Chapter 1
ABOUT THE PROBLEM

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Chapter 1
ABOUT THE PROBLEM

1.1 Introduction

We educate students with one main objective in mind - their success. What is the measure of success? Is it only a strong scientific mind? From the fifties to seventies, a person’s Intelligence Quotient (IQ) or mental ability was considered as a key determining factor of success in school and in a later career. It was believed that students had to have a high IQ in order to be a successful engineer, doctor, lawyer, or university professor (Geller, 1996). It’s important to realize the fallacy of IQ as a key determinant of success in life.

Nowadays, we live in the world where change is taking place rapidly. This is due to the effects of a combination of the factors like advances in technology, (particularly information and communication technology), globalization, the Internet, the spread of literacy and higher education and greater openness to the contribution of different cultures, etc. Thus, in 21st century, intelligence and success are not viewed the same way as they were before. The overall development of child/student has become the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. New theories of intelligence have been introduced and are gradually replacing the traditional theory. IQ alone is no more the only measure for success; emotional intelligence and social intelligence, also play a big role in a person's success (Goleman, 1995). From his previous review of the research, Daniel Goleman (1995) concluded that “At best, IQ contributes about 20 percent to factors that determine life success, which leaves 80 percent to other factors”. He further added that Emotional Quotient (EQ) will seriously affect educational approaches based on IQ that have mere logic, data, concrete thinking and process. Unlike IQ, which is unchanging from childhood onwards, emotional intelligence can be developed. In fact, it usually does become greater with age and maturity. The importance of developing one’s emotional intelligence is essential to
succeed at any place. Utilizing the power and energy of one’s emotions leads to higher motivation, and improves problem-solving and decision-making.

Basically, emotional intelligence doesn’t contain intellectual capacity or any other personality aspect. It is a characterization of our habitual stance towards self and the world, which is determined largely by the attitudes we hold. Emotional intelligence is a positive and exciting topic with enormous implications for kindergarten to college education. Emerging interdisciplinary researches and studies from education, business, psychology, and behavioral medicine have significant contributions of emotional intelligence to human performance, personal health, and high spirit. Emotional knowledge, skills, and intelligence hold a major key to improve education and help teachers, students and moreover it develops professionals for higher degrees of achievement, career success, leadership and personal well-being (Low et. al., 2004)\(^3\).

According to Jeanne Segal (2008)\(^4\),

Emotional intelligence is a different type of intelligence. It's about being "heart smart", not just "book smart".

Goleman (1995 & 1998)\(^2,5\) focuses on the people who are not successful in life in spite of a high IQ, has defined, “the structure of EQ as recognizing one’s own and others’ emotions, positive thinking and the ability to be successful at personal relationships.” He has defined the competencies in five basic dimensions: understanding emotions, controlling and managing emotions, actuating emotions and motivation, empathy, and social skills. This definition and its dimensions have led to the opinion that there is a deep relation between success in education life through EQ.

Mayer, Carsuo and Salovey (1997)\(^6\) had defined EI concept as “Emotional Intelligence is a set of abilities that account for how people’s emotional perception and understanding vary in their accuracy. More formally, we defined emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others.”

According to the theoretical model of Bar-On (2006)\(^7\), “emotional intelligence is defined as being concerned with effectively understanding oneself and others,
relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. EQ is thus, an important factor in determining success in life, and more generically, influences the well-being of individuals. EQ develops over time, changes in the course of life, and can be increased by means of training programs.”

Studies have shown that parental involvement and academic achievement are positively related. Research have shown that parental support in education of the children has been beneficial to parents, children and schools (Aremu, 2006). It is also concluded that parents play a vital role in making the foundation for learning of their children. Generally, it is said that if children are supported by caring and capable parents who are able to enjoy nurturing and fair relationship, learning takes place without any difficulty. Thus, when parents monitor homework, encourage participation in extracurricular activities, actively take part in parents–teacher association and help children in developing their future plan; children respond and do well in school.

The results of different researches indicated that emotions, being the most significant component of personality, play an extremely important role in ones’ life. These emotions help the students to take important decisions in their lives. Emotions facilitate their attitude and behavior towards the achievement of their goals. Therefore, it can be said that healthy emotions give clarity in understanding, thinking and analyzing everyday life situations. Thus, an attempt will be made to examine and coordinate the relationship between emotional intelligence and its effect on academic performance. For the present study Emotional Intelligence score obtained from Emotional Intelligence Scale (EIS) is considered as Emotional Intelligence of the students.

