

EMOTIONAL COMPETENCE, GENDER & LOCALITY OF HIGH SCHOOL STUDENTS: A STUDY ON THE BASIC OF ACADEMIC ACHIEVEMENT

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Abstract

Emotional competence as an efficiency to deal effectively with several dissociable but related processes is a blending of five competencies i.e Adequate Depth of Feeling, Adequate Expression and Control of Emotions, Ability to Function with Emotions, Ability to Cope with Problem Emotions, Enhancement of Positive Emotions (Coleman, 1970). The present study was attempted to explore the educational academic achievement among 9th class students in relation to emotional competence, gender and locality. This was an empirical research with a sample of 300 ninth class school students selected randomly from Gohana town of Haryana. The study was conducted through descriptive survey method and Emotional competence scale (EC-S) by Sharma (2007) was used for the collection of data. 't' test was applied to find out the significance of difference between means. The finding revealed: 1) There is no significant difference between Academic Achievement of boys and girls high school students. 2) There is no significant difference between Academic Achievement of boys and girls high school students. 3) There is no significant difference between Academic Achievements of rural and urban of high school students. 4) There is no significant difference between Emotional Competence of rural and urban of high school students

Keywords: Academic achievement, emotional competence, gender, school



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Introduction

Academic Achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Here, the achievement level of the student is judged by the marks that the students have scored in the quarterly examinations. Academic achievement is defined as, "knowledge obtained or skills developed in the school subjects, usually designed by test scores or by marks assigned by teachers, or by both" (Good, 1945). In the present study academic achievement refers to the marks obtained by the senior secondary school students. Academic behavior is something of great importance to parents, teachers and students themselves. Even the larger society is aware of the long term effects of positive or negative academic performance since graduates from educational institutions are expected to shape the vocation of society. Unfortunately academic behavior of undergraduates is becoming worrisome and this has remained a matter of grave concern to

many educationists. Academic aptitude, academic ability, academic aspiration, intelligence, achievement potential, educational motivation, academic performance, grade point average, academic status, academic attainment, academic skills, educational attainment, knowledge level, mathematic achievement, reading achievement, etc. Academic achievement can be defined as excellence in all academic disciplines, in class as well as supplementary skills, punctuality, boldness, arts, culture and the like. An academic achievement is something it does not include sports or music. An academic achievement, such as graduating, 1st in ones class, is sometimes a purely quantitative matter, which having the findings of lengthy, comprehensive you do or achieve at school, college or university in a class, in a laboratory, library or fieldwork. Research published by a recognized journal is also a notable academic achievement. Being named head/chairman of a particular department at a university is both a professional and an academic achievement. **Mokashi, Yadav & Khadi (2014)** suggested that residential high school children are high on anxiety and also on scholastic achievement. Boys are significantly having higher anxiety level than girls while girls are higher in their academic achievement. Strict residential school environment may have generated higher anxiety. Majority of the boys had developed lack of self sentiment, ego-weakness, suspiciousness, guilt-proneness and frustration- tension to a higher level and a significant negative relationship is observed between lack of self sentiment development, guilt-proneness and overall anxiety with the academic achievement of the residential high school children. So there is a need for counseling these residential children to cope up with the highly competitive school environment and to overcome their anxiety. Children must be guided by the school personnel at every stage of their schooling to perform well in their academics. The concept of emotional competence is rooted in the understanding of emotions or being normal, useful aspects of human being. Emotional competence constitutes the capacity to tactfully respond to emotion stimuli elicited by various situation, having high self-esteem and optimism, communication, tackling emotional upsets such as frustration conflicts and inferiority complexes, enjoying emotions, ability to relate to others, emotional self-control, capacity to avoid emotional exhaustion such or stress burnout, learning to avoid negativity of emotions, handling egoism. Emotion competence can give us greater insight and help us better to understand the motives and actions of our self and others. Our tolerance and compassion can lead to an authentic optimism and well-founded confidence. Competence can give us greater insight and help us better to understand the motives and actions of our self and

others. Our tolerance and compassion can lead to an authentic optimism and well-founded confidence. The concept of emotional competence is rooted in understanding emotions as normal useful aspects of human being. Grief is a reaction abandonment or feeling unloved and it has the effect of eliciting sympathetic responses from others. Emotional competent people do express emotions appropriate to the situation to their needs and to others and they attempt not to suppress appropriate emotions, reactions and communications of feelings by others. Today adolescents are facing psychological problems such as depression, anxiety and frustration, one of the increasing with rapid rate is aggression. **Briana (2006)** showed that the highest performing managers having significantly more ‘emotional’ competence than other managers. So that raising the level of student’s success and it is precisely to meet their requirement that CBSE introduced the concept of life skills education in their curriculum from grade VI in Kendreya Vidayala aiming at making the student competent to understand their emotion as well as of others. Developing proper surely help in brining mutual emotional understanding.

