

ACADEMIC SUCCESS IN HIGH SCHOOL BASED ON PUPILS' EMOTIONAL, SOCIAL, AND COGNITIVE DEVELOPMENT

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Abstract:

Purpose – In the 21st century, educators must understand students' emotional intelligence. In jobs like teaching that need emotional intelligence, this is increasingly typical. This study studied secondary school students' emotional intelligence, school culture, and academic accomplishment and its effects on standard IX and X students.

Methodology - This research employs the Emotional Intelligence Questionnaire School Environment Scale (SES). Investigator stratified random sampled. Normative Survey. Academics, school culture, and emotional intelligence. The research uses the 2005-validated Balasubramanian and Shanty Emotional Intelligence Scale. The research employed a 2009 Shanty Jose-approved School Environment questionnaire. Academic evaluation.

Findings - Study shows secondary school kids have great emotional intelligence, school cultures, and academic success. Academic success, school atmosphere, and emotional intelligence were unaffected by gender, class, institution type, geography, or language. Emotional intelligence impacts academic achievement, subvariables, and the educational environment.

Significance - Emotion drives all human behavior and achievements. Emotions fuel learning, strength, and endurance. Emotional intelligence is knowing oneself and acting accordingly. Emotional intelligence helps assess academic progress and give aid.

Keywords: Academic achievement, Emotional tensions, Emotionally intelligent, Emotional intelligence, School Environment, Emotions, Emotional tensions.

INTRODUCTION

It's self-control. Emotional intelligence encompasses self-regulation, motivation, empathy, and social skills. Emotional intelligence increases self-awareness. Knowledge—recognizing sensations. Success—Emotional intelligence inspires, reduces procrastination, and specializes. It allows. High-EQ kids act. Improved communication.

School life. Manage, inspire, reject. Non-heritable school. Environment and knowledge matter. Home, school, and education are interrelated. Homeschooling relaxes kids. Homeschooling teaches survival. Private events influence. Environment impacts development. Research reveals home and school surroundings affect academic performance. Academic success influences emotional, social, and economic progress. "Student work," says Merriam Webster.

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NEED AND SIGNIFICANCE OF THE STUDY

I. Emotional intelligence benefits school and work. Most adaptive schools satisfy social requirements. Education should help individuals develop and fit in. Goals need knowledge. Teachers and administrators affect school psychology. Facilitate learning. Emotional intelligence affects other skills (Goleman, 1995). Emotional Intelligence, School Environment, and Academic Performance were examined.

II. REVIEW OF RELATED LITERATURE Sheikh Imran Perve (2018) A Study Of Emotional

Intelligence Among Upper Secondary Students and Academic Achievement, Review Of Studies An International Multidisciplinary Peer Reviewed & Refereed Journal Vol. 7, Issue 4, January 2018. This survey investigates higher-secondary students' emotional intelligence and academic achievement. 100 class XII boys and girls from two government-aided West Bengal schools were randomly selected. Singh and Narain (2014) assessed emotional intelligence. Interviews assessed academic performance. T-test and Karl Pearson's correlation assessed the data (r). Higher Secondary females have higher Emotional Intelligence than guys. Gender and EQ did not effect H.S. students' academic achievement.

Govindarajan, K. (2019) His work Emotional Intelligence, Aptitude, and Academic Success in Upper Secondary Commerce Students emphasized commerce education and student success. Emotional intelligence affects commerce education achievement. Critically examining commerce education aptitude. Author backed by normative survey. 782 Cuddalore students from 12 Tamilnadu upper secondary schools were sampled. Statistics show that emotional intelligence and aptitude impact commerce students' academic achievement. school climate and academic performance.

STATEMENT OF THE PROBLEM

In this competitive world, student achievement matters forever. Multifaceted academic achievement. Variables impact it. The researcher selected emotional intelligence, school environment, and academic performance.

Objectives of the study

- To determine the academic success, school climate, and emotional intelligence of secondary school pupils.
- To investigate how students' emotional intelligence varies according on their gender, class, location, kind of institution, and method of instruction.
- Studying the variations in school environments based on gender, class, location, institution type, and method of instruction
- To examine the differences in academic achievement according to factors such as gender, class, location, kind of institution, and instruction medium.

- To determine the connection between the school environment and emotional intelligence
- To determine the connection between secondary school pupils' academic success and emotional intelligence

Hypotheses

- Regarding Gender, Class, Locality, Types of Institutions, and Instructional Medium, there is no discernible variation in Emotional Intelligence among students in secondary schools.
- There is no discernible variation in the school environment according to gender, class, location, type of institution, and instruction medium.
- There is no discernible variation in secondary school pupils' academic achievement when it comes to gender, class, location, types of institutions, and instruction medium.
- Emotional intelligence and the school environment of secondary school pupils have a substantial link.

