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PRINCIPAL  
Govt. College of Arts & Science  
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## A ROLE OF GENERAL INTELLIGENCE & EMOTIONAL INTELLIGENCE IN ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS

Prof. Vaishali K. Shelke

### Abstract

*The study examined the relationship between general intelligence, emotional intelligence and academic achievement among adolescents. General intelligence and emotional intelligence are considered as a successful predictor of academic achievement. The present study is an attempt in this direction. A sample of 400 adolescents male as well as female with is age range from 14 to 17 years of various grades of different school settings in Amravati city is considered. Academic achievement measured by obtained marks in SSC board examination and the representative test was used for data collection.*

*Product moment correlation is used of analysis data. General intelligence relation was positively with academic achievement. Emotional intelligence in its five dimensions such as self recognition, self regulation, self motivation, empathy & handing relation was positively associated with academic achievement. Results clearly indicate that there is a significant relationship between general intelligence and academic achievement. Also there is a significant relationship between emotional intelligence and academic achievement. The present study has borrough out the fact that the emotional well-being could be emphasized on academic achievement.*

*Key words: - General Intelligence, Emotional Intelligence and Academic Achievement*

### Introduction

Intelligence is not the only determinant of academic achievement Intelligence is not unitary but it comprises abilities. Intelligence is a behaviour determining attribute. It is an inference drawn from the behaviour. Different scholars have defined intelligence in different ways. High aspiration, interest, home environment and engagement in learning have consistently been linked to reduced dropout rates and an increased level of adolescent's academic achievement. (Kushman, Sieber, & Harold, 2000). British psychologist Charles Spearman (1935) described a concept of 'general intelligence' or the *g factor* and 'specific intelligence' or *s factor*. After using a technique known as factor analysis to examine a number of mental aptitude tests, Spearman concluded that intelligence is general cognitive ability that could be measured and numerically expressed.

Emotional intelligence also known as emotional Quotient (EQ) is the capability of individuals to recognizes their own emotion & those of others. Emotional intelligence is an important positive factor, which influences an individual's personal and social life. Emotional intelligence becomes a popular educational construct with the work of Deniel Goleman, building on the work of Mayer & Salovey. Coleman (1995) suggested that social competence develops from two basic emotional intelligence skills: awareness of emotion and self management of emotion. The word emotional intelligence is comprised of two words: emotions and intelligence. The term emotional intelligence refers to the process involved in the recognition, use of understanding and movement of one's and others emotional states to solve emotional problem and to regulate behavior.

Present study academic achievement was taken as the percentage of marks obtained in 10<sup>th</sup> standard Amravati State Board examination. Most people know that academic achievement generally refers to how well a student is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of students' academic achievement. In educational institutions, success is



measured by academic achievement, or how well a student meets standards set out by local government and the institution itself. Success, in an educational institution is measured by academic achievement. According to Bell (2002), parents devote a lot of resources to their children's education because they believe that good academic achievement will provide a stable future for them. Also, Wilkins (2001) opined that many educational authorities have sought to find out reasons for the downward trend in the academic achievement of school students. Crow and Crow (1969), defined "Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him".

There are several other factors also which influence the academic achievement of student like intelligence, aspiration, interest and home environment etc.

#### Objectives

1. To find out relationship between general intelligence and academic achievement among adolescents.
2. To find out relationship between emotional intelligence and academic achievement among adolescents.

#### Hypothesis

1. There will be significant positive relationship between general intelligence and academic achievement among adolescents.
2. There will be significant positive relationship between emotional intelligence and academic achievement among adolescents.

#### Methodology

1. **Sample** – The present study was conducted on 400 adolescents in whom 200 were male and 200 female. There were selected randomly from different school of Amravati city.
2. **Tools** – The following tools are used for data collection
  - a. Test of General Intelligence – Dr. Pal and Gupta
  - b. Emotional Intelligence Test - Dhar
  - c. Academic Achievement - obtained marks in board examination

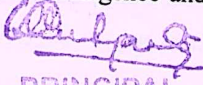
#### Data Analysis

The collected data were scored as per manual and analyzed by Product moment correlation method.

#### Result and Discussion

The aim of the present study is to find out relationship between general intelligence, emotional intelligence and academic achievement among adolescent. Here is the result discussion of general intelligence, emotional intelligence and academic achievement of adolescent

Table No 1: Showing the correlation calculation between general intelligence and academic achievement among adolescents.

  
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Variables	N	r
General Intelligence and academic achievement	400	0.65 **

\*\* P < 0.01 & \* P < 0.05

On table 1 shows the result obtained that positive correlation between general intelligence and academic achievement of adolescents. Therefore the 0.65 positive correlations between general intelligence and academic achievement because when the general intelligence is high then academic achievement are higher. The result supports the first hypothesis.

Table No 2: Showing the correlation calculation between emotional intelligence and academic achievement among adolescents.

Variables	N	r
Emotional Intelligence and academic achievement	400	0.85 **

\*\* P < 0.01 & \* P < 0.05

On table 1 shows the result obtained that positive correlation between emotional intelligence and academic achievement of adolescents. Therefore the 0.85 positive correlations between emotional intelligence and academic achievement because when the emotional intelligence is high then academic achievement are higher. The result supports the second hypothesis.

#### Conclusion

1. The significant positive relationship between general intelligence and academic achievement among adolescents.
2. The significant positive relationship between emotional intelligence and academic achievement among adolescents.

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*Vaishali K. Shelke*

PRINCIPAL

Govt. College of Arts & Science  
Aurangabad

- Prof. Vaishali K. Shelke,  
Govt. College of Arts & Science,  
Aurangabad.  
Vaishalishelke001@gmail.com