STATEMENT OF THE PROBLEM

“Emotional Competence, Gender & Locality of High School Students: A Study on the Basic of Academic Achievement ”

OPERATIONAL TERMS TO BE USED

ACADEMIC ACHIEVEMENT: “Academic Achievement is said to be the coinage of the great Greek Philosopher, Plato, according to whom “Academic achievement means the attainment level, at which a student functions in his or her school task through a regular program in a fixed place to which he named as the academy.”

EMOTIONAL COMPETENCE: Emotional Competence refer to the mastering of abilities to do a task, sufficiency of means for living, easy circumstances or, in ethical since, a right to task cognizance which specifies the process of observation, comprehension, explanation, exploration and manipulation of the experiences more objectively, with the fullest use of an individual’s normal capabilities (White,1959).

Variables used in the study

Dependent Variable	Independent Variable
Academic Achievement	Emotional Competence
	Gender
	Locality

Objectives of the study

1. To compare the Academic Achievement of boys and girls of high school students.
2. To compare the Emotional Competence of boys and girls of high school students.
3. To compare the Academic Achievements of rural and urban high school students.
4. To compare the Emotional Competence of rural and urban high school students.

Hypotheses of the study

1. There is no significant difference between Academic Achievement of boys and girls of high school students.
2. There is no significant difference between Emotional Competence of boys and girls of high school students.
3. There is no significant difference between Academic Achievement of rural and urban high school students.
4. There is no significant difference between Emotional Competence of rural and urban high school students.

Methodology of the study

Descriptive survey method was used to examine the effect of emotional competence, gender and locality on educational academic achievement of high school students.

Tools used in the study

Emotional Competence scale (EC-S) by Sharma (2007) was used to collect the data of high school students. The scale consists of 42 items rated on a five point psychological continuum and the coefficient of reliability was found to be 0.062.

Academic Achievement Marks of students in pervious examination taken as academic achievement.

Sample for the present study

A sample is the representative proportion of the entire population. The sample consisted of 300 students of six high schools of Gohana town. Students has been chosen through random sampling techniques.

Statistical Techniques Used in present study

Means, Standard deviation, 't' test were used to compare of Academic achievement of high school students with respect of their Emotional Competence, gender and locality.

Data Analysis & Interpretation

COMPARE THE ACADEMIC ACHIEVEMENT OF BOYS AND GIRLS OF HIGH SCHOOL STUDENTS

Objective-1: To compare the Academic Achievement of boys and girls of high school students.

Table 1 t-value of Academic Achievement of Boys and Girls of High School Students

Group	Variables	N	Mean	S.D	t-value	Levels of significance
1.	Boys	150	73.657	9.575	0.103	Not Significant
2.	Girls	150	75.586	9.891		

Significant at 0.05 & 0.01 level of significance

Table 1 represents that the mean score for Academic Achievement of boys Means is 73.657 and S.D is 9.575 and girls Mean is 75.586 and S.D is 9.891. The calculated t -value is 0.103 and it is significant at .05 level of significance. Hence null hypotheses, “there is no significant difference between Academic Achievement of boys and girls high school students” **is retained**. It means that no significant difference has been found between Academic Achievement of boys and girls of high schools students. As shown in bar diagram

