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**A STUDY OF EMOTIONAL INTELLIGENCE AND ACHIEVEMENT AMONG MINORITY AND  
NON-MINORITY GIRLS OF COMMERCE STREAM**

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**Abstract**

*Education is a continuous process and it can be used to mould a person in such a way that he or she could become an asset for a nation. Education also caters to the need of overall development of a person. It may be development of physical, mental as well as emotional abilities. Emotionally stable and sound person is a resource for a society and organization. Commerce includes two types of activities, viz., Trade and Aid to trade. 'Buying and Selling of goods' is called as 'trade'. But there are lots of other activities those are required to facilitate the purchase and sale of goods. These are called services or aid or auxiliaries to trade, and include transport, banking, insurance, communication, advertisement, packaging and warehousing etc. 'Commerce education' is the backbone of the business and it should be tuned with changing trends in the areas related to it. Commerce education has to play a crucial role in our society including various political affiliations, religious institutions, wherein expertise in commercial knowledge is much required. The commerce degrees and certificates are much required and intended for acquiring a conceptual knowledge and managerial skills in the wide and dynamic spectrum of business and industry in today's rapidly progressing world. The term 'Achievement' refers to the degree or the level of success attained in some specific school tasks especially scholastic performances and in this sense Academic Achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter (here we will focus on achievement in commerce). Emotions do play a very significant role in the day to day life of each and every individual and it is also clear that there are large individual differences in the way people deal with emotions; some people seem to be more adept emotional managers than others, for example, obtaining poor grades on a particular examination might incite one child to intense anger, causing the child to act violently in the class, while another child although angered at first, might use his or her feelings to motivate working harder on the next examination and this makes the difference between an emotionally stable and an emotionally unstable person. The various emotions related skills that are employed by individuals have been grouped together and labelled Emotional Intelligence. According to Mayer and Salovey, 'Emotional Intelligence' has been divided into four main categories, each focusing on a different set of emotional skills (Aronson; 2002); (a) The ability to perceive, appraise and express emotion; (b) The ability to use feelings in cognitive activities; (c) The ability to understand emotion and emotional knowledge; and (d) The ability to regulate or manage emotions to promote emotional and intellectual growth. The present study has been conducted to find out the correlation between emotional intelligence and commerce achievement for minority as well as non-minority girls and to know the difference between minority*

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*and non-minority students of commerce stream on emotional intelligence as well as commerce achievement. The sample for this study consists of 120 female students (Minority=60 and Non-minority=60) from first year B. Com. Course of University of Allahabad. Multi-stage Stratified Random sampling has been followed. For collection of data 'Test of Emotional Intelligence (Student Form)' constructed by K.S. Misra has been used and to find out commerce achievement the 'Commerce Achievement Test (CAT)' constructed and standardized by the investigator himself was administered on the students. 'Product moment correlation' coefficients have been calculated to find out relationship and 't-values' have been found out to know the differences between variables. Major findings of the study revealed that there is no significant correlation between emotional intelligence and commerce achievement for both minority and non-minority students, the minority and non-minority students did differ significantly on emotional intelligence but they did not differ significantly on commerce achievement.*

**Keywords:** *Emotional intelligence, Achievement, Minority, Non-minority, Commerce-stream*

### **Introduction:**

Education is a continuous process and it can be used to mould a person in such a way that he or she could become an asset for a nation. Education also caters to the need of overall development of a person. It may be development of physical, mental as well as emotional abilities. Emotionally stable and sound person is a resource for every society and organization. As for as education for minority is concerned, it is the need of the hour to make them well-versed with the latest technology and professional development so as to make them part and parcel of the mainstream educational structure and system, this will also help them to be self-sufficient. But it can only be achieved with the proper proliferation of educational services to the minorities and government institutions should have to work hard in this regard. The emotional intelligence is an ability that makes a person well adjusted and effective human resource for any organization. With the development of intelligence it is also the duty of the teachers and organizations to create conducive environment for the development of emotional intelligence among students as well. The present study focuses on the status-quo of minority and non-minority female students with respect to their emotional intelligence and academic achievement. Because to achieve successful completion of any course-work a student has to pass the relevant examinations and he or she has to prove his potentials by showing his or her academic achievement in the field. But if anyone wants to become more successful then he has to be emotionally stable as well. So, through this paper it would be clear that whether emotionally intelligent students are higher achievers too? As for as achievement is concerned the marks obtained in Commerce Achievement Test (CAT) would be taken as measure of achievement for present study.

