

The Role of Emotional Intelligence in the Academic Performance of IXth Standard Cbse and State Government School Pupils

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Abstract

This study investigates the role of emotional intelligence (EI) in the academic performance of IXth-standard students, with a specific comparative focus on CBSE and State Government school pupils. Employing a survey design, data were collected from 500 students using a self-developed Emotional Intelligence Scale for Adolescents (EISA) and academic marks. The results revealed that CBSE school pupils demonstrated significantly higher levels of both academic performance and overall emotional intelligence, including its key components of self-awareness, self-regulation, and motivation, compared to their State Board counterparts. Further analysis indicated that girl pupils exhibited higher overall EI than boys, and urban students scored higher than rural students on several EI components. The findings conclusively demonstrate a significant relationship between emotional intelligence and academic achievement, varying notably across educational boards, gender, and location. This study underscores the critical need to integrate Social-Emotional Learning (SEL) into educational policy and practice, advocating for tailored interventions to foster emotional competencies for enhanced academic outcomes across diverse Indian schooling systems.

Keywords: Emotional Intelligence, Academic Performance, Secondary Education, CBSE, State Government Schools,

INTRODUCTION

The pursuit of academic excellence has long prioritized cognitive abilities and IQ as the primary predictors of success (Gottfredson, 1997), yet the persistent challenges of academic pressure and adolescent development highlight the limitations of this cognitive-centric model, underscoring the need for a broader skill set to navigate classroom challenges effectively (Zins, Weissberg, Wang, & Walberg, 2004). This brings to the fore Emotional Intelligence (EI), defined as the ability to monitor and use emotions to guide thinking and action (Salovey & Mayer, 1990) and popularized through its core components of self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995), which serves as a crucial toolkit for academic and personal management. This is particularly critical in the IXth standard, a pivotal juncture characterized by increased academic rigor and performance pressure (Eccles et al., 1993), within the diverse Indian educational landscape where boards like CBSE and State Boards operate with distinct curricula and pedagogical approaches (Sarangapani, 2003). While substantial research links EI to academic success in Western contexts (MacCann et al., 2020), a significant gap remains in understanding its specific, comparative role across different Indian educational systems at this grade level, which this

study therefore aims to investigate by systematically exploring the role of EI in the academic performance of IXth standard CBSE and State Government school pupils.

Need and Importance of the Study

This study is critically important as it addresses several interconnected gaps and needs in contemporary education. Firstly, it bridges a significant contextual gap; while research has established EI-academic performance links in Western contexts (Mavroveli, Petrides, Rieffe, & Bakker, 2007) and generic Indian settings (Bharwaney, 2007), a scarcity remains of work directly comparing students across different educational boards like the pan-Indian, standardized CBSE and the more regionally-focused State Boards (Sarangapani, 2003), which is necessary to determine if EI's role is universal or context-dependent. This comparative approach is vital for informing targeted educational interventions, moving beyond generic SEL programs whose effectiveness can vary (Durlak et al., 2011), by identifying specific EI strengths and vulnerabilities within each system to enable tailored pedagogical practices. Furthermore, the study is crucial for addressing the unique adolescent transition and pressure of the IXth grade (Eccles et al., 1993), providing insights into how EI acts as a protective factor against academic burnout and anxiety (Reddy, 2018) to enhance resilience. The findings will also empower system-specific teacher training by providing evidence for the need to foster emotionally intelligent classrooms, a key factor in student outcomes (Jennings & Greenberg, 2009). Finally, by demonstrating EI's predictive power across major schooling systems, the research provides robust, data-driven evidence to contribute to India's ongoing shift toward holistic education (National Education Policy, 2020), strongly advocating for the systematic integration of SEL into national policy to ensure emotional skills receive parity with cognitive development in shaping future citizens (Goleman, 1995; Zins et al., 2004).

Objectives of the Study:

1. To examine the individual relationships (correlations) between academic performance of IXth standard CBSE and State government school pupils
2. To assess the levels of Emotional Intelligence, and its components scores of IXth standard CBSE and State government school pupils
3. To assess and compare the levels of Emotional intelligence and its components of IXth standard boy and girl pupils
4. To assess and compare the levels of Emotional intelligence and its components of IXth standard pupils of urban and rural schools

Hypotheses of the Study

The above stated objectives following hypotheses were formulated:

H₁: There is no significant difference between Emotional Intelligence, and its components scores of IXth standard CBSE and State government school pupils

H₁: There is no significant difference between academic performance of IXth standard CBSE and State government school pupils

H₁: There is no significant difference between Emotional intelligence and its components of IXth standard boy and girl pupils

H₁: There is no significant difference between Emotional intelligence and its components of IXth standard pupils of urban and rural schools

Operational Definition of Technical Terms

Emotional Intelligence

Daniel Goleman defined that emotional Intelligence is comprised of the abilities such as being able to motivate oneself and persists in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathise and to hope.