1

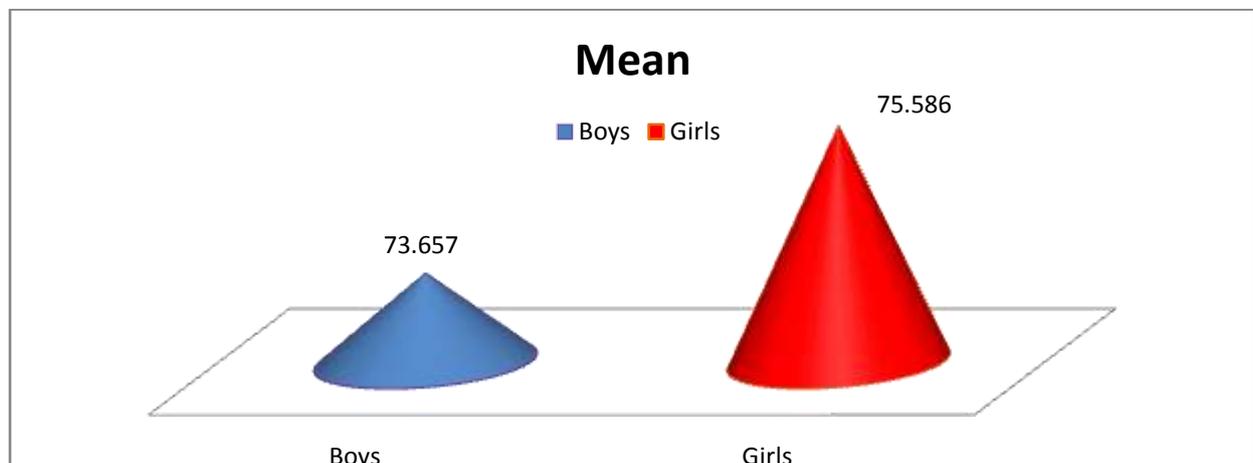


Fig 1: Mean scores of Academic Achievement of boys and girls of high school students

2. TO COMPARE EMOTIONAL COMPETENCE OF BOYS & GIRLS OF HIGH SCHOOL STUDENTS

Objective-2: To compare the Emotional Competence of boys and girls of high school students.

Table 2 t-value of Academic Achievement of Boys and Girls of High School Students

Group	Variables	N	Mean	S.D	t-value	Levels of significance
1.	Boys	150	87.82	13.249	0.22	not significance
2.	Girls	150	82.106	12.690		

Significant at 0.05 level of significance

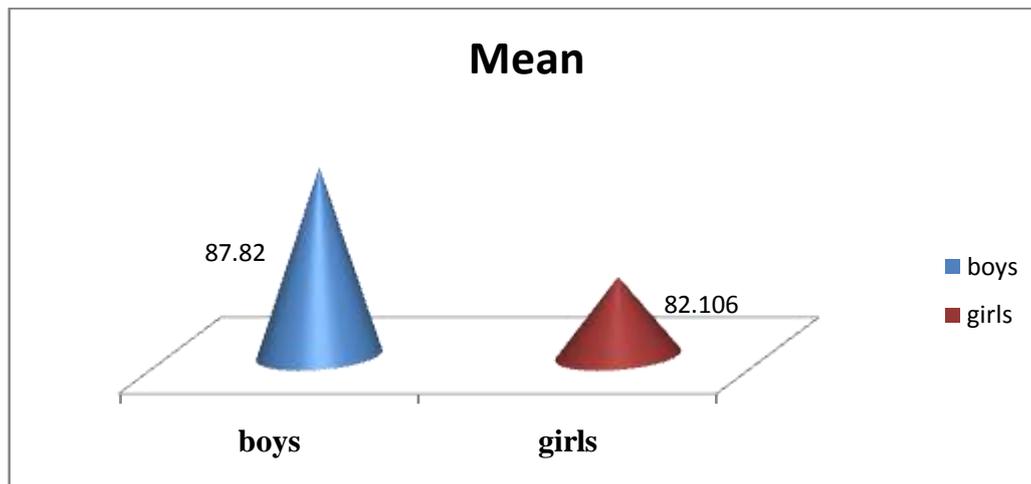


Fig 2: Mean scores of Emotional Competence of boys and girls of high school students

Table 2 represents the mean score and standard deviation of Emotional Competence of boys and girls of high school students. The mean score for Emotional Competence of boys is 87.82 and S.D is 13.249 respectively. On the other side the mean score of girls Mean is 82.106 and S.D is 12.690 respectively. The calculated t -value is 0.22 and it is significant at .05 level of significance. Hence null hypotheses, “there is no significant difference between Academic Achievement of boys and girls high school students” **is retained**. It means that no significant difference has been found between Emotional Competence of boys and girls of high schools students. But mean score difference as shown in fig 2.

3. TO COMPARE THE ACADEMIC ACHIEVEMENTS OF RURAL & URBAN OF HIGH SCHOOL STUDENTS.

Objective-3: To compare the Academic Achievements of rural and urban of high school students.

