Emotional intelligence, Mental health and Adjustment – Predictors of academic achievement among scheduled caste adolescents

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ABSTRACT

The present study is an attempt to investigate the conjoint effect of Emotional Intelligence, Mental Health and adjustment towards the prediction of Academic Achievement of Scheduled Caste Adolescents. Accordingly, 377 Scheduled Caste Adolescents of 10+1 class from 17 Rural Government Schools of Punjab were selected. The Emotional Intelligence scale by Hyde et al. (2007), Mental Health Battery by Singh & Sen (2009), Indian Adaptation of Adjustment Inventory by Sharma (1988) and marks obtained in science in matriculation examination of Punjab School Education Board was taken for Academic Achievement. The results revealed that Emotional Intelligence, Mental Health and Adjustment conjointly predict Academic Achievement more as compare to their separate prediction among Scheduled Caste Adolescents.

Key words: Emotional Intelligence, Mental Health, Adjustment, Academic Achievement, Scheduled Caste Adolescents.

INTRODUCTION

Education is a human development effort which contributes towards the cultural transformation of the citizens. It is a powerful instrument of social, economic and cultural development. If education is to achieve this end, it must be planned to enable every individual in a society to develop innate potentialities and aptitude to the maximum extent so that country can achieve full economic growth and healthy social order. The Competitive world of today imposes stress factors such as interpersonal competitions, peers group pressure, undue emphasis on marks, setting up of unrealistic goals by parents, inadequate time and resources, condemnation as dullards etc. which in turn may develop feelings of worthlessness and lack of confidence in Adolescents. Such feelings during most turbulent years get reflected as lack of concentration, disturbed sleep, memory loss, headaches etc. As
a result, all these factors affect the Academic Achievement of the students. The present study helps to know how Emotional Intelligence, Mental Health and Adjustment predict the Academic Achievement of Adolescents. Academic Achievement represents intellectual growth and ability to participate in the production of knowledge (Ladson, 1999). Achievement test reveals how well students have mastered the subject matter in a course of instruction (Magargee, 2000). Emotional Intelligence as the ability of an individual to appropriately and successfully respond to a variety of emotional stimuli elicited from the inner self and immediate environment (Singh, 2003). Mental Health is not merely the absence of disease or infirmity but rather, a state of complete physical, mental and social well being (WHO, 2001). Adjustment is a process by a living organism acquires a particular way of acting or behaving or changes an existing form of behavior or action (Parmeswaran and Beena, 2004).

Most of the studies conclude that there exists significant positive relation between the Academic Achievement and Emotional Intelligence {Dhami (1974); Nowak and Duke (1992); Katyal & Bindra (1995); Newsome and Catano (2000); Miglani (2001); Crick (2002); Parker et al (2002); Thi & Kirby (2002); Drago (2004); Lekhi (2005); Gakhar & Manhas (2005); Nanda (2006); Abdullah (2007); Downey et al (2008); Usha and Rekha (2009); Dey (2009); Bhalla (2010); Alam (2010); and MacCann et al 2011}. One studies shows low positive relation between Academic Achievement and Emotional Intelligence {Tapia (1998)}, where as Suri (2009) and Olatoye; Akintunde and Yakasai (2010) show no significant relationship between Academic Achievement and Emotional Intelligence. Academic Achievement and Mental Health shows that there exist positive relationship between variables. {Sharma (1981); Sween (1984); Anand (1989); Gall et al (2000); Stein & Colleagues (2000); Marmorstein and Iacono (2001); Stoep et al (2003); Gonzalez (2004); Asarnov et al (2005); Adelman & Taylor (2006); Suri & Tauquir (2007); Charvat (2008) and Kantomaa et al (2010)}.

Academic Achievement is influenced positively by Adjustment Steiner (1944); Cattell (1945); Thompson (1948); Brown (1953); Berger & Sutker (1956); Graff (1957); French (1958); Frankel (1960); Abraham (1974); Reddy (1974); Goswami (1978); Salunke (1979); Kolwadhar (1980); Saun (1980); Vasishta (1990); Vasanthal (1993); Laxmi and Suprithy (1994); Tiwari and Chand (1995); Bratha (1997); Sandhu (1997); Dutta & Goswami (1998); Kumudhavalli’s (1999); Dewan (2003); Suresh (2003); Bajwa and Tina (2006); Usha (2007) where as Wig and Nagpal (1972) in his study on Mental Health and Academic Achievement –A Comparison of Successful and Failed Students and concluded that the
failure group had poor Adjustment at school and college but not at university and Laxmi & Suprithy (1994) in their study on Effect of Achievement of Deprived Adolescents had taken sample of scheduled Tribes and Scheduled Caste Students to find relationship between Academic Achievement and Adjustment.

**OBJECTIVE**
- To study the conjoint effect of the Emotional Intelligence, Mental Health and Adjustment towards the prediction of Academic Achievement among Scheduled Caste Adolescents.

**HYPOTHESIS**
- The prediction of Academic Achievement among Scheduled Caste Adolescents on the basis of conjoint effect of Emotional Intelligence, Mental Health and Adjustment will be significantly higher as compared to their separate predictions.

**SAMPLES**
- The sample of 377 students of 10+1 class from 17 Rural Government Schools from 7 districts of 4 Educational Administrative Divisions of the State of Punjab was taken.