Academic Achievement

Academic achievement can be defined as an excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness, arts, culture, and the like.

Design of the Study

The survey study design was performed in the present study

Sample of the Study

A total of 500 pupils of secondary schools including 250 boys and 250 girls studying in CBSE and state government schools from both urban and rural areas were included in the present study. The stratified random sampling methodology was used to stratification of CBSE and state government schools for representation.

Tools used for Data Collection

The research investigator has used the following tools for collection of relevant data for the study.

1. Emotional Intelligence Scale for Adolescents (EISA)
2. Developed by the researcher by using steps of standardization of test Academic Achievement – Total marks obtained by students in all subjects were considered as Academic Achievement.

Table 1.1: Mean and standard deviation of academic performance of IXth standard CBSE and State government school pupils

Summery	CBSE school pupils	State school pupils	Total
n	300	200	500
Mean	73.00	66.42	70.37
SD	10.15	7.11	9.61

The Mean and standard deviation of academic performance of IXth standard CBSE and State government school pupils were presented in the above table. The total academic performance of IXth standard CBSE and State government school pupils is (70.37±9.61). The CBSE school pupils have high academic performance (73.00±10.15) as compared to State government school pupils (66.42±7.11).

Table 1.2: Mean and standard deviation of Emotional intelligence and its components scores of IXth standard CBSE and State government school pupils

Variables	Summery	CBSE school pupils	State school pupils	Total
	n	300	200	500
Emotional intelligence	Mean	248.82	223.42	238.66
	SD	30.53	30.62	32.98
Self awareness	Mean	38.94	30.30	35.48

	SD	9.13	11.17	10.85
Self regulation	Mean	34.32	28.95	32.17
	SD	9.40	9.88	9.94
Motivation	Mean	35.12	32.48	34.07
	SD	4.03	3.14	3.92
Empathy	Mean	34.72	33.27	34.14
	SD	5.30	3.55	4.73
Social skills	Mean	40.37	38.46	39.61
	SD	2.14	2.87	2.63
Personal competence	Mean	37.72	34.81	36.56
	SD	5.02	5.19	5.28
Social competence	Mean	27.63	25.16	26.64
	SD	5.18	4.78	5.16

The above table presents the Mean and standard deviation of emotional intelligence and its components of IXth standard CBSE and State government school pupils.

- The entire sample the mean adjustment problem scores of IXth standard CBSE and State government school pupils is (238.66±32.98). The CBSE school pupils have better emotional intelligence scores (248.82±30.53) as compared to pupils of state government schools (223.42±30.62).
- The component of emotional intelligence that is self awareness scores of IXth standard CBSE and State government school pupils is (35.48±10.85). The CBSE school pupils have better self awareness scores (38.94±9.13) as compared to pupils of state government schools (30.30±11.17).
- The component of emotional intelligence that is self regulation scores of IXth standard CBSE and State government school pupils is (32.17±9.94). The CBSE school pupils have better self regulation scores (34.32±9.40) as compared to pupils of state government schools (28.95±9.88).
- The component of emotional intelligence that is motivation scores of IXth standard CBSE and State government school pupils is (34.07±3.92). The CBSE school pupils have better motivation scores (35.12±4.03) as compared to pupils of state government schools (32.48±3.14).

Table 1.3: Mean and standard deviation of Emotional intelligence and its components of IXth standard boy and girl pupils

Variables	Summery	Boys	Girls	Total
	n	250	250	500
Emotional intelligence	Mean	235.28	242.04	238.66
	SD	30.17	35.31	32.98
Self awareness	Mean	34.91	36.05	35.48
	SD	11.36	10.30	10.85
Self regulation	Mean	32.48	31.86	32.17
	SD	8.16	11.45	9.94
Motivation	Mean	33.71	34.42	34.07
	SD	3.38	4.37	3.92
Empathy	Mean	33.72	34.55	34.14

	SD	4.72	4.71	4.73
Social skills	Mean	39.48	39.74	39.61
	SD	2.91	2.31	2.63
Personal competence	Mean	35.31	37.80	36.56
	SD	5.33	4.93	5.28
Social competence	Mean	25.67	27.61	26.64
	SD	4.87	5.27	5.16

The above table represents the Mean and standard deviation of emotional intelligence and its components scores of IXth standard boy and girl pupils of schools.

