

EMOTIONAL COMPETENCY AND ITS RELATION TO ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOL ADOLESCENTS FROM DELHI, NCR: A CORRELATIONAL STUDY

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Running Title- Emotional Competency and Academic Achievement in Secondary School Adolescent.

Abstract:

Role of emotion in classroom setting is one of the emerging educational strategy, the educational psychologist are suggesting for better classroom management and effectiveness in academic performance. Numbers of studies, confirmed a strong relationship of emotional competency and academic achievement. Although some studies conducted in relation to emotional competency and academic performance of school aged students, the numbers are still negligible especially in India. Therefore, the present study was planned to see the relationship between emotional competency and academic achievement of secondary school students. Besides that the study was also intended to see the difference of emotional competency and academic performance between male and female students. The results of the present study confirmed the first hypothesis- there will be a significant relationship between emotional competency and academic achievement. Further, the second hypothesis of the present study- there will be significant difference of emotional competency and academic achievement is partially accepted which means in some domains of emotional competency and in academic performance, male and female students are significantly different. In this regard, it can be concluded that, proper emotional management in educational sector can improve the academic performance of the students.

Key Words: Emotional competency, Adequate depth of feeling, Ability to function with emotions, Encouragement of positive emotions, Academic achievement.

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INTRODUCTION:

Quality education stresses on all round development of a child in scholastic as well as co-scholastic area. In this relation effects are being made for imparting values education, strengthening emotional competence etc. In the educational setting, people are now more concern about the psychological well-being by managing the affective states of affairs of both teachers and students that can directly and indirectly enhance the teaching learning performance of the teachers and overall development of the students. In this concern, Karsli, Gündüz, and Ural, (2000) stated that, in the educational science, psychological perspective focusing general intelligence, academic intelligence, social intelligence and especially the emotional intelligence and presented through emotional competency will play the vital role. From their study (e.g. Elias, White, & Stepney, 2014) related to emotional competency and role of emotion in academic proficiency and excellency of students, other researchers (e.g. Jennings, & Greenberg, 2009) suggested the a pro-social classroom model by highlighting the teacher's social and emotional competence (SEC) and well-being in

the development and maintenance of supportive teacher-student relationship, effective classroom management and successful social and emotional learning program implementation. Researches (e.g. (Ashkansy, Hartel & Zerbe, 2000; Lopes, Salovey & Straus, 2003) it can be revealed that the managing emotion in day to life improve the interpersonal skills. The interpersonal interactions help an individual to develop new approaches related to social competencies and emotional abilities for interaction with teachers, peers and others in school setting, what is also directly enhance the academic proficiency in school aged children. The attainment of learning outcomes requires a series of planned and organized experiences. Good (1959) viewed that "academic achievement can be understood as the knowledge attained or the skills developed in the school subjects, which are usually designed by the test scores or marks gained in the scholastic subjects or by the test scores assigned by the teacher".

Rathod, (2008) affirmed that, students with high academic

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achievement are better in self regulation behaviour than to their counterparts those are poor in academic achievement. Study conducted by O'Connor and Little (2003) confirmed a positive relationship between emotional intelligence and overall academic performance. Some other studies, (e.g. Barchard, 2003; Lam & Kirby, 2002; Parker, Summerfeldt, Hogan, & Majeski, 2004) also confirmed a positive correlation between emotional intelligence and high-school students. Moreover, Parker, Summerfeldt, Hogan, and Majeski, (2004) confirmed that emotional intelligence is one of the significant predictor of academic success. The reverse positive relationship is also observed between academic performance and emotional competency in student population (Low & Nelson, 2004; Brackett, et al. 2004; Brackett & Salovey, 2006; Mayer, Salovey & Caruso, 2004). Gupta, (2000) found that those who are not emotionally mature Adjustment problems have been found to be negatively associated with achievement.

Besides this, Yahaya et al. (2012) revealed that there is a significant relationship between the level of academic achievement and self-awareness, emotional management and empathy. The gender difference in emotional intelligence also observed in different studies. Singh, and Dhingra, (2005) conducted a study to see the difference between male and female school going adolescents and observed that, there is significant difference of emotional intelligence between male and female students. On contrary Patil and Kumar, (2006) found no significant difference of emotional intelligence between male and female school going students. Although some of the studies conducted to see the relationship between emotional intelligence and academic achievement of school going adolescent, still the number in Indian sector is very negligible. Besides that, in very school setting and in Indian educational system, till date there is no such importance of emotional intelligent given by the authorities or even in pre-service and in-service training, there is no such importance of introduction or inclusion of emotional intelligence.