**TOOLS USED**
*Investigator used the following tools.*
1. Marks obtained in Science by the adolescents in the matriculation examination of Punjab School Education.
2. Emotional Intelligence Scale by Hyde et al (2007)
3. Mental Health Battery by Singh and Sen (2009)

**STATISTICAL TECHNIQUES USED**
Step up regression technique, multiple R’s along with F-ratio to examine the relative weight age contributed by Emotional Intelligence, Mental Health and Adjustment to the prediction of Academic Achievement.
DISCUSSION OF RESULTS

Table.1.

Step-up Regression Equations for Scheduled Caste Adolescents (N=377) for Academic Achievement.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Degree of freedom</th>
<th>( R^2 )</th>
<th>( R )</th>
<th>F</th>
<th>Step up regression equation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>1, 375</td>
<td>0.032</td>
<td>0.178</td>
<td>12.301**</td>
<td>( Y=32.742+0.133X_1 )</td>
</tr>
<tr>
<td>Emotional Intelligence + Mental Health</td>
<td>2, 374</td>
<td>0.064</td>
<td>0.253</td>
<td>9.488**</td>
<td>( Y=26.977+0.127X_1+0.129X_2 )</td>
</tr>
<tr>
<td>Emotional Intelligence + Mental Health + Adjustment</td>
<td>3, 373</td>
<td>0.101</td>
<td>0.318</td>
<td>8.402**</td>
<td>( Y=38.644+0.189X_1+0.078X_2-0.195X_3 )</td>
</tr>
<tr>
<td><strong>Model II</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td>1, 375</td>
<td>0.032</td>
<td>0.179</td>
<td>12.456**</td>
<td>( Y=36.611+0.170X_1 )</td>
</tr>
<tr>
<td>Mental Health + Adjustment</td>
<td>2, 374</td>
<td>0.069</td>
<td>0.242</td>
<td>9.467**</td>
<td>( Y=48.348+0.112X_1-0.202X_2 )</td>
</tr>
<tr>
<td>Emotional Intelligence + Mental Health + Adjustment</td>
<td>3, 373</td>
<td>0.101</td>
<td>0.318</td>
<td>8.402**</td>
<td>( Y=38.644+0.189X_1+0.078X_2-0.195X_3 )</td>
</tr>
<tr>
<td><strong>Model II</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjustment</td>
<td>1, 375</td>
<td>0.037</td>
<td>0.192</td>
<td>14.368**</td>
<td>( Y=59.647-0.275X_1 )</td>
</tr>
<tr>
<td>Emotional Intelligence + Adjustment</td>
<td>2, 374</td>
<td>0.069</td>
<td>0.242</td>
<td>11.676**</td>
<td>( Y=44.017+0.112X_1-0.239X_2 )</td>
</tr>
<tr>
<td>Emotional Intelligence + Mental Health + Adjustment</td>
<td>3, 373</td>
<td>0.101</td>
<td>0.318</td>
<td>8.402**</td>
<td>( Y=38.644+0.189X_1+0.078X_2-0.195X_3 )</td>
</tr>
</tbody>
</table>

*Significant at 0.05 level.

** Significant at 0.01 level.

Model I, II and III of Table A reveals that for Scheduled Caste Adolescents, value of \( R^2 \) for Emotional Intelligence is 0.032, for Mental Health is also 0.032 and for Adjustment is 0.037. Thus 3.2% of Academic Achievement of Adolescents is predicted by Emotional Intelligence and 3.2% by Mental Health and 3.7% by Adjustment. Value of \( R^2 \) for Emotional Intelligence and Mental Health taken together is 0.064, for Mental Health and Adjustment is 0.069 and that for Emotional Intelligence and Adjustment is also 0.069. Thus 6.4% of Academic Achievement is predicted by Emotional Intelligence and Mental Health, 6.9% by Mental Health and Adjustment and 6.9% by Emotional Intelligence and Adjustment. The value of \( R^2 \) for all the three independent variables Emotional Intelligence, Mental Health and Adjustment taken together is 0.101. Thus 10.1% of Academic Achievement is predicted by Emotional Intelligence, Mental Health and Adjustment taken together. 89.9% of Academic Achievement of Scheduled Caste Adolescents is predicted by the variables not included in...
the presents study. The F values are significant at 0.01 level of significance. Thus for the conjoint prediction, Academic Achievement of Scheduled Caste Adolescents on the basis of Emotional Intelligence, Mental Health and Adjustment is significantly higher as compared to their separate predictions.

Hypothesis of the above study which states that “The prediction of Academic Achievement among Scheduled Caste Adolescents on the basis of conjoint effect of Emotional Intelligence, Mental Health and Adjustment will be significantly higher as compared to their separate predictions” is thus accepted.

The above result shows that the Emotional Intelligence, Mental Health and Adjustment jointly predict Academic Achievement significantly higher as compared to their separate prediction for Scheduled Caste Adolescents.

CONCLUSION

The Conjoint effect of prediction of Academic Achievement among Scheduled Caste Adolescents on the basis of Emotional Intelligence, Mental Health and Adjustment is significantly higher as compared to their separate predictions.

IMPLICATIONS

The result of the study shows that Emotional Intelligence, Mental Health and Adjustment of Adolescents affect the Academic Achievement. A healthy home offers security to the children. The schools cannot simply provide a continuation to home environment. Home’s psychologically climate plays an important role on Child emotional state and Academic performance (Nwagwu 1995). The poor communication between parents and their children lead to learning and behavioral problems which lead to maladjustments and affect their Mental Health. So parental attitude towards Adolescent is an important educational foundation on which Academic Achievement is dependent. Therefore Parents should create conducive home environment so that it would help in their wards achievements. They also need to give them not only emotional support but also educational guidance and encouragement.
REFERENCES


