

## ACADEMIC ACHIEVEMENT WITH EMOTIONAL COMPETENCE, LEARNING STYLE & ACADEMIC ANXIETY: A CORRELATION STUDY OF HIGH SCHOOL STUDENTS

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### Abstract

The present study attempted to explore the relationship of Academic Achievement with Emotional Competence, Learning Style and Academic Anxiety among 9<sup>th</sup> class students. Descriptive survey method employed for the present exploration. Random sampling techniques used to select the sample of 300 school students studying in 9<sup>th</sup> class of Gohana town. Emotional Competence Scale (EC-S) developed by Sharma, H.G. (2007), Learning Style Inventory Scale by Dr. Misra, K.S. (2012), Academic Anxiety scale by Dr. Singh, A.K. (1984) and performance of students in previous examination used as an Academic Achievement and to collect the raw data. Mean, S.D's & r-value compute on Excel were used for the purpose of data analysis. The finding of the study revealed the positive correlation between Academic Achievement and Emotional Competence, Academic Achievement and Learning Style, Academic Achievement and Academic Anxiety among 9<sup>th</sup> class students of Gohana town.

**Keywords:** Academic Achievement, Emotional Competence, Learning Style, Academic Anxiety.



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Education is not only the statement of information by the teacher or the acquirement of knowledge by the child but it is the agreement development of the individuality. Education consists of all those experiences which an individual freely develops himself nature in a free and unrestrained environment. India being a developing country of the world, has occupied the position under the category of third world nations, so very obviously the typical characteristics that India possesses, anxiety, stress, frustration, poverty, unemployment, dualistic economic, high growth of population heavy independence on agriculture etc. Education is undoubtedly accepted as the strongest weapon to fight with all these evils. It is considered as one of the most important inputs for socio-economic development. Education is the most significant factor in achieving rapid economic development, technological progress and balanced growth of society. Primary education is fundamentally desired for social development, whereas higher education brings force to the Nation. Education is the process

of increasing the capacities and potentials of the individuals to organize that individual who face various burning problems.

The term “Academic Achievement” is said to be the coinage of the great Greek Philosopher, Plato, According to Plato “Academic achievement means the attainment 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.” Achievement ordinarily means actual ability whereas capacity means impending ability. Good (1945) defines academic achievement as, “knowledge obtained or skills developed in the school subjects, usually designed by test scores or by marks assigned by teachers, or by both”. In the present study academic achievement refers to the marks obtained by the secondary school students. Academic behavior is something of great importance to parents, teachers and students themselves.

Emotional competence refers to one’s ability to express or release one’s central feelings (emotions). It implies an ease around others and determines one’s ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others. Emotional competence can lead to improve health through avoiding stress that would otherwise result from suppressing emotions.

Learning style theorists have identified specific characteristics of learning and have organized these characteristics into specific “classifications” of learners. Sarasin’s synthesis of these theories is designed to provide an approach “that can be easily translated into strategies in a college or university classroom setting. An individual’s learning style “is the way he or she concentrates on, processes, internalizes, and remembers new and difficult academic information or skills”. Individuals approach learning differently due to differences in their learning styles.

Anxiety is one of the psychophysiology difficulties (Callahan, 2001). The symptoms can be psychological physical or environmental challenges. There are various forms of anxiety, which includes excessive worrying, a sense of fear, restlessness, overly emotional responses, and negative thinking. Some people when anxious they appear to be calm, but the brain never stops thinking. Experts have many definitions to describe anxiety. Sarason in Harris *et al.* (2003), “anxiety is a basic human emotion consisting of apprehension and uncertainty that typically appears when an individual perceives an occurrence as being a threat to the ego or self-esteem. In its conceptualization, individuals with high levels of anxiety generally hold heightened levels of trait anxiety, but in evaluative situations, the state of anxiety also

elevates”.Prima Vitasari et al. / Procedia (2008) “*Social and Behavioral Sciences*”Anxiety while studying is a major predictor of academic performance. Little is known that there exist a possible association between high level of anxiety and low academic performance among students.