Some of the Indian studies (e.g. Gupta, 2000) also affirmed a negative or no association between emotional intelligence and academic performance. On the other hand in relation to academic performance, the study of Hilton, and Berglund, (1974) confirmed the academic difference especially in mathematics between male and female students but the study Benbow, (1992) found no significant difference between male and female. Therefore the present study was planned to see the impact of emotional intelligence on academic performance of school going adolescent as emotional intelligence has lots of influence on academic performance and the results of the study can suggest the importance of emotional intelligence to improve the academic performance of students. Following the above rationale and studies conducted in relation to emotional intelligence and academic performance, the researcher developed the following objective(s) to see the relationship between emotional competency and academic performance in relation to the both male and female genders.

Objectives:.

To find out the relationship between emotional competency and academic performance of secondary schools going students

To compare the emotional competence and academic performance of male and female secondary schools going students

Hypotheses

1. There will be significant relationship between emotional competency and academic performance of secondary schools going students.
2. There will be significant difference of emotional competence and academic performance of male and female secondary schools going students.

Sample: A total of (N=200), secondary school going adolescents (n1=100, Male students) and (n2=100, Female students) were participated in the present study. The age range of the participants were 13 to 16 years ranging from 8th grade to 10 grade studying in different secondary school system. The entire sample were selected following a random sampling technique targeting different secondary schools situated in Delhi, NCR.

Materials:

Emotional Competence Scale, (Bhardwaj & Sharma, 1995): The Emotional competency scale developed by Bhardwaj and Sharma, (1995) is a thirty item scale, intended to measure the emotional competency of an individual in his/her day to day social life. The scale contents five sub-domains such as (a) Adequate depth of feeling; (b) Adequate expression and control of emotions; (c) Ability to function with emotions; (d) Ability to cope with problem emotions; and (e) Encouragement of Positive Emotions of emotional. The scale is based on a five point Likert's Scale starting from 1 to 5. highest score indicates, high emotional competency and vice verse. The reliability of the scale computed through test-retest and split-half method is 0.74 and 0.76 respectively. The validity of this scale has been determined by correlating with factor A and C of Cattell's 16 personality factor found to be 0.64 & 0.69 respectively.

The Academic Achievement: The academic achievement of the participants in the present study followed the average performance of last two examination score of the participants participated in the present study obtained from the school record with the permission of the school authorities.

Research Design: The present study is based on a single case experimental design, where the gender is the independent variable and the emotional competency and academic performance are considered as the dependent variable. The data were collected individually from each participants at a time and the interpretation was made on the mean score of the group data.

Settings and Ethical Concern: The entire data of the present study are collected from the school setting of the participants, with the help of their concerned class teachers. The consent from each participants were also obtained before the

collection of information related to the present study. The permission from respective school authorities also taken before the original study.

Procedure: With a proper rapport formation and in a warm atmosphere, the participants were instructed to fill the Items of Emotional Competency scale. If at any moment, the participants were requiring any help in understanding the meaning of any item, the researchers, explained in a simple and comprehensive manner. Besides that, the information related to the academic performance of each participants those were participated in the present study were collected from their last two exam average score of total performance. The data collection procedure was same for both male and female participants participated in the present study.

SCORING AND DATA ANALYSIS: After collection of information related to emotional competency and academic achievement, all the data were entered item wise in excel sheet. To see the relationship between all the domains of emotional competency and the academic performance, the researcher converted to percentage of score for the uniformity of data for the analysis of Pearson's Product movement correlation. The Comparison of information related to emotional competency and academic performance, the researcher used Student's 't' test between male and female secondary school going participants. The entire data were analyzed using IBM-SPSS 22.0

RESULTS AND DISCUSSION: The Results of the present study is based on the inter-correlation of different domains of emotional competency and academic achievement of both male and female participants and the comparisons of the domains of emotional competency and academic achievement between male and female student participants.

The inter-correlation of domains of emotional competency and academic achievement of Male participants: The inter-correlation results of male participants of the present study between the domains of emotional competency and academic performance indicate that, there is a positive correlation exist between Adequate depth of Feeling and Ability to cope with problem ($r=0.356^*$); followed by a positive significant correlation between Adequate depth of Feeling and Ability to function with emotion ($r=0.437^{**}$); a positive significant correlation between Adequate depth of Feeling and Adequate Expression ($r=0.573^{**}$); a positive significant correlation between Adequate depth of Feeling and Encouragement of positive emotions ($r=0.521^{**}$); a positive significant correlation between Adequate depth of Feeling and Academic Achievement ($r=0.427^{**}$).

