ABSTRACT

The aim of the present study was to explore the effect of emotional intelligence and need achievement on over and under achievement of high school boys and girls. The study was primarily aimed at examining whether emotional intelligence is the significant predictor of academic achievement or not. Besides these, another aim of the study was to examine gender difference in emotional intelligence and its dimensions, and in need achievement and to examine inter correlation among different variables.

Educators are commonly interested in knowing whether a student is working up to its ability. Here the term “ability” refers to students performance on an IQ test suppose a student performance better relative to the average of his age or grade group on a test of aptitude or mental ability than on achievement test in some subject matter field. This situation is of great concern to the teacher or an educator. Such a students termed as under achiever, similarly a student is termed as an over achiever if his performance is better relative to the average of his age or grade group on a test achievement than on a test of mental ability. Any child who falls below the average of all children is thought of as an under -achiever and who falls above the average of all children is thought of as on over-achiever. This assumes that all children are of the same ability. We know that all six year old or all ten year old are not the same with respect to either native endowment all life experiences. The differences show on our measures of academic aptitude as well as on any other measures that we can apply to the children.
Although the concept of IQ is central to the definition of over and under-achievement, the very fact that overachievement can also be there, points to the reality that factors other than intellectual capacities contribute to academic achievement. Knowledge of these factors can have immense applied importance. For underachievers, intervention and guidance based upon these factors can be very useful, for improving the performance of students.

Research to understand the unexplainable factor associated with life begin to look up new theoretical construct and soon stumbled up on the notion of social intelligence explain back in 1920s, By E.L. Thorndike. This recent revival in the field of social intelligence has put forth ideas like multiple intelligence Motivational intelligence and emotional intelligence

To say that a person is more intelligent than another can only means that he or she act more intelligently most of the time, research has continually shows that grade school or high IQ cannot predict unerringly who will be successful and who will not, in day to day word no intelligence is more important than the inter personal, high IQ offers little to explain the different destines of people with roughly equal promises schooling and opportunity practical skills and the ability to handle people that include a part of the art of managing emotion contribute a lot for any success. Dr. Daniel Goleman called it emotional intelligence. Emotional intelligence at the most general level differs to the ability to recognize and regulate emotion in oneself and in others.

Achievement motivation is basic to a good life. Achievers, as a whole, enjoy life and feel in control. Being motivated keeps us productive and gives us self-
respect. Where and how achievement needs are learned are complex, intriguing, and important questions. David McClelland, et al. (1953) and John Atkinson (1981) have contributed greatly to this area of study.

The main thrust of the present research is to throw light on the phenomenon of over and under-achievement by exploring the effect of emotional intelligence and need achievement contribute to academic achievement and over and under-achievement of high school boys and girls.

The data was obtained in two phases. In the first phase intelligence test was administered in order to identify over and under achievers. There are 774 students of which the test was administered, out of these 200 was identified as over and under achievers. The main sample comprised of 200 out of which 115 were girls and 85 were boys. The age of the sample was 13 to 18 years. The data was collected using the following tools:

- Standard progressive matrices. [SPM]
- Deo-Mohan achievement motivation scale. [DMAMS]
- Emotional intelligence scale [EIS]

The study was conducted in two phases, the first phase develop emotional intelligence test which measures emotional intelligence. Different test are available to measure emotional intelligence but they were not suited according to age, test construction is also considered a crucial activity. Therefore a test of emotional intelligence was developed. The investigator administered the test of emotional intelligence to 10 student of which 5 were highly emotional intelligent and 5 were
low emotional intelligent the too were administered in groups. Initially the test of
SPM was given in order to categorize over and under achievers. After identification
the test of emotional intelligence and need achievement was administered. The data
was analysed by using descriptive statistics, like mean, SD, parametric statistics
such as t-test and Pearson Product Moment correlation, inference and prediction
such as multiple regression, was also carried out.

Results revealed that the EQ was not found to be a significant predictor of aca­
demic achievement. Correlation between IQ and EQ was found to be significant.
As, it was found that over achievers differ from under achievers on different
components of emotional intelligence and emotional intelligence itself, this shows
over achievers were high in emotional intelligence as compared to under achievers.
Another dimension which was examined in the present research is the gender
difference on emotional intelligence, its dimension and need-achievement, the
result found that girls and boys differ on emotional intelligence and motivation;
girls were found to be more emotionally intelligent than boys. It was also found
that girls were high in level of motivation as compared to boys. Boys and girls do
not differ on self-awareness, self-regulation, empathy, social-skill and need-
achievement. Significant correlations were found between academic achievement
and emotional intelligence, academic achievement and intelligence, IQ and EQ,
different component of EQ are significantly correlated among each other. This
shows that as the emotional intelligence increases academic achievements also
increase. Similarly, as the level of IQ increases EQ level also increases and vice-
versa.
The present research highlights the need to incorporate among student's emotional skills. This research will help us to develop our children into emotionally balanced and stable individuals. If we are able to lessen the emotional turmoil of our young adults, we will perhaps be able to groom happier and stable individuals who would be able to concentrate more on positive aspects of life rather being continuously entangled in emotional distress. The phenomena of underachievement also become improved if emotional intelligence skills become developed. Need achievement also shown to be related to over and under achievement, so parents and teachers help the child in this regard, then the underachievement becomes improved.