Methodology of the study

The Normative Survey Method is adopted for the study. The variables used are the Emotional Intelligence, School Environment and Academic Achievement.

Population

IX and X Standard students of secondary school in Valliore Educational District are the population of this study.

Sample

The sample consists of 300 IX and X standard students from both Government Aided and Unaided schools in Valliore Educational District.

Tools

Emotional Intelligence Scale developed and validated by the Balasubramanain and Shanty in 2005 will be used for the study.

School Environment questionnaire developed and validated by the Shanty Jose 2009 was used for the study

Academic Achievement scores obtained by the student is to be used for this study.

Validity and reliability of the tool

The sample reliability is established by test-retest method by the investigator and the reliability coefficient is found to be 0.80. Hence the tools are highly reliable.

Procedure of data collection

The Emotional Intelligence and School Environment Questionnaire will be given to the selected sample with a request to fill in the required data enclosing a copy of permission letter from the District Educational Officer.

III. DATA ANALYSIS DESCRIPTIVE ANALYSIS Table – I. Mean and SD of Variable Emotional

Intelligence and its sub-variables

Variable	Values
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	No	Mean	SD
Emotionall Intelligence	300	103.37	10.24
Boys	112	101.67	9.14
Girls	118	104.39	10.74
IX	233	103.08	10.19
X	67	104.39	10.44
Rural	200	103.23	10.23
Urban	100	103.66	10.32
Govt.	50	102.42	7.54
Aided	120	101.93	11.41
Unaided	130	105.08	9.81
Tamil	170	102.07	10.4
English	130	105.08	9.81

Table - II Mean and SD of Variable Home Environment and its sub-variables

Variable	Values		
	No	Mean	SD
Home Environment	300	97.65	9.18
Boys	112	95.92	8.9
Girls	118	98.69	9.21
IX	233	97.49	9.38
X	67	98.22	8.45
Rural	200	97.38	8.98
Urban	100	98.2	9.58
Govt.	50	97.16	7.28
Aided	120	96.51	9.65
Unaided	130	98.9	9.28
Tamil	170	96.7	9.00
English	130	98.9	9.28

Table - III. Mean and SD of Academic Achievement and its sub-variables

Variable	Values		
	No	Mean	SD
Academic Achievement	300	380.71	48.94
Boys	112	373.152	47.69
Girls	118	385.22	49.24
IX	233	382.47	48.64
X	67	374.61	49.84

Rural	200	377.09	51.02
Urban	100	387.96	43.84
Govt.	50	382.48	34.84
Aided	120	369.67	55.24
Unaided	130	390.23	45.48
Tamil	170	373.44	50.35
English	130	390.23	45.48

Differential analysis - Emotional Intelligence

Table - IV. Mean SD and 't' value of Emotional Intelligence and its sub-variables

Variable	Values			t	S
	No	Mean	SD		
Boys	112	101.67	9.14	0.02	NS
Girls	118	104.39	10.74		
IX	233	103.08	10.19	0.367	NS
X	67	104.39	10.44		
Rural	200	103.23	10.23	0.733	NS
Urban	100	103.66	10.32		
Govt.	50	102.42	7.54	0.74	NS
Aided	120	101.93	11.41		
Govt	50	102.42	7.54	0.055	NS
Un Aided	130	105.08	9.81		
Aided	120	101.93	11.41	0.021	NS
Unaided	130	105.08	9.81		
Tamil	170	102.07	10.4	0.368	NS
English	130	105.08	9.81		

Home Environment

Table – V. Mean SD and 't' value of Home Environment and its sub-variables

Variable	Values	t	S
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	No	Mean	SD		
Boys	112	95.92	8.9	0.011	NS
Girls	118	98.69	9.21		
IX	233	97.49	9.38	0.562	NS
X	67	98.22	8.45		
Rural	200	97.38	8.98	0.477	NS
Urban	100	98.2	9.58		
Govt.	50	97.16	7.28	0.457	NS
Aided	120	96.51	9.65		
Govt	50	97.16	7.28	0.188	NS
Un Aided	130	98.9	9.28		
Aided	120	96.51	9.65	0.047	NS
Unaided	130	98.9	9.28		
Tamil	170	96.7	9.00	0.041	NS
English	130	98.9	9.28		