1.2 Rationale of the Study

Research evidence demonstrating the predictive effects of emotional intelligence on academic achievement is growing by leaps and bounds every day.

Lam and Kirby (2002) studying a cohort of 304 undergraduate students at a university in the western United States, came to the conclusion that overall emotional
intelligence contributed to individual cognitive-based performance and above the level attributed to general intelligence, and this relationship was positive ($p < 0.01$).

Petrides et al. (2004)\textsuperscript{10} supported the effect of trait emotional intelligence on academic performance and reported that emotional intelligence (EI) was significantly related to scholastic achievement, with its effects having noteworthy implications for low IQ pupils.

Austin (2005)\textsuperscript{11} did his research on a preliminary study of emotional intelligence, empathy and examination performance on 156 first-year medical students. The author had shown that students who obtained higher marks at the end of their first year, scored significantly higher on EI and students who had lower grades, scored lower grades, on EI.

Aremu (2006)\textsuperscript{8} investigated the relationship among emotional intelligence, parental involvement and academic achievement of 500 Senior Secondary School Students in Ibadan, Nigeria. Both emotional intelligence and parental involvement play crucial role in academic achievement of the students. There were significant positive relationship between (1) emotional intelligence and academic achievement and (2) parental involvement and academic achievement.

Jaeger (2007)\textsuperscript{12} did his study on exploring the value of emotional intelligence for a means to improve academic performance. In his study he took an initial sample of 864 first-year students at a large research university. The research addressed the value of EI in predicting academic performance as measured by cumulative grade point average (GPA).

In the above paragraphs the researcher made an attempt to explain crucial role of emotional intelligence in learning of students. Further, she mentioned that emotional intelligence has good impact on the academic performance, and parental support plays an important role in the better learning of their wards. However, there is no exclusive research was carried out at Veer Narmad South Gujarat University to get the actual relationship between emotional intelligence, parental support and its impact on academic performance. This motivated the researcher to conduct a research on this topic.
1.3 Statement of the Problem and the Terms Defined

In the above paragraphs the researcher has discussed about the Emotional Intelligence (EI) and its influence on academic performance. Keeping this in mind, the researcher had decided to conduct research on the following topic:

“The Influence of Emotional Intelligence on the Academic Performance of the Students of Standard 8th and 9th of Surat City with Their Parental Support”

The words used in the title of the research have definite meaning for the purpose of research. The same words may convey different meaning to different people. Thus it is necessary to give classical and/or operational definition of words included in the title.

- **Influence** – For the present research the word influence means the effect of emotional intelligence on the students’ academic performance which was measured by EI scale.

- **Emotional Intelligence** – “Emotional Intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.”. (Mayer et al., 1999)\(^{13}\)

  In the present research emotional intelligence means the scores achieved by students on a scale ‘Emotional Intelligence Scale (EIS)’ developed and standardized by researcher having 110 items of different emotional situations.

- **Academic Performance** – A measure of students’ performance as determined by marks or percentages. In the present research, academic performance means the students’ first terminal marks of year 2011-12 in Mathematics (logical subject) and English (linguistic subject).

- **Standard 8th and 9th** – In Gujarat secondary education Board (GB) at the time of proposal 8th and 9th standards were in the secondary sections but later on 8th standard is in higher primary section and 9th standard is still with secondary section. In Central Board of secondary education (CB) 8th and 9th standards are in secondary sections.
Surat city - Surat is a port city situated on the banks of the Tapti River. The city is located at 21°10′N 72°50′E - 21.17°N 72.83°E. The Surat city is a part of Surat district of Gujarat state. The map of Surat city is show in Fig. 1.1.

Fig. 1.1 Map of Surat city

Parental Support – For the present research parental support score was obtained with the help of ‘Parental Support Scale (PSS)’ which was prepared by Shobha Nandwana and Nimmki Asawa (2006)\textsuperscript{14}.

1.4 Variables Related to the Study

In the present research, the following variables were included:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Independent variables</th>
<th>Dependent variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gender, Boards, standards</td>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td>2.</td>
<td>EI – four competencies</td>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td>3.</td>
<td>EI – twelve skills</td>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td>4.</td>
<td>Emotional Intelligence</td>
<td>Academic performance</td>
</tr>
<tr>
<td>5.</td>
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<tr>
<td>6.</td>
<td>EI – twelve skills</td>
<td>Academic performance</td>
</tr>
<tr>
<td>7.</td>
<td>Parental support</td>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td>8.</td>
<td>Parental support</td>
<td>Academic performance</td>
</tr>
<tr>
<td>9.</td>
<td>Emotional Intelligence, Parental support</td>
<td>Academic performance</td>
</tr>
</tbody>
</table>
1.5 Objectives of the Study