Commerce mainly includes two types of activities, namely; Trade and Aid to trade. 'Buying and Selling of goods' is termed as trade. But there are a lots of other activities that are required to facilitate the purchase and sale of goods and these activities are called services or auxiliaries to trade or aid to trade, and may include transport, banking, insurance, communication, advertisement, packaging and warehousing etc. 'Commerce education' is the backbone of the business and it should be tuned with changing trends in the areas related to it. Commerce education has to play a crucial role in our society including various political affiliations, religious institutions, where expertise in commercial knowledge is much required. The commerce degrees

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are much required and intended for acquiring a conceptual knowledge and managerial skills in the wide spectrum of business and industry. Today's highly developed and dynamic industrial, commercial and business world requires highly qualified skilled and smart commerce graduates. First, Commerce begins with functional aspects and then leads to liberal or ideological aspects into a person. The term 'Achievement' refers to the degree or the level of success attained in some specific school tasks especially scholastic performances and in this sense Academic Achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter (Joshi and Srivastava; 2009).

Emotions do play a very significant role in the day to day life of each and every individual and it is also clear that there are large individual differences in the way people deal with emotions; some people seem to be more adept emotional managers than others, for example, obtaining poor grades on a particular examination might incite one child to intense anger, causing the child to act violently in the class, while another child although angered at first, might use his or her feelings to motivate working harder on the next examination and that makes a difference between an emotionally sound and emotionally immature person. The various emotions related skills that are employed by individuals have been grouped together and labelled 'Emotional Intelligence'. According to Mayer and Salovey, 'Emotional Intelligence' has been divided into four main branches, each focusing on a different set of emotional skills (Aronson; 2002); (a) The ability to perceive, appraise and express emotion; (b) The ability to use feelings in cognitive activities; (c) The ability to understand emotion and emotional knowledge; and (d) The ability to regulate or manage emotions to promote emotional and intellectual growth.

It seems that Racial and cultural background continues to be a critical factor in academic achievement in various parts of the world. Some surveys conducted by the National Centre for Education Statistics (NCES) indicated that, on an average, minority students lagged far behind their White peers in terms of academic achievement (U.S. Department of Education, 2000). A number of factors have been emerged to explain the lower academic achievement of minority students, but the researches indicate three main factors namely: 1) Minorities are more likely to live in low-income households or in a single parent families; 2) their parents are likely to have less education; and 3) they often attend under-funded schools. All of these factors are basically the components of Socio-Economic-Status and are linked to academic achievement (National Commission on Children, 1991). In our country as well we may observe that the conditions of minority community is somewhat challenging especially Muslim community in particular. So, to secure inclusive growth and development of a country it is the prime duty of the education system to provide equitable opportunities for development of all. In this paper main focus is on emotional intelligence and achievement of girl students of commerce stream. The following findings of the relevant studies if observed carefully would focus upon the relationship of emotional intelligence and achievement in general.

Chamundeswari (2013) studied emotional intelligence and academic achievement of students at the higher secondary level. Using random sampling technique 321 students, from the higher secondary level in different systems of education, namely, state, matriculation and central board schools are chosen. The Emotional Intelligence Scale (Hydes and others, 2002) has been used to assess the emotional intelligence and the marks scored in Science were taken from their half yearly performance. Results show a positive significant correlation between emotional intelligence and academic achievement among the students.

Dornbusch, Ritter, and Steinberg (1991) compared the differential effects of parental Socio-Economic-Status and neighbourhood Socio-Economic-Status in relation to academic achievement. They also reported that the ability of family SES to influence academic achievement is minimized when students, regardless of their ethnic background, live in a census tract with a substantial proportion of minority residents. In other words, the weaker SES–achievement correlation among minorities in general and African Americans in particular is not solely because of their minority status but partly because most of these families, and fewer Whites, live in neighbourhoods with higher educational risk factors.

