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A STUDY OF EMOTIONAL INTELLIGENCE , SCHOOL ADJUSTMENT AND STUDY HABITS OF SECONDARY SCHOOL STUDENTS IN RELATION TO ACADEMIC ACHIEVEMENT IN SOCIAL SCIENCE

Manjappa K. Sulaganni and Dr. R. H. Naik

**Assistant Teacher, Morarji Desai Residential School, Hirekerur, Haveri.
and Associate Professor K.U.College of Education, Dharwad.**

ABSTRACT

The purpose of the study is to analyze the relationship between Emotional intelligence, School adjustment and Study habits of Secondary school students in relation to their Academic achievement in Social science. The sample of the present study includes 500 students from IX standard Social science



subject.

KEYWORDS :Emotional intelligence, Social science , political science.

INTRODUCTION:

Social science is a major category of academic disciplines, concerned with society and the relationships among individuals within a

society.. It in turn has many branches, each of which is considered a "social science":

The main social sciences include economics, political science, human, geography, demography and sociology. In a wider sense, social science also includes some fields in the humanities such as anthropology, archaeology, jurisprudence, psychology, history, and linguistics. The term is also sometimes used to refer specifically to the field of sociology, the original 'science of society', established in the 19th century.

Social science tells us about the world beyond our immediate experience, and can help explain how our own society works - from the causes of unemployment or what helps economic growth, to how and why people vote, or what makes people happy. It provides vital information for governments and policymakers, local authorities, non-governmental organisations and others.

Emotional Intelligence (EI) describes the ability, capacity, skill or, in the case of the trait Emotional Intelligence model, a self-perceived ability, to identify, assesses, and manage the emotions

of one's self, of others, and of groups. Different models have been proposed for the definition of Emotional Intelligence and disagreement exists as to how the term should be used. Despite these disagreements, which are often highly technical, the ability Emotional Intelligence and trait Emotional Intelligence models (but not the mixed models) enjoy support in the literature and have successful applications in different domains.

Generally, adjustment means the relationship that any organism establishes with respect to its environment. The term usually refers to social or psychological adjustment and when used in the sense it carries a clear positive connotation, that is well adjusted. The implication is that the individual is involved in a rich, ongoing process of developing the potential reacting to and in turn changing the environment in a healthy, effective manner. In other words adjustment is a state of compute equilibrium between an organism and its environment, a state wherein all needs are satisfied and all organismic functions are being carried out smoothly.

Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success.

OBJECTIVES OF THE STUDY

- 1.To study the relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits.
- 2.To study the relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits of Boys in secondary schools.
- 3.To study the relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits of Girls in secondary schools.

HYPOTHESES

- 1.There is a no significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits.
- 2.There is a no significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits of Boys in secondary schools.
- 3.There is a no significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits of Girls in secondary schools.

METHODOLOGY

The study adopts Descriptive survey method for investigation

SAMPLE

The researcher selected 500 IX standard students using random sampling technique of Haveri district constitutes the sample for the study.

TOOLS

- 1.Emotional Intelligence Scale(EIS)2001) constructed by Anukool Hyde and Sanjyot pethe;
- 2.School Adjustment Inventory for School Students (AISS)(2007) constructed by A.K.P Sinha and R. P. Singh;

3. Study Habit Inventory (SHI) (1983) constructed by M. Mukyopadhyay and D. N. Sansanwal,
4. A test for the assessment of Academic achievement in Social science based on Karnataka state syllabus of IX standard is conspicuous by its absence. Hence, it was decided to construct a suitable test for the assessment of Academic achievement of students in Social science.

Statistical Techniques

Simple Correlation

Analysis and Interpretation

In order to investigate the relationship of the independent variables with the dependent variable, Pearson's correlation coefficient technique was applied and simple relationships were obtained. In order to test the significance of obtained 'r' the appropriate 't' test was used. The value of 'r' and 't' with their significance are presented in the following table.

