

Academic Achievement of Secondary School Students' in Relation to Their Emotional Intelligence

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Abstract

Emotional intelligence is an important factor in students' personal and academic growth, which helps them manage their emotions, handle social situations, and perform well in school. Emotional intelligence and Academic Achievement are the two facets of students' life that determines the success of life. These are helpful in shaping the personality traits, creativity, behaviour and achievement of students if well analyzed on time. Emotional Intelligence is an important element to driving innovation at educational institutions. Academic achievement is a key indicator of a student's educational progress, traditionally linked to Intelligence Quotient (IQ). Emotional Intelligence has become an alarming topic and it is a key factor in determining success of a person in all aspects of life. EI is important in students because it helps them to care for themselves and understand and manage their emotions. EI helps you to achieve your goals and career as well as to create healthier and stronger relationships. Emotional Intelligence is considered as a successful predictor of academic achievement and it perceived as a type of aptitude that involves the ability to monitor one's feelings. The present study had investigated academic achievement of secondary school students' relation to their emotional intelligence. The major objectives of this study was to know the emotional intelligence of secondary students in respect to the gender and different types of school as well it express to relationship in between the emotional intelligence and academic achievement of said students. Present research investigator had followed descriptive survey research design and it is mainly based on quantitative method. Samples of 200 students were taken from secondary schools from Nadia district to check the difference and relationship between their emotional intelligence and academic achievement. The study suggests enhancing emotional intelligence may not only increasing the learning process and it also improve career choice and possibility of success.

Keywords: Emotional Intelligence, Academic Achievement, Secondary Schools, Gender

Introduction

Education plays an important role in shaping an individual's future, and academic achievement is a key indicator of a student's progress. Traditionally, intelligence quotient (IQ) has been considered a major factor influencing academic performance. However, recent research suggests that Emotional Intelligence (EI) also plays a crucial role in determining students' success in academics and other aspects of life. Emotional intelligence is a recent concept that has a clear impact on the lives of humans; it influences ones thoughts, relationships and emotions. Emotional intelligence is the ability to perceive, understand,

manage and use emotions effectively in one self and others. Emotions are people's state of mind that are produced by their mood or interactions with those around them. Emotional Intelligence is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another. EI refers to the ability to perceive, understand, regulate, and manage emotions effectively, which in turn impacts social interactions, motivation, and cognitive performance. Emotional intelligence helps students to understand and to manage their emotions. It is the key to handling stress and staying focused on goals. Students with high emotional intelligence are often better at adapting to challenges. Academic achievement is one of the factors in the student development process and might be affected by various factors such as learning environment, motivation, Emotional Intelligence and gender etc.

Emotional intelligence is a concept that received much attention in academic literature worldwide. Emotional intelligence is generally said to include a few skills: namely emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to manage emotions. Intelligence means the ability to learn and apply knowledge. In the most recent decade, the subject of emotional intelligence and competency has turned into a theme of expanding enthusiasm to instructors as they collaborate with understudies influenced by stresses and difficulties of the mind boggling world. Emotional Intelligence is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. Emotional Intelligence is considered a relatively recent concept which caught the attention of many scholars who stressed that success in social or professional life does not rely on an individual's intellectual abilities (Intellectual Intelligence), but it depends on the abilities an individual has; these abilities were called emotional intelligence. Its fundamental focus is on identification and monitoring of emotions, the way to interact with others, academic achievement and study adaptability. It plays a significant role in personal and professional relationship, decision making processes, and overall mental wellbeing. Emotional Intelligence also reflects an ability to use intelligence, empathy and emotions to enhance understanding of interpersonal dynamics.

Statement of the Problem

The study aims to explore the relationship between Emotional Intelligence and Academic Achievement of Secondary School Students. The study is titled "**Academic Achievement of Secondary School Students relation to their Emotional intelligence**".

