emotional intelligence and its dimensions. This may be due to the fact that parents give equal importance to their children irrespective of their order of birth through promoting skills of emotions in order to become emotionally intelligent.

2. Significant difference is revealed among the first, second and third and above born high school students in their family, classroom and social stress. The first born have more stress than second and third and above born high school students. This may be due to the fact that first born students have more sense of responsibility and often fail to maintain a harmonious relationship between themselves and the social environment.

3. Significant influence is revealed on the academic achievement of high school students by emotional intelligence and stress. This may be due to the fact that nowadays parents are well trained both in psychological and cognitive aspects

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## CONCLUSIONS AND IMPLICATIONS

### Findings

On the basis of the above discussion the following conclusions have been derived.

1. There is a significant difference between the control group and the experimental group in their post- test mean scores.
2. The achievement of the experimental group of children in the said competency is higher than that of the control group in the post test.
3. The children's attitude towards achieving the said competency through folk game strategy is very encouraging.

### Educational implications

Thus the present study reveals that , while learning the said competency through folk games, the children's achievement is higher. Because, i) primacy is given to their experience and it creates an enjoyable environment. ii) Visuals play a major role and they facilitate their learning. iii) Games create interest and enthusiasm among the children iv) It encourages the slow learners and they learn with ease.

### RECOMMENDATIONS

The investigator has given the following recommendations based on his findings.

1. Teachers of primary classes could concentrate on the native games.
2. Teachers can select one or two games that could be used as a teaching strategy.
3. Teachers can try the same with the children and modify the game so as to make it an effective and interesting way of learning some concepts.

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Research  
Paper

### RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND...

This study reveals an intrinsic relationship between Emotional Intelligence and Adjustment among Ho tribe high school students. However, the level of emotional intelligence and adjustment of high school students is moderate. So an effective programme on guidance shall be provided to the students for increasing the level of emotional intelligence and adjustment. It will help them to enhance these two capabilities, which is considered to be the determinant of success in their school life.

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and they make their children to inculcate a positive attitude of emotions, discriminating what is right and what is wrong. This may help them to cope with the problems they face in their environment without expressing their emotions in a negative way even though in a stressful situation which may make them feel awake reflecting their achievement.

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