Table-1: Correlation Coefficient between Academic achievement with Emotional intelligence, School adjustment and Study habits (Entire sample)

Variables	Correlation between academic achievement of students of secondary schools with			
	r-value	t-value	p-value	Signi.
Emotional intelligence	0.6657	19.9100	0.0001	S
School adjustment	0.7073	22.3254	0.0001	S
Study habit	0.8784	41.0081	0.0001	S

The above table shows that, there is a positive significant relationship between academic achievement scores and Emotional intelligence ($r=0.6657$, $t=19.9100$), School adjustment ($r=0.7073$, $t=22.3254$) and Study habits ($r=0.8784$, $t=41.0081$) at 0.01 level of significance. Therefore, the null hypothesis is rejected and alternate hypothesis is accepted. This shows that, Academic achievement scores are closely related with the above three variables.

This further implies that, these variables Emotional intelligence, School adjustment and Study habits scores are significantly increasing with increase in the Academic achievement of secondary school students.

Findings : There is a positive significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits.

Table-2: Correlation Coefficient between Academic achievement with Emotional intelligence, School adjustment and Study habits (Boys)

Variables	Correlation between academic achievement of Boys students of secondary schools with			
	r-value	t-value	p-value	Signi.
Emotional intelligence	0.6286	12.9817	0.0001	S
School adjustment	0.6896	15.2965	0.0001	S
Study habit	0.8272	23.6434	0.0001	S

The above table shows that, there is a positive significant relationship between academic achievement scores and Emotional intelligence($r=0.6286$, $t=12.9817$), School adjustment ($r=0.6896$, $t=15.2965$) and Study habits ($r=0.8272$, $t=23.6434$) at 0.01 level of significance. Therefore, the null hypothesis is rejected and alternate hypothesis is accepted. This shows that, Academic achievement scores of boys are closely related with the above three variables.

This further implies that, these variables Emotional intelligence, School adjustment and Study habits scores are significantly contribute to increase in the Academic achievement of Boys.

Findings : There is a positive significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits of Boys in secondary schools.

Table-3: Correlation Coefficient between Academic achievement with Emotional intelligence, School adjustment and Study habits (Girls)

Variables	Correlation between academic achievement of Girls students of secondary schools with			
	r-value	t-value	p-value	Signi.
Emotional intelligence	0.5673	10.6289	0.0001	S
School adjustment	0.6304	12.5297	0.0001	S
Study habit	0.9367	41.2868	0.0001	S

The above table shows that, there is a positive significant relationship between academic achievement scores and Emotional intelligence($r=0.5673$, $t=10.6289$), School adjustment ($r=0.6304$, $t=12.5297$) and Study habits ($r=0.9367$, $t=41.2868$) at 0.01 level of significance. Therefore, the null hypothesis is rejected and alternate hypothesis is accepted. This shows that, Academic achievement scores of girls are closely related with the above three variables.

This further implies that, these variables Emotional intelligence, School adjustment and Study habits scores are significantly increases the Academic achievement of Girls.

Findings : There is a positive significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits of Girls in secondary schools.

DISCUSSION AND CONCLUSION

In this study, the researcher aimed to analyze the relative effectiveness between Emotional intelligence, School adjustment and Study habits of Secondary school students in relation to their Academic achievement in Social science. From the analysis report, it is concluded that, there is a positive significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits in Social science in case of total sample and sub variable i.e., boys and girls. Hence, it is concluded that, Emotional intelligence, School adjustment and Study habits enhances the student achievement in Social science.

EDUCATIONAL IMPLICATIONS

1. Programmes for the improvement of study skills be developed by practicing teachers at school, researchers and psychologists.
2. If good study habits are inculcated, nurtured and promoted at the young age of a child, it will go a long way in removing a number of hurdles on the way to the development of a good and cultured citizen.

3.The knowledge of Study habits of students help the teachers to guide them for effective learning knowledge of Study habits may be used for diagnostic purpose in guidance and counseling to help the students in regards to their education.

4.Study habits training programme should be preventive, it should not merely aim at helping only those who need remedial help Curriculum should be according to level, interest and aptitude of the students.

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