Table 3 t-value of Academic Achievements of rural and urban of High School Students

Group	Variables	N	Mean	S.D	t-value	Levels of significance
1.	Rural	150	72.54	10.115	0.608	not significance
2.	Urban	150	76.713	8.960		

Significant at 0.05 level of significance

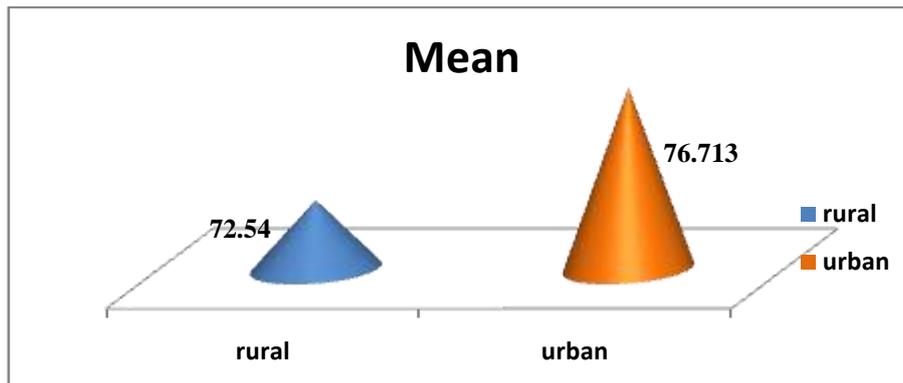


Fig 3: Mean scores of Academic Achievements of rural and urban of High School Students

Rural Means is 72.54 and S.D is 10.115 and urban Mean is 76.713 S.D is 8.960. The calculated t-value is 0.608. So the null hypothesis “There is no significant difference between Academic Achievements of rural and urban of high school students” is accepted.

4 TO COMPARE EMOTIONAL COMPETENCE OF RURAL & URBAN OF HIGH SCHOOL STUDENTS.

Objective-4 : To compare the Emotional Competence of rural and urban of high school students.

Table 4 t-value Emotional Competence of rural and urban of High School Students

Group	Variables	N	Mean	S.D	t-value	Levels of significance
1.	Rural	150	84.393	12.853	0.457	not significance
2.	Urban	150	85.533	13.680		significance

- Significant at 0.05 level of significance

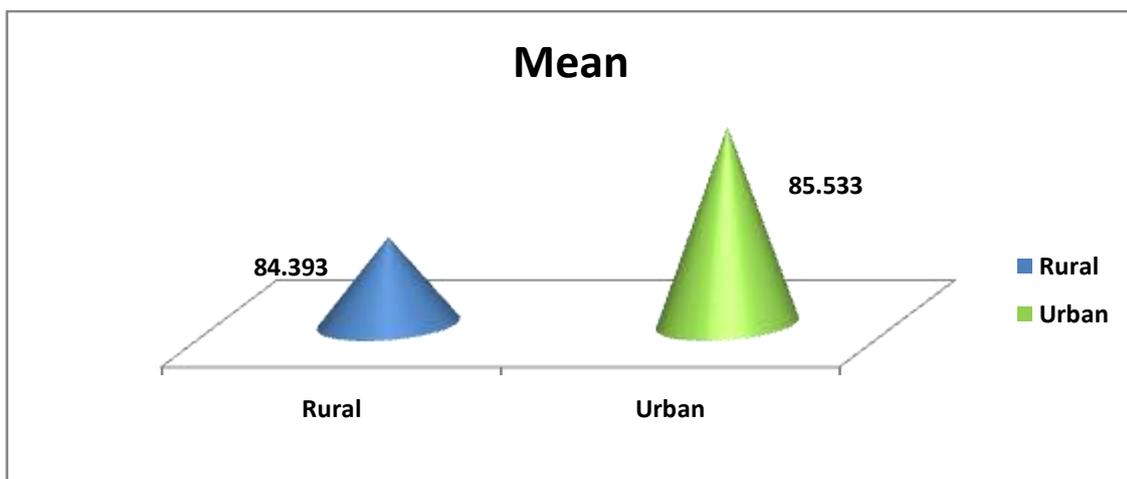


Fig 4: Mean scores of Emotional Competence of rural and urban of High School Students

Rural Means is 84.393 and S.D is 12.853 and urban Mean is 85.533 S.D is 13.680. The calculated t -value is 0.457 and it is not significant at .05 level of significance. So the null hypothesis “**There is no significant difference between Emotional Competence of rural and urban of high school students**” is accepted.

FINDINGS OF STUDY

- ✚ There is no significant difference between Academic Achievement of boys and girls high school students.
- ✚ There is no significant difference between Academic Achievement of boys and girls high school students.
- ✚ There is no significant difference between Academic Achievements of rural and urban of high school students.
- ✚ There is no significant difference between Emotional Competence of rural and urban of high school students.

Conclusion

From this present study, we conclude that no significance difference in academic achievement and emotional competence of high school students. We found that there is no significant difference has been found between Emotional Competence of boys and girls of high schools students. While not significant relationship between Academic Achievements of rural and urban of high school students it means rural students have more academic achievement difference found then urban have. Further, there is no significant relationship between emotional competence of rural and urban of high school students.

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