Holt (2008) in his study tried to determine how emotional intelligence among undergraduate students is related to academic achievement. The findings of the study indicated significant positive relationship between students' GPA and four emotional intelligence abilities *viz.*; emotional management task, social management task, managing emotions and emotional reasoning.

Sabath (2010) investigated in a study the relationship between emotional intelligence and academic performance of 50 final year students of Government Women's College, Sabalpur and found positive relationship between emotional intelligence and academic performance.

Sharma (2014) conducted an investigation on a sample of 240 students (both male and female) studying in class 11th from all disciplines; science, arts and commerce of schools from both urban and rural areas. The result showed that emotional intelligence is an independent variable from academic Achievement as well as gender. The findings reveal insignificant correlation between emotional intelligence and academic achievement.

Singh (2008) attempted to study the relationship between emotional intelligence and achievement. The sample consisted of 100 female students of class XI. Test of Emotional Intelligence (Student Form) developed by K. S. Misra was used for measuring emotional intelligence. Marks obtained by students in the High School examination of U. P. Board were considered as measures of achievement. The findings of the study revealed that emotional intelligence is positively related to achievement among general students but it is not related to achievement among SC Students; female students with high emotional intelligence achieve better than students with low emotional intelligence in case of general category; and there is no significant difference in the achievement of high and low emotionally intelligent scheduled caste female students.

Vela (2003) found that there is significant correlation between emotional intelligence skills and academic achievement of 1<sup>st</sup> year college students.

After analysing carefully the findings of the previous researches the investigator is curious to find out the effect of emotional intelligence on achievement of female students from minority as well as non-minority groups. Therefore, the present study aims at to find out relationship between emotional intelligence and commerce achievement of female students belonging to minority and non-minority community.

### **Objectives of the study:**

Objectives of the present study stand as follows-

1. To find out the relationship between emotional intelligence and commerce achievement of female students belonging to minority community.
2. To find out the relationship between emotional intelligence and commerce achievement of female students belonging to non-minority community.
3. To compare minority and non-minority female students of commerce stream on emotional intelligence.
4. To compare minority and non-minority female students of commerce stream on commerce achievement.

### **Hypotheses of the study:**

To achieve the above objectives of this study the following Null hypotheses have been formulated-

1. There is no significant relationship between emotional intelligence and commerce achievement of female students belonging to minority community.
2. There is no significant relationship between emotional intelligence and commerce achievement of female students belonging to non-minority community.
3. There is no significant difference between minority and non-minority female students of commerce stream on emotional intelligence.
4. There is no significant difference between minority and non-minority female students of commerce stream on commerce achievement.

### **Methodology:**

**Sample-** The sample for the present study has been selected with the help of 'multi-stage stratified random sampling' method and it consisted of 120 (i.e., 60 students from minority community and 60 students from non-minority community) B.Com. First year students from S. S. Khanna Girls' Degree College, Allahabad (a constituent college of University of Allahabad).

**Tools used-** To collect the data from the above samples two tools have been used; first was 'Test of Emotional Intelligence (Student Form)' constructed by K. S. Misra. This test TEI (S.F.) contains 41 multiple choice items related to emotional intelligence. There is no time-limit for giving responses. Students have to respond to each item by choosing one of the four alternative responses. Scoring was done with the help of stencil. One (1) mark was awarded for every correct answer whereas zero (0) mark was given for every wrong answer. Second was 'Commerce Achievement Test (CAT)' constructed and standardized by the investigator himself. TAC contains 70 objective type items related to Commerce subject. It is based on syllabus prescribed by U.P. board for Higher Secondary Level. A score of 'One' is given for every correct response and 'Zero' is given for wrong response.

**Statistics used-** To analyse the data 'Pearson's Product moment correlation coefficients' have been found out and 't-ratios' were calculated. Their significance was tested at 0.05 and 0.01 level.

**Results and Discussion:**

Present section consists of discussion based on the findings of the study and studies in support as well as against the outcomes of findings have been presented wherever it was possible to do so. The results have been presented with the help of table followed by discussion over the findings.