## **THEORETICAL FRAMEWORK**

The review also elaborate the relationship of Academic Anxiety & Emotional Competence & Academic Achievement. Gupta (1987) found that locus of control, anxiety, level of aspiration was correlated negatively with academic achievement; socio economic status had significant positive correlation with academic achievement; boys were high achievers, more internally controlled and less anxious than girls. Tobias in Ibrahim (1996) has been recognized that anxiety plays significant role in student's learning and academic performance; moreover anxiety has been known to have both facilitating and debilitating effects on academic achievement. Briana(2006) showed that the highest performing managers having significantly more ‘emotional’ competence than other managers. Researchers have been looking at the correlation of anxiety and the effect of academic performance among school students; they found that among high school students with higher level of anxiety have lower academic performance and greater anxiety would be associated with poorer academic achievement (Luigi *et al.*, 2007).Sarita & Kavita(2016) revealed that no significant difference in educational anxiety with its dimensions among male and female secondary school students. While, a significant difference found in educational anxiety among urban and rural secondary school students. Further, no significant difference found in educational anxiety among secondary school students having low level and high level learning style.

## **VARIABLES INVOLVED**

**Dependents Variables:**Academic Achievement

**Independent variables:**Emotional Competence, Learning Style and Academic Anxiety.

## **OBJECTIVE OF THE STUDY**

1. To study the relationship between Academic Achievement and Emotional Competence of high school students.
2. To study the relationship between Academic Achievement and Learning Style of high school students.
3. To study the relationship between Academic Achievement and Academic Anxiety of high school students.

## **HYPOTHESES OF THE STUDY**

1. There is no significant relationship between Academic Achievement and Emotional Competence of high school students.
2. There is no significant relationship between Academic Achievement and Learning Style of high school students.
3. There is no significant relationship between Academic Achievement and Academic Anxiety of high school students.

## **Methodology of the study**

The present study employed descriptive survey method and aimed at examining the relationship of Emotional Competence, Learning Style and Academic Anxiety with Academic Achievement of high school students.

## **Sample**

The sample consisted of 300 students of six 9<sup>th</sup> class students of six high schools. The total sample for the study comprises of 300 students of high schools Sonipat district out of them 150 were Rural Students, 150 were Urban Students. Out of 150 students 75 boys and 75 girls.

## **TOOLS USED**

**Emotional Competence:** Emotional competence scale (EC-S) by Dr. Sharma, H.C. (2007) was used to collect the data of 9<sup>th</sup> class students. The coefficient of reliability was found to be 0.062.

**Learning Style:** Learning style Inventory Scale by Dr. Misra, K.S. (2012) was used to collect the data of high school students. The coefficient of reliability was found to be 0.388.

**Academic Anxiety:** Academic anxiety scale by Dr. Singh, A.K. (1984) was used to collect the data of high school students. The coefficient of reliability was found to be 0.155.

**Academic Achievement:** Academic achievement performance of students in previous examination taken as Academic Achievement.

## **STATISTICAL TECHNIQUES**

Means, SDs, & r-value were used to find relationship of the Academic achievement of high school students with Emotional Competence, Learning Style and Academic Anxiety. The data was analyzed by using Excel.

## **DATA ANALYSIS AND INTERPRETATION**

1. **Relationship between Academic Achievement & Emotional Competence of High School Students**

**Objective:-1**To study the relationship between Academic Achievement and Emotional Competence of high school students.

**Hypothesis:-1**There is no significant relationship between Academic Achievement and Emotional Competence of high school students.

To examine the relationship between Academic Achievement and Emotional Competence of high school students co-efficient of correlation is calculated and showed in table -1

**Table-1 Co-efficient of correlation between Academic Achievement & Emotional Competence of high school students.**

Group	V a r i a b l e s	N	Mean	S . D	' r '	Correlation
1	. Academic Achievement	3 0 0	74.626	9 . 7 6 5	0.062*	Positive Low correlation
2	. Emotional Competence	3 0 0	84.963	13.263		

- Significant at 0.05 level of significance

### Interpretations

Table-1 represents the co-efficient of correlation between academic achievement and emotional competence of high school students. A positive correlation has been found between academic achievement and emotional competence of high school students. The correlation value of academic achievement means is 74.626 and S.D is 9.765 and emotional competence mean is 84.963 and S.D is 13.263 the calculated ( $r = 0.062$ ). So, “there is no significant relationship between academic achievement and emotional competence of high schools students” is not retained.