Objectives of the Study

The objectives of the study are as follows

- To know the significant difference between the secondary school students in their emotional intelligence in terms of their gender.
- To study the significant relationship between emotional intelligence and academic achievement of secondary school students.
- To find out the significant difference between rural and urban secondary school students in their emotional intelligence.
- To study the significant difference between rural and urban secondary school students in their academic performances.

Review of related literatures

Kanchan Matharkar and Mani Prabha(2025) conducted a study on Relationship between Emotional Intelligence and Academic Achievement of secondary school students. This present study conducted to compare the levels of Emotional Intelligence among secondary school students from government, private, and missionary schools. This study examines the relationship between EI and academic achievement among secondary school students from government schools, with a total sample of 100 students. The study concludes that higher Emotional Intelligence contributes to better academic performance, but the correlation remains moderate, indicating that other factors such as cognitive abilities, socio-economic background, and school environment also influence academic success.

Haripal, M and Bhuyan, S (2024) assessed the relationship between emotional intelligence and academic achievement in 100 higher secondary students from Sonepur, Odisha, using a descriptive survey approach. Results showed a significant difference in emotional intelligence between boys and girls and a positive correlation between emotional intelligence and academic achievement.

Shyamrajat, T., Pujar, V.B.(2023). Conducted a study on The Influence of Emotional Intelligence on Academic Achievement of Secondary Students. The major objectives of the study was to investigating the

relationship between respondents' emotional intelligence and their academic achievement and also to identify the level of emotional intelligence. The present study had followed quantitative design and correlational research. A total of 765 secondary school students of Kottur district both in village and town were selected as sample of present study. The findings of the study show that the students of the secondary school have high level of emotional intelligence. However, no significant relationship was found between emotional intelligence and students' academic achievement.

Hypotheses of the Study

On the bases of objectives following hypotheses is formulated for the present study:

Ho1: There is no significant difference between male and female secondary school students in their emotional intelligence.

Ho2: There is no significant correlation between emotional intelligence of secondary school students and their academic achievement.

Ho3: There is no significant difference between rural and urban secondary school students in their emotional intelligence.

Ho4: There is no significant difference between rural and urban secondary school students in their academic achievement.

Operational definition of the term

Emotional Intelligence: In their influential article "Emotional Intelligence", Salovey and Mayer (1997) define emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions.

Academic Achievement: Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement is the level of performance in school subjects as exhibited by an individual (Ireoegbu, 1962 as cited in Ogundokun &

Adeyemo, 2010).

Secondary School Students: Secondary School Students refer to those students who are studying in classes IX and X standards

Delimitation of the Study: The study will be delimited with 200 secondary school students of Arts stream only under W.B.C.H.S.E. from Kalyani and Chakdaha block. The study will be delimited to Nadia district. Only four schools two are from Kalyani urban area and another two area Chakdaha rural area will be selected. The boys and girls students will be considered.

Significance of the Study

In the modern world, education is getting widened and there is a cut-throat competition among students to excel. Students feel difficult to control their emotions in order to face various situations in school life. It is imperative to manage the stress and strain to keep pace with the demands of the world. Success in academics can be predicted more by emotional measures. Emotions of a student can affect him in many ways. Intelligence may help students in acquiring subject knowledge but only emotional intelligence can enrich their learning proficiency and make them efficient as well as achievers. Hence, the present study has been undertaken **Academic Achievement of Secondary School Students relation to their emotional intelligence.**

Methodology of the research

Variables

Two variables are considered in the present study. They are-

1. Emotional Intelligence.
2. Academic Achievement.

Population and Sample

Population: The target population for the present study is the students at the secondary school under W.B.C.H.S.E.

Sample: From the target population a sample of 200 students were selected by using stratified random sampling technique from the four school of Kalyani and Chakdaha Block.