Academic Achievement

Table – VI. Mean, SD and ‘t’ of Academic Achievement and its sub-variables

Variable	Values			t	S
	No	Mean	SD		
Boys	112	373.152	47.69	0.037	NS
Girls	118	385.22	49.24		
IX	233	382.47	48.64	0.256	NS
X	67	374.61	49.84		
Rural	200	377.09	51.02	0.057	NS
Urban	100	387.96	43.84		
Govt.	50	382.48	34.84	0.041	NS
Aided	120	369.67	55.24		
Govt	50	382.48	34.84	0.224	NS
Un Aided	130	390.23	45.48		
Aided	120	369.67	55.24	0.002	NS
Unaided	130	390.23	45.48		
Tamil	170	373.44	50.35	0.003	NS
English	130	390.23	45.48		

Table – VII. Correlation analysis

Variable	Values
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	No.	'r'	S
Emotional Intelligence and Academic achievement	300	0.745	S
Boys	112	0.726	S
Girls	118	0.751	S
IX	233	0.769	S
X	67	0.692	S
Rural	200	0.71	S
Urban	100	0.85	S
Govt.	50	0.754	S
Aided	120	0.694	S
Unaided	130	0.799	S
Tamil	170	0.7	S
English	130	0.799	S

Table – VIII

Variable	Values		
	No.	'r'	S
Home Environment and Academic Achievement	300	0.78	S

Boys	112	0.8	S
Girls	118	0.76	S
IX	233	0.79	S
X	67	0.73	S
Rural	200	0.75	S
Urban	100	0.85	S
Govt.	50	0.74	S
Aided	120	0.7	S
Unaided	130	0.87	S
Tamil	170	0.7	S
English	130	0.87	S

IV. FINDINGS, SUGGESSTIONS ANDCONCLUSION

Findings

Descriptive analysis - Emotional intelligence

- ☐ The level of Emotional Intelligence of secondary school students is high
- ☐ Mean score of Girls' Emotional Intelligence is greater than the Boys
- ☐ The students studying in X std are at a higher level than the students studying in IX std.

with respect to Emotional Intelligence

- ☐ The students studying in unaided schools are at a higher level than the students studying in Government schools with respect to Emotional Intelligence
- ☐ Mean score of urban school students Emotional Intelligence is same compared to the rural schools students.
- ☐ Mean score of English medium school students Emotional Intelligence is same when we compare to Tamil medium schools students.

School environment

- ☐ There is no significant difference between boys and girls with respect to School Environment among secondary school students.
- ☐ There is no significant difference between IX and X std. students with respect to School Environment among secondary school students.
- ☐ There is no significant difference between Government and Aided with respect to School Environment among secondary school students.
- ☐ There is no significant difference between Government and unaided with respect to School Environment among secondary school students

Academic achievement

- ☐ Among secondary school pupils, there is no discernible difference between males and girls in terms of academic achievement.
- ☐ In terms of academic achievement among secondary school students, there is no discernible difference between pupils in IX and X standards.
- ☐ In terms of academic achievement among secondary school pupils, there is no discernible difference between government and aid students.

Correlation analysis

- Secondary school pupils' emotional intelligence and school climate are significantly correlated. Also, there is a significant correlation between students in Tamil medium and English medium schools as well as students in Government schools, aided schools, unaided schools, rural schools, and urban schools.
- Academic success of secondary school pupils and emotional intelligence are significantly correlated. Also, there is a significant correlation between students in Tamil medium and English medium schools as well as students in Government schools, aided schools, unaided schools, rural schools, and urban schools.
- For secondary school students in terms of males, girls, grade IX, grade X, government schools, aided schools, unaided schools, rural schools, urban schools, Tamil medium and English medium schools, there is a substantial association between the school environment and academic success.

Suggestion For The Further Research

The goal of the current research is to examine how intellect and education affect secondary school students' academic success. The current research's study region and sample size were in the Tamilnadu Valliore Educational District.

- The sample of students and schools included in the current research are solely from

government-aided and independent secondary schools. Private, recognized, and unrecognized schools where a significant number of pupils have taken the class-X board test may be investigated in order to provide more definitive findings.

- The current research was limited to high school students. It looked into how intellect and the educational environment affected secondary school students' academic performance. The academic success of the kids may be extended to the elementary and higher levels of school as well.

VI. CONCLUSION

Lack of sleep, agitation, headaches, and an inability to eat are all symptoms of emotional imbalance that may affect one's health. With the advent of statewide high stakes testing and national school accountability initiatives, the emphasis on educational results has risen during the last ten years. It has become vital to look at every aspect of the educational process in an attempt to increase student achievement. Since educational services result in changes in learners' knowledge, life skills, and behavioral patterns, they are sometimes intangible and hard to assess (Tsinidou and others, 2010). Hence, there is no universally accepted definition of excellence that is applied to the subject of education. This social support is essential to helping children achieve their academic achievement objectives.

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