## 2. Relationships between Academic Achievement & Learning Style of High School Students

**Objective -2:** To study the relationship between Academic Achievement and Learning Style of high school students.

**Hypothesis-2:** There is no significant relationship between Academic Achievement and Learning Style of high school students.

To examine the relationship between academic achievement and Learning Style of high school students co-efficient of correlation is calculated given in table-2

**Table-2 Co-efficient of correlation between Academic Achievement & Learning Style of high school students.**

Group	V a r i a b l e s	N	Mean	S . D	' r '	Correlation
1	. Academic Achievement	3 0 0	74.626	9.765	0.388	Positive low correlation
2	. Learning Style	3 0 0	147.886	19.356		

- Significant at 0.05 level of significance.

### Interpretations

Table-2 represents the co-efficient of correlation between academic achievement and learning style is ( $r=0.388$ ). It depicts that a Positive correlation has been found between academic achievement and learning style of high school students. So, Hypothesis “There is no significant relationship between Academic Achievement and Learning Style of high school students” **is not retained**. The magnitude of ‘r’ also indicates that there is positive but low correlation between Academic Achievement and Learning Style of high school students.

### 3. Relationships between Academic Achievement & Academic Anxiety of High School Students

**Objective-3:** To Study the relationship between Academic Achievement and Academic Anxiety of high school students.

**Hypothesis-3:** There is no significant relationship between Academic Achievement and Academic Anxiety of high school students.

To examine the relationship between Academic Achievement and Academic Anxiety of high school students co-efficient of correlation is calculated as given in table 3

**Table-3 Co-efficient of correlation of Academic Achievement & Learning Style of high school students.**

Group	V a r i a b l e s	N	M e a n	S . D	‘ r ’	Correlation
1	. Academic Achievement	3 0 0	74.626	9.765	0.155	Positive and very low
2	. Academic Anxiety	3 0 0	10.533	2.746		

- Significant at 0.05 level of significance

### Interpretations

Table-3 represents the co-efficient of correlation between academic achievement and academic anxiety of high school students. It depicts a Positive and very low correlation ( $r$ ) has been found between academic achievement and academic anxiety of high school students. It represents that Positive correlation has been found between academic achievement and academic anxiety of high school students. Hence null hypothesis, “there is no significant relationship between Academic Achievement and Academic Anxiety of high school students” is not retained.

### Findings of the study

Finding of the study proves most of the initial hypothesis of the investigator right. The findings of the investigator are as followings:

1. The study found that there is significant positive but negligible relationship between academic achievement and emotional competence of high school students. The mean

score of academic achievement is less than emotional competence of high school students.

2. The study found that there is significant positive but low relationship between academic achievement and learning style of high school students. The mean score of academic achievement is less than learning style of high school students. The magnitude of 'r' also indicates that there is positive but low correlation between academic achievement and Learning style of high school students.
3. The study found that there is positive correlation has been found between academic achievement and academic anxiety of high school students. The mean score of Academic Achievement is less than Academic Anxiety of high school students.

### **Discussion of the result**

From the present study, we conclude that no significance difference in academic achievement with its dimensions among emotional competence, learning style and academic anxiety of high school students. We found that there is Positive correlation has been found between academic achievement and academic anxiety, academic achievement and learning style & academic achievement and emotional competence of high school students. In contrary, Oyesoji(2005) found significant relationship between learning style and academic performance of secondary school adolescences . Alam(2001) revealed a negative relationship between anxiety and academic achievement and Gaker(2006) found a positive and significant relationship of emotional competence with academic achievement.

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