Tools Used

For the present study, Schutte Self Report Emotional Intelligence Test in short form SSREIT ($r=.90$, $p<.01$) in English version developed by Dr. Nicola Schutte has been taken to measure the emotional intelligence of 13 to 15 years aged secondary school students. It has four dimensions namely, emotion perception, utilizing emotions, managing self- relevant emotions and managing others' emotions. There are 33 items in SSREIT, which are to be answered in using 4- point Likert Scale as 'Strongly Agree/Agree/Disagree/Strongly Disagree'. (The bengli version of The Schutte Self Report Emotional Intelligence Test (SSEIT) has been made for the benefit of the student)

Techniques use for Data Analysis

For analysis of data and interpretation of results, suitable statistical tests will be used.

Results

Description and Interpretation: The data is summarized in Tables and the analysis has been made on the basis of those and Tables:

Table 1:

EMOTIONAL INTELLIGENCE SCORE OF H.S. SCHOOL STUDENTS					
SL. No	Name of the School	Number of Students	Area	Mean	S.D.
1.	Gonsai Das Paul Academy	50	Rural	97.04	3.75
2.	Chakdaha Ramlal Academy	50	Rural	97.56	4.66
3.	Kalyani University Experimental High school	50	Urban	104.9	8.25
4.	Pannalal Institution	50	Urban	101.62	4.91

Table 1 is based on the Mean Score and Standard Deviation Score of Emotional Intelligence of Secondary School students at four schools of Kalyani and Chakdaha Block in Nadia respectively.

Table 2:

ACADEMIC ACHIEVEMENT SCORE OF H.S. SCHOOL STUDENTS					
SL. No	Name of the School	Number of Students	Area	Mean	S.D.
1.	Gonsai Das paul Academy	50	Rural	16.76	2.04
2.	Chakdaha Ramlal Academy	50	Rural	16.4	2.11
3.	Kalyani University Experimental High school	50	Urban	17.16	2.12
4.	Pannalal Institution	50	Urban	17.52	2.32

Table 2 is based on the Mean Score and Standard Deviation Score of Academic Achievement of Secondary School students at four schools of of Kalyani and Chakdaha Block in Nadia respectively.

Research Hypotheses 1:

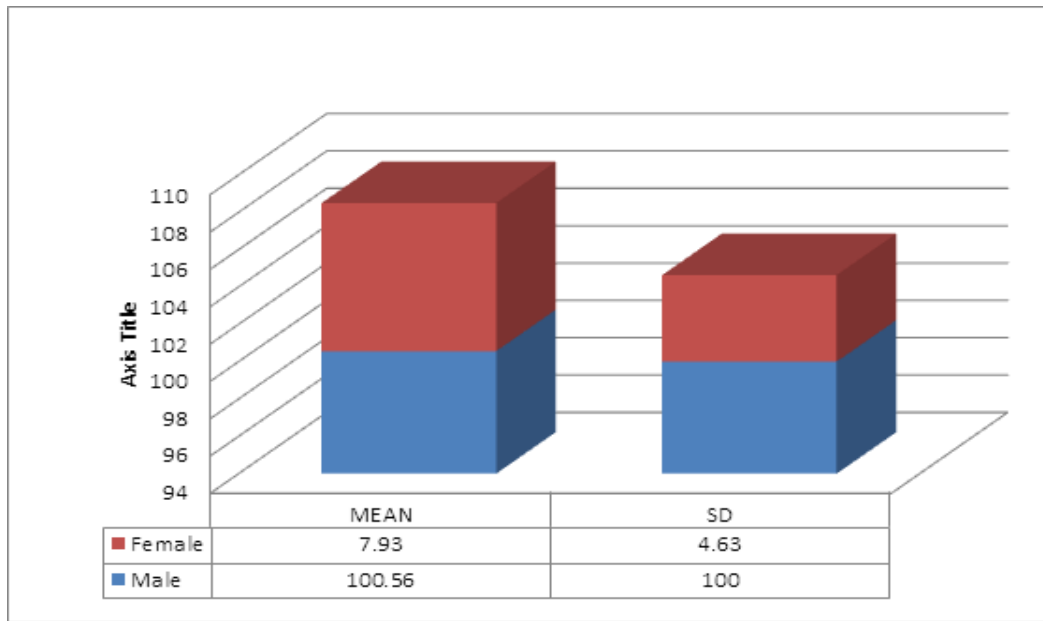
There is no Significant Difference between Male and Female Secondary School Students in their Emotional Intelligence.

