

A STUDY ON EMOTIONAL INTELLIGENCE IN RELATION TO ACHIEVEMENT IN COMMERCE OF HIGHER SECONDARY STUDENTS

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Abstract

The aim of the present study to identify the emotional intelligence in relation to achievement in commerce of higher secondary students. Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001) and Achievement Test in Commerce constructed and validated by the investigator. Normative survey method has been used in the present investigation. Purposive sampling technique has been used in the selection of 967 higher secondary students studying in Chengalpattu district of Tamilnadu State, India. Findings revealed that the level of emotional intelligence is high and achievement in commerce is average. There is significant difference in the emotional intelligence and achievement in commerce of higher secondary students with respect to their gender, there is no significant difference in the emotional intelligence and achievement in commerce of higher secondary students with respect to their locality of the school and there is significant and positive relationship between achievement in commerce and emotional intelligence of higher secondary students.

Key Words: Emotional Intelligence, Achievement in Commerce, Gender, Locality of the School and Higher Secondary Students

1. Introduction

Emotional Intelligence is the ability of any person to understand its own emotions and to differentiate between different feelings. It also belongs to managing and adjusting the emotions to achieve the required goals. It can be seen that a person who is having high emotional intelligence is able to understand the negative impact of emotions on their minds, bodies, relationships and their capabilities to achieve something

Achievement is taken as a key criterion to evaluate one's total potentialities and capabilities. It occupies a very important place in teaching and learning process. One of the best legacies a nation can offer its citizen is education especially for the younger generation. For this reason, the development of a nation or a community depends entirely on the quality of education of such a nation. The basis of any genuine development must begin with the development of human resources.

2. Need and Importance of the Study

The structure of commerce involves abstract concepts, ideas and theories related to business, management, accounting and like and the mode of curriculum transaction strategies demands the learners to discover patterns and relationship in highly structured schemes that prompts to strengthen their cognitive processing and thereby solve pertinent issues and problems. Emotions have valuable information about relationships, behavior and every aspect of the human life around us. The most recent research shows that emotions are constructive and do contribute to enhance performance and better decision making both at job and in private life. So the investigator felt the need for conducting this study to find out the emotional intelligence and academic achievement in commerce of higher secondary students

3. Review of Literature

Kumar (2020) attempted to study the emotional intelligence of higher secondary school students. A random sampling method was used. The sample consisted of 300 higher secondary school students. The result shows that emotional intelligence was independent of gender, subject, locality of the school, type of family, father's occupation, and family income. The level of higher secondary school student's emotional intelligence was average in nature. The female students are better than the male students on their emotional intelligence.

Alpana Verma and NisarAhmad Kumar (2019) conducted a study on academic achievement of higher secondary school students in relation to their emotional intelligence. Academic achievement and emotional intelligence of 140 Higher secondary school students (Male=70, Female=70) was studied. Mangal Emotional Intelligence Inventory (2004) was used to study the Emotional Intelligence and marks scored in the previous class were used to assess the academic achievement. Demographic information was collected and Mean, S.D., t test and product moment correlation of Pearson were calculated. Can't significant difference was found among higher secondary school students having high and low emotional intelligence. Cant' Significant positive relationship was found between academic achievement and emotional intelligence among higher secondary school students.

4. Operational Definitions of the Study

Learning style

In the present study learning style refers to the way or style of learning by the studying XI standard students in commerce.

Achievement in commerce

In the present study Achievement in commerce refers to the scores obtained by the XI standard students in commerce subject conducted by the investigator.

5. Objectives of the Study

1. To find out the level of emotional intelligence of higher secondary students.
2. To find out the level of academic achievement in commerce higher secondary students.
3. To find out whether there is any significant difference in the emotional intelligence of higher secondary students with regard to the gender.
4. To find out whether there is any significant difference in the emotional intelligence of higher secondary students with regard to the locality of the school.
5. To find out whether there is any significant difference in the achievement in commerce of higher secondary students with regard to the gender.
6. To find out whether there is any significant difference in the achievement in commerce of higher secondary students with regard to the locality of the school.
7. To find out whether there is any significant relationship between academic achievement in commerce and emotional intelligence of higher secondary students.

6. Hypotheses of the Study

1. The level of emotional intelligence of higher secondary students is low.
2. The level of academic achievement in commerce higher secondary students is low.
3. There is no significant difference in the emotional intelligence of higher secondary students with regard to the gender.
4. There is no significant difference in the emotional intelligence of higher secondary students with regard to the locality of the school.
5. There is no significant difference in the achievement in commerce of higher secondary students with regard to the gender.
6. There is no significant difference in the achievement in commerce of higher secondary students with regard to the locality of the school.
7. There is no significant relationship between academic achievement in commerce and emotional intelligence of higher secondary students.

7 Method of the Study and Sample Used

The normative survey method was adopted in the present study.

The present investigation, 967 higher secondary school commerce students studying in Chengalpattu District, Tamilnadu State in India have been selected as the sample using purposive sampling technique.