There is a positive correlation exist between Ability to cope with problem and Ability to function with emotion ($r=0.672^{**}$); followed by a positive significant correlation between Ability to cope with problem and Adequate Expression ($r=0.547^{**}$); a positive significant correlation between Ability to cope with problem and Encouragement of positive emotions ($r=0.625^{**}$) a positive significant correlation between Ability to cope with problem and

Academic Achievement ($r=0.572^{**}$).

The correlation results indicate a positive significant correlation between Ability to function with emotion and Adequate Expression ($r=0.465^{**}$); followed by a positive significant correlation between Ability to function with emotion and Encouragement of positive emotions ($r=0.673^{**}$) a positive significant correlation between Ability to function with emotion and Academic Achievement ($r=0.593^{**}$).

The correlation results indicate a positive significant correlation between Adequate Expression and Encouragement of positive emotions ($r=0.483^{**}$) followed by a positive significant correlation between Adequate Expression and Academic Achievement ($r=0.724^{**}$); and there is a positive correlation exist between Encouragement of positive emotions and academic achievement ($r=0.547^{**}$). Table-1 depicts the inter-correlation of domains of emotional competency and academic achievement of male participants.

The inter-correlation of domains of emotional competency and academic achievement of female participants:

The inter-correlation results of female participants of the present study between the domains of emotional competency and academic performance indicate that, there is a positive correlation exist between Adequate depth of Feeling and Ability to cope with problem ($r=0.387^*$); followed by a positive significant correlation between Adequate depth of Feeling and Ability to function with emotion ($r=0.425^{**}$); a positive significant correlation between Adequate depth of Feeling and Adequate Expression ($r=0.536^{**}$); a positive significant correlation between Adequate depth of Feeling and Encouragement of positive emotions ($r=0.483^{**}$); a positive significant correlation between Adequate depth of Feeling and Academic Achievement ($r=0.516^{**}$).

There is a positive correlation exist between Ability to cope with problem and Ability to function with emotion ($r=0.538^{**}$); followed by a positive significant correlation between Ability to cope with problem and Adequate Expression ($r=0.546^{**}$); a positive significant correlation between Ability to cope with problem and Encouragement of positive emotions ($r=0.614^{**}$) a positive significant correlation between Ability to cope with problem and Academic Achievement ($r=0.627^{**}$).

The correlation results indicate a positive significant correlation between Ability to function with emotion and Adequate Expression ($r=0.468^{**}$); followed by a positive significant correlation between Ability to function with emotion and Encouragement of positive emotions ($r=0.629^{**}$) a positive significant correlation between Ability to function with emotion and Academic Achievement ($r=0.613^{**}$).

The correlation results indicate a positive significant correlation between Adequate Expression and Encouragement of positive emotions ($r=0.541^{**}$) followed by a positive significant correlation between Adequate Expression and Academic Achievement ($r=0.635^{**}$); and there is a positive correlation exist between Encouragement of positive emotions and academic achievement ($r=$

0.563**). Table-2 depicts the inter-correlation of domains of emotional competency and academic achievement of male participants. In this context, it can be said that, the first hypothesis of the present study- There will be significant relationship between emotional competency and academic performance of secondary schools going students is accepted.. Some of the previous studies (Low & Nelson, 2004; Brackett, et al. 2004; Brackett & Salovey, 2006; Mayer, Salovey & Caruso, 2004); Gupta, 2000) observed no significant correlation between emotional competency and academic achievement. But some studies, (e.g. Yahaya et al. 2012) revealed that there is a significant relationship between the level of academic achievement and self-awareness, emotional management and empathy.

Table-1: Inter-correlation between the domains of emotional competency and academic performance of Male Participants.

Variable	Adequate depth of Feeling	Ability to cope with problem	Ability to function with emotion	Adequate Expression	Encouragement of positive emotions	Academic Achievement
Adequate depth of feeling	1	0.356**	0.437**	0.573**	0.521**	0.427**
Ability to cope with problem		1	0.672**	0.547**	0.625**	.572**
Ability to function with emotion			1	0.465**	0.673**	0.593**
Adequate Expression				1	0.483**	0.724**
Encouragement of positive emotions					1	0.572**
Academic Achievement						1

Table-2: Inter-correlation between the domains of emotional competency and academic performance of Female Participants.