Table 3:

[There is no significant difference between male and female secondary school students in their emotional intelligence.]

Number, Mean, Standard Deviation and t' value on Emotional Intelligence of Secondary School Students.

Gender	Number	Mean	S.D.	D. F	't' value	Table Value	Remarks
Male	100	100.56	7.93	197	0.610	1.98(0.05 level)	Not Significant
Female	100	100	4.63				



Interpretation:

Here the Table 3 shows that the obtained t' value 0.610 between male and female secondary school students in their emotional intelligence is founded less than the table value 1.98 at 0.05 level. This allows us to accept the hypotheses. This reveals that there is no significant difference between male and female secondary school students in their emotional intelligence.

Research Hypotheses 2:

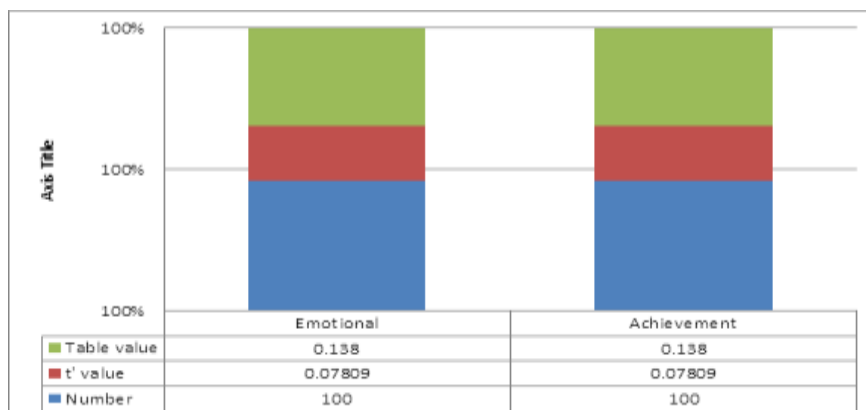
There is no Significant Correlation between Emotional Intelligence of Secondary School Students and their Academic Achievement.

Table 4:

[There is no significant relationship between emotional intelligence and academic achievement of secondary school students.]

Showing the Value of Coefficient of Correlation (r) between Emotional Intelligence and Academic Achievement of Secondary School Students.

Variables	Number	'r 'value Secondary School	Table value	Remarks
Emotional Intelligence vs Academic Achievement	200	0.07809	0.138 (0.05 level)	Not Significant



Interpretation:

Observation of Table 4 shows that the obtained ‘r’ value 0.07809 between emotional intelligence and academic achievement of secondary school students is founded less than the table value 0.138 at 0.05 level. This allows us to accept the hypotheses. This reveals that there is no significant relationship between emotional intelligence and academic achievement of secondary school students.

Research Hypotheses 3:

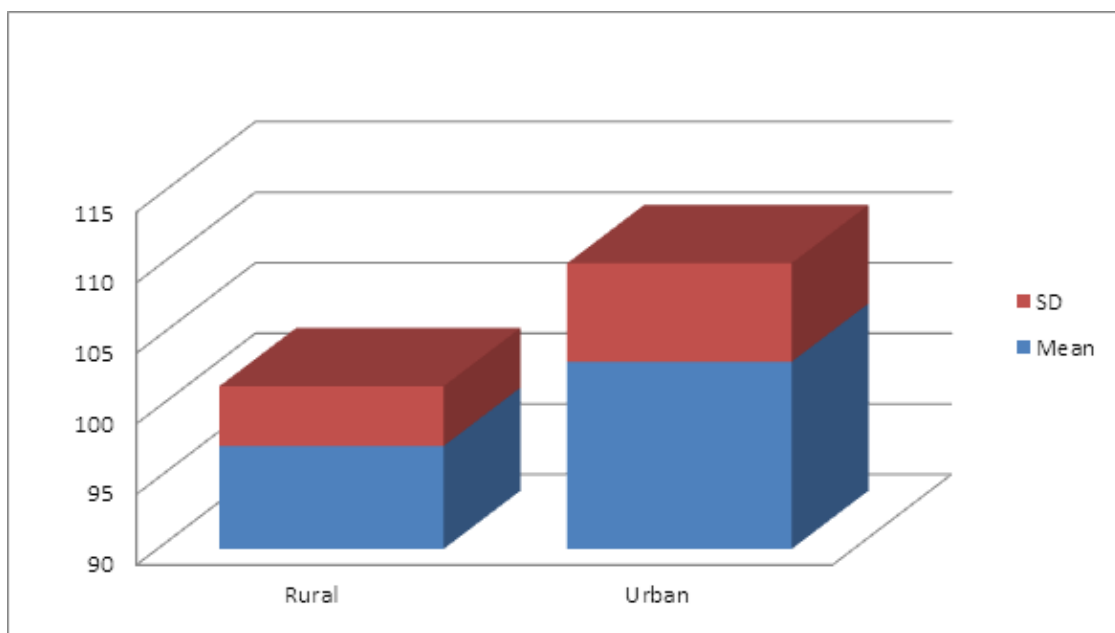
There is no Significant Difference between Rural and Urban Secondary School Students in their Emotional Intelligence.

Table 5:

[Significant difference between rural and urban secondary school students in their emotional intelligence.]

Number, Mean, Standard Deviation and ‘t’ value on Emotional Intelligence of Rural and Urban Secondary School Students.

Habitat	Number	Mean	S.D.	D.F.	‘t’value	Table Value	Remarks
Rural	100	97.30	4.22	197	7.27	1.98(0.05 level)	Significant
Urban	100	103.26	6.98				



Interpretation:

Observation of Table 5 shows that the obtained ‘t’ value 7.27 between rural and urban secondary school students in their emotional intelligence is founded higher than the table value 1.98 at 0.05 level. This allows us to reject the hypotheses. This reveals that there is significant difference between rural and urban secondary school students in their emotional intelligence.

Research Hypotheses 4:

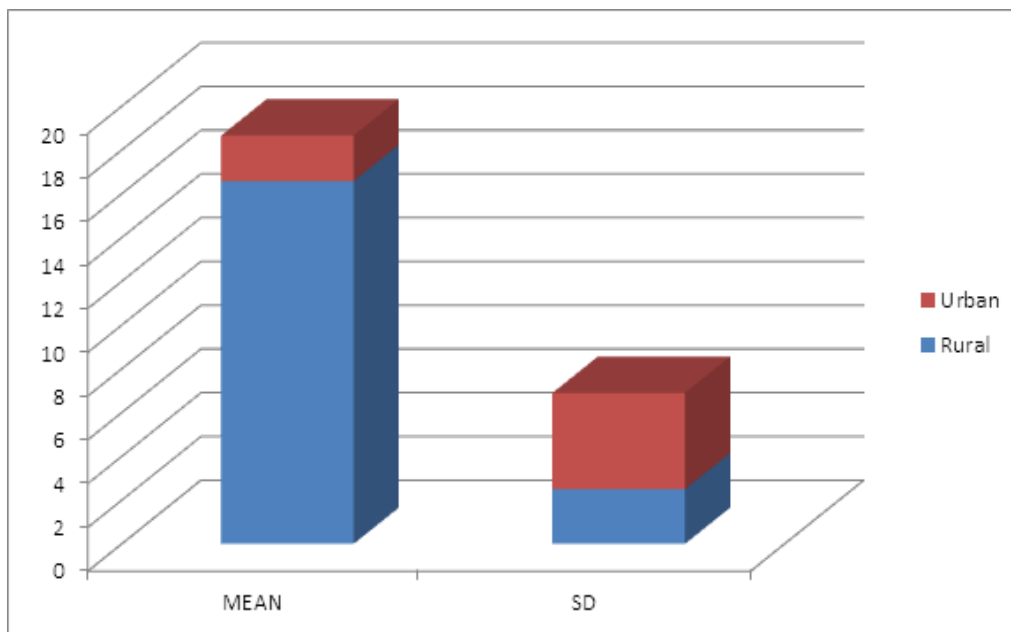
There is no Significant Difference between Rural and Urban r Secondary School Students in their Academic Achievement.