**Table-1**

**Correlation between Emotional intelligence and Commerce achievement for Minority female students**

S. No.	Group	Sample size	Value of correlation	Result
1	Minority	60	0.17	Positive and Not-significant at .05 level

The above table reveals that calculated value of correlation between Emotional intelligence and Commerce achievement for Minority female students is positive but not significant at 0.05 level. The null hypothesis that “there is no significant relationship between emotional intelligence and commerce achievement of female students belonging to minority community” stands accepted. It means that emotional intelligence is not related to commerce achievement of minority female students and this finding is also supported by the findings of Sharma (2014) and Vela (2003) where it was found that emotional intelligence and achievement are not significantly correlated.

**Table-2**

**Correlation between Emotional intelligence and Commerce achievement for Non-minority female students**

S. No.	Group	Sample size	Value of correlation	Result
1	Non-minority	60	-0.01	Negative and Not-significant at .05 level

From the perusal of Table-2 we can found that calculated value of correlation between Emotional intelligence and Commerce achievement for Non-minority female students is negative as well as not significant at 0.05 level. Therefore, the null hypothesis that “there is no significant relationship between emotional intelligence and commerce achievement of female students belonging to non-minority community” can be accepted. It means that emotional intelligence is not related with the commerce achievement of non-minority female students and even it is negatively correlated with the achievement, this is contrary to the findings of Holt (2008) who found a significant positive relationship between students’ GPA and four emotional intelligence

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abilities *viz.*; emotional management task, social management task, managing emotions and emotional reasoning.

**Table-3****Comparison between Minority and Non-minority female students of commerce on Emotional intelligence**

<u>S. No.</u>	<u>Groups</u>	<u>Mean</u>	<u>S.D.</u>	<u>t-ratio</u>	<u>Result</u>
1	Minority	21.85	6.32	8.23	Significant at .01 level
2	Non-minority	17.27	5.99		

Observation of the Table-3 shows that the calculated value of t-ratio for comparison between Minority and Non-minority female students of commerce on Emotional intelligence is significant at 0.01 level. Thus, the null hypothesis that “there is no significant difference between minority and non-minority female students of commerce stream on emotional intelligence” stands rejected. So, it can be inferred that there is a difference between minority and non-minority female students of commerce stream on emotional intelligence. Minority students are more emotionally intelligent than non-minority students.

**Table-4****Comparison between Minority and Non-minority female students on commerce achievement**

<u>S. No.</u>	<u>Groups</u>	<u>Mean</u>	<u>S.D.</u>	<u>t-ratio</u>	<u>Result</u>
1	Minority	47.32	9.83	0.14	Not Significant at .05 level
2	Non-minority	48.83	8.53		

The above Table-4 represents that the calculated value of t-ratio for comparison between Minority and Non-minority female students on commerce achievement is not significant at 0.05 level. So, the null hypothesis that “there is no significant difference between minority and non-minority female students of commerce stream on commerce achievement” can be accepted. It means that there is no difference between minority and non-minority female students of commerce stream on commerce achievement. It draws support from the study of Dornbusch, Ritter, and Steinberg (1991) where they compared the differential effects of parental Socio-Economic-Status and neighbourhood Socio-Economic-Status in relation to academic achievement and found that weaker SES–achievement correlation among minorities in general and African Americans in particular is not solely because of their minority status but partly because most of these families, and fewer Whites, live in neighbourhoods with higher educational risk factors.

**Conclusion:**

With the help of findings of the present study it can be concluded that emotional intelligence is not related to commerce achievement of female students belonging to minority as well as non-minority communities. This might be due to the availability of better organizational set-up and favourable learning conditions for students without any discrimination on the basis of the religious background of the students in the college. It was also seen that there is difference between minority and non-minority female students on emotional intelligence and minority students were found to be more emotionally intelligent as compared to non-minority students, this shows how minority communities are getting benefitted by the availability of equal educational opportunities in the college as well as it may be due to the result of their positive and encouraging family environment. But as far as commerce achievement is concerned, the students of both the communities are more or less on the same footings, means they do not differ with each other. This also might be due to availability of diagnostic and special tutorial classes for the previously disadvantaged minority section of the society to bring them on equal footings with their counterparts.

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