- The entire sample the mean adjustment problem scores of IXth standard boy and girl pupils of schools is (238.66±32.98). The Girl pupils of schools have better emotional intelligence (242.04±35.31) as compared to their counterparts i.e. boy pupils (235.28±30.17).
- The component of emotional intelligence that is self awareness scores of IXth standard boy and girl pupils of schools is (35.48±10.85). The Girl pupils of schools have better self awareness (36.05±10.30) as compared to their counterparts i.e. boy pupils (34.91±11.36).
- The component of emotional intelligence that is self regulation scores of IXth standard boy and girl pupils of schools is (32.17±9.94). The Girl pupils of schools have smaller self regulation (31.86±11.45) as compared to their counterparts i.e. boy pupils (.48±8.16).
- The component of emotional intelligence that is motivation scores of IXth standard boy and girl pupils of schools is (34.07±3.92). But, the Girl pupils of schools have better motivation scores (34.42±4.37) as compared to their counterparts i.e. boy pupils (33.71±3.38).

Table 1.4: Mean and standard deviation of Emotional intelligence and its components of IXth standard pupils of urban and rural schools

Variables	Summer	Urban	Rural	Total
	y			
	n	210	290	500
Emotional intelligence	Mean	242.06	236.19	238.66
	SD	31.64	33.76	32.98
Self awareness	Mean	37.41	34.08	35.48
	SD	11.04	10.50	10.85
Self regulation	Mean	33.58	31.15	32.17
	SD	9.25	10.30	9.94
Motivation	Mean	34.20	33.97	34.07
	SD	3.63	4.11	3.92
Empathy	Mean	34.17	34.11	34.14
	SD	4.49	4.91	4.73
Social skills	Mean	39.82	39.45	39.61
	SD	2.78	2.51	2.63
Personal competence	Mean	36.36	36.70	36.56
	SD	5.71	4.94	5.28

Social competence	Mean	26.52	26.72	26.64
	SD	5.54	4.88	5.16

The above table presents the Mean and standard deviation of emotional intelligence and its components of IXth standard pupils of Urban and rural schools.

- The entire sample the mean adjustment problem scores of IXth standard pupils of Urban and rural school is (238.66 ± 32.98) . But, the Pupils of urban schools have better emotional intelligence (242.06 ± 31.64) as compared to their counterpart's i.e. rural school pupils (236.19 ± 33.76) .
- The component of emotional intelligence that is self awareness scores of IXth standard pupils of Urban and rural school is (35.48 ± 10.85) . The Pupils of urban schools have better self awareness (37.41 ± 11.04) as compared to their counterpart's i.e. rural school pupils (34.08 ± 10.50) .
- The component of emotional intelligence that is self regulation scores of IXth standard pupils of Urban and rural school is (32.17 ± 9.94) . The Pupils of urban schools have higher self regulation (33.58 ± 9.25) as compared to their counterpart's i.e. rural school pupils (31.15 ± 10.30) .
- The component of emotional intelligence that is motivation scores of IXth standard pupils of Urban and rural school is (34.07 ± 3.92) . However, the Pupils of urban schools have higher motivation (34.20 ± 3.63) as compared to their counterpart's i.e. rural school pupils (33.97 ± 4.11) .

Major Findings

- The IXth standard pupils of CBSE and state government schools differs statistically significant with academic performance
- The pupils of IXth standard in CBSE and state government schools differs statistically significant with emotional intelligence
- The IXth standard boy pupils of CBSE and boy pupils of state government schools differs statistically significant with academic performance

Conclusions

- The academic performances of IXth standard girl pupils of schools are increase with increase in emotional intelligence and its components that is Self awareness, Self regulation, Motivation, Empathy, Social skills, Personal competence and Social competence)
- The academic performances of Xth standard pupils of urban schools are increase with increase in emotional intelligence and its components that is Self awareness, Self regulation, Motivation, Empathy, Social skills, Personal competence and Social competence)
- The academic performances of Xth standard pupils of rural schools are increase with increase in emotional intelligence and its components that is Self awareness, Self regulation, Motivation, Empathy, Social skills, Personal competence and Social competence)

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