For the present research, the main objectives are as below:

1) To construct and standardized Emotional Intelligence Scale for the students of standard 8th and 9th of Surat city.
2) To study the emotional intelligence of sampled students of different boards, standards and gender.
3) To study the relationship between emotional intelligence and academic performance with Mathematics and English subjects.
4) To study the relationship between four competencies and twelve skills of emotional intelligence with academic performance.
5) To study the relationship between emotional intelligence and academic performance of sampled students for different boards, standards and gender.
6) To measure the parental support of sampled students.
7) To study the relationship between emotional intelligence and parental support of sampled students for different boards, standards and gender.
8) To study the relationship between parental support and academic performance of sampled students for different boards, standards and gender.
9) To study the combined effect of emotional intelligence and parental support on the academic performance.

1.6 Hypotheses of the Study

Hypotheses assist the researcher to analyse the data keeping in mind the objectives of research. Moreover it helps to examine the data with the different methods of statistical analyses. The researcher has decided to examine the following hypotheses.

1) There is no relationship between emotional intelligence and its competencies.
2) There is no relationship between competency of Intrapersonal Awareness and its skills.
3) There is no relationship between competency of Intrapersonal Management and its skills.
4) There is no relationship between competency of Interpersonal Awareness and its skills.
5) There is no relationship between competency of Interpersonal Management and its skills.

6) There is no relationship between emotional intelligence and its twelve skills.

7) There is no significant difference between emotional intelligence of students of different boards.
   7a) There is no significant difference in emotional intelligence of eighth standard students of different boards.
   7b) There is no significant difference in emotional intelligence of ninth standard students of different boards.
   7c) There is no significant difference in emotional intelligence of male students of different boards.
   7d) There is no significant difference in emotional intelligence of female students of different boards.

8) There is no significant difference between emotional intelligence of students of different standards.
   8a) There is no significant difference of emotional intelligence of Gujarat board’s students of different standards.
   8b) There is no significant difference of emotional intelligence of Central board’s students of different standards.

9) There is no significant difference between emotional intelligence of students of different gender.
   9a) There is no significant difference of emotional intelligence of Gujarat board’s students of different gender.
   9b) There is no significant difference of emotional intelligence of Central board’s students of different gender.

10) There is no significant relationship between emotional intelligence and academic performance of students.
    10a) There is no significant relationship between emotional intelligence and academic performance in Mathematics subject.
    10b) There is no significant relationship between emotional intelligence and academic performance in English subject.
11) There is no relationship between four competencies of emotional intelligence and academic performance of students.
   11a) There is no correlation between competency of Intrapersonal Awareness and academic performance of students.
   11b) There is no correlation between competency of Intrapersonal Management and academic performance of students.
   11c) There is no correlation between competency of Interpersonal Awareness and academic performance of students.
   11d) There is no correlation between competency of Interpersonal Management and academic performance of students.

12) There is no relationship between twelve skills of emotional intelligence and academic performance of students.
   12a) There is no correlation between Self Awareness and academic performance of students.
   12b) There is no correlation between Self Esteem and academic performance of students.
   12c) There is no correlation between General Mood and academic performance of students.
   12d) There is no correlation between Self Control and academic performance of students.
   12e) There is no correlation between Personal Power and academic performance of students.
   12f) There is no correlation between Drive Strength and academic performance of students.
   12g) There is no correlation between Social Awareness and academic performance of students.
   12h) There is no correlation between Social Relationship and academic performance of students.
   12i) There is no correlation between Empathy and academic performance of students.
   12j) There is no correlation between Leadership and academic performance of students.
12k) There is no correlation between Attitude and academic performance of students.

12l) There is no correlation between Managing Relationship and academic performance of students.

13) There is no significant difference between correlations of emotional intelligence and academic performance among students of different boards.

13a) There is no significant difference between correlations of emotional intelligence and academic performance among eighth standard students of different boards.

13b) There is no significant difference between correlations of emotional intelligence and academic performance among ninth standard students of different boards.

13c) There is no significant difference between correlations of emotional intelligence and academic performance among male students of different boards.

13d) There is no significant difference between correlations of emotional intelligence and academic performance among female students of different boards.

14) There is no significant difference between correlations of emotional intelligence and academic performance among students of different standards.

14a) There is no significant difference between correlations of emotional intelligence and academic performance among Gujarat board’s students of different standards.

14b) There is no significant difference between correlations of emotional intelligence and academic performance among Central board’s students of different standards.