Variable	Adequate depth of Feeling	Ability to cope with problem	Ability to function with emotion	Adequate Expression	Encouragement of positive emotions	Academic Achievement
Adequate depth of feeling	1	0.387**	0.425**	0.536**	0.483**	0.516**
Ability to cope with problem		1	0.538**	0.546**	0.614**	0.627**
Ability to function with emotion			1	0.468**	0.629**	0.613**
Adequate Expression				1	0.541**	0.635**
Encouragement of positive emotions					1	0.563**
Academic Achievement						1

Comparison of Emotional Competency and Academic Achievement between Male and Female Secondary School Students (df=198): The mean score of Adequate depth of feeling of Emotional Competency of male participants is 18.46±5.16. The mean score of Adequate depth of feeling of Emotional Competency of female participants is 18.07±4.55. The comparison results of Adequate depth of feeling of Emotional Competency between male and female participants indicate no significant difference (df=198, t=0.88, P=0.753). The mean score of Ability to cope with problem of Emotional Competency of male participants is 19.59±3.98. The mean score of Ability to

cope with problem of Emotional Competency of female participants is 19.35±3.52. The comparison results of Ability to cope with problem of Emotional Competency between male and female participants indicate no significant difference (df=198, t=0.73, P=0.793).

The mean score of Ability to function with emotion of Emotional Competency of male participants is 17.06±5.40. The mean score of Ability to function with emotion of Emotional Competency of female participants is 17.71±5.15. The comparison results of Ability to function with emotion of Emotional Competency between male and female participants indicate no significant difference (df=198, t=1.38, P=0.362). The mean score of Adequate Expression of Emotional Competency of male participants is 17.09±5.16. The mean score of Adequate Expression of Emotional Competency of female participants is 18.36±4.62. The comparison results of Adequate Expression of Emotional Competency between male and female participants indicate no significant difference (df=198, t=2.97, P=0.008**).

The mean score of Encouragement of positive emotions of Emotional Competency of male participants is 15.94±6.54. The mean score of Encouragement of positive emotions of Emotional Competency of female participants is 17.59±6.53. The comparison results of Encouragement of positive emotions of Emotional Competency between male and female participants indicate no significant difference (df=198, t=2.81, P=0.014**). The mean score of Academic Achievement of male participants is 67.54±8.45. The mean score of Academic Achievement of female participants is 69.98±8.92. The comparison results of Academic Achievement between male and female participants indicate no significant difference (df=198, t=2.86, P=0.013**). Table-3 depicts the difference of emotional competency and academic achievement between male and female participants. The mean comparison results of the present study of emotional competency and academic achievement between male and female participants partially accepted the second hypothesis by showing the difference in the domains of emotional competency such as Adequate Expression (p=0.008**), Encouragement of positive emotions (P=0.014**) and Academic Achievement (P=0.013**). But it other domains of emotional competency such as Adequate depth of feeling, Ability to cope with, problem, Ability to function with emotion, although there is the mean difference but it is not significant. Some of the previous studies (e.g. Singh, and Dhingra, (2005) affirmed a significant difference of emotional intelligence between male and female students. On contrary Patil and Kumar, (2006) found no significant difference of emotional intelligence between male and female school going students. The study of Hilton, and Berglund, (1974) confirmed the academic difference especially in mathematics between amale and female students but the study Benbow, (1992) found no significant difference between male and female. But in many cases, people observed difference of academic performance between male and female students.

Table-3: Comparison of Emotional Competency and Academic Achievement between Male and Female Secondary School Students (df=198).

S.No	Name of the components	Groups	Mean	S.D	t=Value	P=Value
1	Adequate depth of feeling	Male	18.46	5.16	0.88	0.753
		Female	18.07	4.55		
2	Ability to cope with problem	Male	19.59	3.98	0.73	0.793
		Female	19.35	3.52		
3	Ability to function with emotion	Male	17.06	5.40	1.38	0.362
		Female	17.71	5.15		
4	Adequate Expression	Male	17.09	5.16	2.97	0.008**
		Female	18.36	4.62		
5	Encouragement of positive emotions	Male	15.94	6.54	2.81	0.014**
		Female	17.59	6.53		
6	Academic Achievement	Male	67.54	8.45	2..86	0.013**
		Female	69.98	8.92		

CONCLUSION AND SUGGESTIONS: From the results of the present study and some of the previous studies conducted in this concern, it can be concluded that, emotional competency is one of the important factors that plays an important role in academic performance of the school going children. Therefore in some of the school system, teachers and parents should focus on emotional competency in children not only for academic performance but also for overall development of a child for healthy social and educational life. Besides this, from the present study and from some of the previous studies, it is also observed that, there is a significant difference of academic performance between male and female school going adolescents where female are performing better than to male. The reason might be that, female are emotionally more matured than to their male counterparts. So a balanced emotional competency can be developed in children for academic and other development of his/her life.

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