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8. Analysis of Data and Interpretation

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test)
3. Co-relational Analyses (Karl Pearson Product Moment Correlation) and

Descriptive Analysis

Result of Hypothesis 1

The level of emotional intelligence of higher secondary students is low.

Table-1

Showing the Mean and Standard Deviation Scores of Emotional Intelligence of Higher Secondary Students

Variable	N	Mean	SD
Emotional Intelligence	967	115.21	18.40

From table-1, the calculated mean and standard deviation for emotional intelligence scores of the entire sample is found to be 115.21 and 18.40 respectively, which is higher than the mid score (102), Hence, the framed hypothesis (1) is rejected and it is concluded that the emotional intelligence of higher secondary students is high.

Result of Hypothesis 2

The level of academic achievement in commerce higher secondary students is low.

Table 2

Mean and Standard Deviation for the Achievement in Commerce Scores of Higher secondary students

Variable	N	Mean	SD
Achievement in Commerce	967	39.60	6.36

From table-2, the calculated mean and standard deviation for achievement in Commerce scores of the entire sample is found to be 39.60 and 6.36 respectively, which mean score lay in between (49-70), Hence, the framed hypothesis (2) is rejected and it is concluded that the achievement in commerce of higher secondary students is average.



Differential Analysis

Result of Hypothesis 3

There is no significant difference in the emotional intelligence of higher secondary students with respect to their gender.

Table-3

Mean Difference of Emotional Intelligence Scores of Higher secondary students with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Emotional Intelligence	Male	554	114.10	18.02	2.30	Significant
	Female	413	117.19	19.27		

It is seen from the above table that the 't' value calculated is 2.30, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis (3) is rejected and it is concluded that there is significant difference in the emotional intelligence of higher secondary students with respect to their gender. It is also inferred that female students are having more emotional intelligence than the male students.

Result of Hypothesis 4

There is no significant difference in the emotional intelligence of higher secondary students with respect to their locality of the school.

Table-4

Mean Difference of Emotional Intelligence Scores of Higher secondary students with regard to Locality of the School

Variable	Locality of the School	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Emotional Intelligence	Rural	486	115.54	18.65	0.11	Not Significant
	Urban	481	116.15	18.61		

It is seen from the above table that the 't' value calculated is 0.11, which is lesser than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis (4) is accepted and it is concluded that there is no significant difference in the emotional intelligence of higher secondary students with respect to their locality of the school.

Result of Hypothesis 5

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There is no significant difference in the achievement in commerce of higher secondary students with regard to the gender.

Table-5
Mean Difference of Achievement in Commerce Scores of Higher secondary students with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Achievement in Commerce	Male	554	37.54	5.94	4.06	Significant
	Female	413	42.25	6.82		

It is seen from the above table that the 't' value calculated is 4.06, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 7(a) is rejected and it is concluded that there is significant difference in the achievement in commerce of higher secondary students with respect to their gender. It is also inferred that female students are having more achievement in commerce than the male students.

Result of Hypothesis 6

There is no significant difference in the achievement in commerce of higher secondary students with respect to their locality of the school.

Table-6
Mean Difference of Achievement in Commerce Scores of Higher secondary students with regard to Locality of the School

Variable	Locality of the School	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Achievement in Commerce	Rural	486	39.72	5.03	1.74	Not Significant
	Urban	481	40.50	6.01		

It is seen from the above table that the 't' value calculated is 1.74, which is lesser than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis (6) is accepted and it is concluded that there is no significant difference in the achievement in commerce of higher secondary students with respect to their locality of the school.

Correlation Analysis

Result of Hypothesis 7

There is no significant relationship between achievement in Commerce and emotional intelligence of higher secondary students.

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**Co-Efficient of Correlation between Achievement in Commerce and Emotional
Intelligence of Higher secondary students**

Variable	N	'r' Value	Level of Significance
Achievement in Commerce and Emotional Intelligence	967	.424**	Significant

Table-7 shows, the co-efficient of correlation between achievement in commerce and emotional intelligence of higher secondary students is found to be $N=967$, $r=.424$ at 0.01 level which indicates that there is positive correlation between achievement in commerce and emotional intelligence of higher secondary students scores. Therefore the stated hypothesis is rejected and it is concluded that there is significant and positive relationship between achievement in commerce and emotional intelligence of higher secondary students.

9. Findings of the Study

- The level of the Enactive emotional intelligence is average of higher secondary students.
- The level of achievement in commerce of higher secondary students is average.
- There is significant difference in the emotional intelligence of higher secondary students with respect to their gender.
- There is no significant difference in the emotional intelligence of higher secondary students with respect to their locality of the school.
- There is significant difference in the achievement in commerce of higher secondary students with respect to their gender.
- There is no significant difference in the achievement in commerce of higher secondary students with respect to their locality of the school.
- There is significant and positive relationship between achievement in commerce and emotional intelligence of higher secondary students.

10. Conclusion

In the present study of the emotional intelligence in relation to achievement in commerce of higher secondary students, findings revealed that the high level of emotional intelligence and also achievement in commerce is average of higher secondary student. It is also find out there is significant and positive relationship between achievement in Commerce and emotional intelligence of higher secondary students.

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