15) There is no significant relationship between correlations of emotional intelligence and academic performance among students of different gender.

15a) There is no significant relationship between correlations of emotional intelligence and academic performance among Gujarat board’s students of different gender.
15b) There is no significant relationship between correlations of emotional intelligence and academic performance among Central board’s students of different gender.

16) There is no significant relationship between emotional intelligence and parental support of students.

17) There is no significant difference between correlations of emotional intelligence and parental support among students of different boards.

18) There is no significant difference between correlations of emotional intelligence and parental support among students of different standards.

19) There is no significant difference between correlations of emotional intelligence and parental support among students of different gender.

20) There is no significant relationship between parental support and academic performance of students.

21) There is no significant difference between correlations of parental support and academic performance of students among students of different boards.

22) There is no significant difference between correlations of parental support and academic performance of students among students of different standards.

23) There is no significant difference between correlations of parental support and academic performance of students among students of different gender.

24) Emotional intelligence and parental support are not significant predictors of students’ academic performance.

1.7 Importance of the Study

The move from childhood into adolescence is stressful transitional period. Adolescence is a period of rapid growth and change in physical, cognitive, social and emotional development. They have to deal with the internal impulses, wishes, fantasies and fears that accompany this development. Adolescents also deal with changing mood, withdrawal, anger and helplessness. They become easily frustrated, disappointed and hurt, when they face unfamiliar challenges of life. Relationship with parents at this stage can change from respect and mutual compromise to rebellion, and disobedient behaviour. In today’s era, adolescents have more pressure, stress and information to receive and process through dynamic media as compared to previous
generations. The old set of rules for guiding adolescents no longer seem effective in all cases. Thus, new and creative ways of helping young people are needed to develop them into healthy and successful adults. In this stage, adolescents need to understand their feelings for the better management of their emotions.

The field of Emotional Intelligence includes abilities to identify, understand and manage emotions in oneself and in other people. It is already proved by many researchers that EI plays a very important role in every sphere of life. Normally, the school measure cognitive abilities through various subject exams but, the success ratio is not only with it but more with emotional intelligence. In Educational programs at schools, EI is considered to be more important and significant for bringing personal, occupational and emotional qualities which give success in life.

In VNSGU, for school students no research work related to measurement of emotional intelligence with standardized scale had been carried out. Thus, in the present research the construction and standardization of Emotional Intelligence Scale (EIS) is developed. In the present research, emotional intelligence of different boards, i.e. GB and CB; standards i.e. eighth and ninth and gender i.e. male and female students will be explored. This EI can be further used to find out the relation with academic performance for different boards and gender.

The ability to pay attention to their emotions and feelings will clearly affects academic performance. An emotionally intelligent student would tend to seek mature and rational solutions to problems. The present research helps the students to be aware of their emotional intelligence which they can further increased for betterment of life and success in their career.

1.8 Limitations of the Study

It is expected from the investigator to study all the aspects relevant to survey research undertaken. It is not impossible but beyond capacity of any researcher to cover all the aspects. Thus, it is in the interest of any researcher to delimit the problem. For the present research,

1. The study was restricted to Surat city only.
2. The sampled students of standard 8th and 9th were randomly selected from the schools of GSEB and CBSE covering from different areas of the Surat city.
3. For the purpose of academic performance, the researcher had considered first terminal test marks of one logistic subject i.e. Mathematics and one linguistic subject i.e. English only of the sampled students.

1.9 Scheme of Chapterization

In the present chapter the researcher has discussed about research introduction, rationale of the study, statement of the problem, the terms defined, objectives of the study, hypotheses of the study, importance of the study, delimitations of the study and variables related to the study at depth.

In the second chapter, the origin and the history of emotional intelligence are narrated. Here emotional intelligence is discussed in detail with its advantages. In addition, the standardized well known models are presented with their measures (tests). Finally, applicability of emotional intelligence on other aspects are also discussed.

In the third chapter, the review of related literature i.e. past researches are mentioned. The complete literature review is divided into four categories of 1) emotional intelligence, 2) emotional intelligence and academic performance, 3) parental support and academic performance and 4) emotional intelligence, parental support and academic performance.

In the forth chapter, discussion about the research design and methodology for the present research are narrated. The chapter contains discussion on construction and standardization of the EIS, population, sample, data collection and data analysis technique employed for the study.

In the fifth chapter, the data-analysis with reference to the hypotheses and interpretations of their results are presented.

In the sixth chapter, discussion about summary of results, findings, educational implications and recommendations for further research, and conclusions are depicted.
References