Table 6:

[Significant difference between rural and urban secondary school students in their academic performance.]

Number, Mean, Standard Deviation and ‘t’ value on Academic Achievement of Rural and Urban Secondary School Students.

Habitat	Number	Mean	S.D.	D.F.	‘t’value	Table Value	Remarks
Rural	100	16.58	2.08	197	2.53	1.98(0.05 level)	Significant
Urban	100	17.34	2.23				



Interpretation:

Observation of Table 6 shows that the obtained ‘t’ value 2.38 between rural and urban secondary school students in their academic achievement is founded higher than the table value 1.98 at 0.05 level. This allows us to reject the hypotheses. This reveals that there is significant difference between rural and urban secondary school students in their academic performance.

Findings:

In the present investigation, the findings are:

- There is no significant difference between male and female secondary school students in their emotional intelligence.
- There is no significant relationship between emotional intelligence and academic achievement of secondary school students.
- There is significant difference between rural and urban secondary school students in their emotional intelligence. It is found that students belonging to urban areas have higher emotional intelligence than students belonging to rural areas.

- There is significant difference between rural and urban secondary school students in their academic achievement. It is found that students belonging to urban areas have higher academic achievement than the students belonging to rural areas.

Limitations

For the study of data collection investigator mention different problems- as like

- In the class room situation same aged students not having there, as a result more aged students answer more than emotional intelligence questions better than less aged student's .In the data collection age difference makes to failure write data or same output from difference.
- Inclusive and general students, place in same class, so if investigator ask any question ,get feedback different way. If investigator get same feedback from all students if they belongs in same category.
- In questioning, examination duration less time given as a result student give answered quickly, so in data investigator see imaginary thinking mixed there answer paper.
- In the class room, student's attendance, mainly meritorious students absent that day, so investigator cannot get data from there.

Conclusion:

Education is the most important process in the life of every individual. The need of the hour is to pay attention in satisfying the needs and develop emotional stability among the students so that they can made academic success. The success of the students is possible only when they are motivated to achieve their targets in life. It is possible when they are emotionally strong and are aware about their strengths and weaknesses. Such atmosphere is created for the child in whom he/she feels protected, free and open to think and act. The present study was undertaken by the investigator to measure the level of difference in attitude among various categories of class IX students in their emotional intelligence and academic achievement. In nutshell, a child's emotional life has an impact on child's academic success and social adaptation both in and out of the classroom. Teaching these skills has a long term effect on achievement. The emotions, feeling and values are for a person's achievement in life. The study reveals the need for implementing certain strategies in schools to enhance the student's performance with a good amount of emotional intelligence. School is a place where environment is created for students, to learn desirable behavior. The study will also help the curriculum designers to modify the present curriculum and make it more activity oriented by supplementing it with aids, advice and facilities related to curriculum activities to enhance the non academic achievement of the students. Emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them (Goleman, 1985), the need is felt to investigate the emotional intelligence and academic achievement among students.

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