



Impact Of Emotional Intelligence On Academic Achievement Of Secondary Students

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Abstract

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 the impact of emotional intelligence on academic achievement of secondary students. 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. A total of 200 samples from govt. and private secondary schools of class IX which selected through the simple random sampling technique from the district of nadia. A standardized questionnaire (Poornima, 2017) on emotional intelligence was administered to the targeted sample group for the purpose of collection of data and scores on academic achievement was collects their previous year final examination marks. The result of the study stated that emotional intelligence of male secondary students are significantly different from the female secondary students as well the emotional intelligence of govt secondary school students are not significantly different from the private school secondary students. It also revealed from the study emotional intelligence and academic achievement are negatively correlated which means if emotional intelligence increases than the academic achievement may decreases. The study suggests enhancing emotional intelligence may not only increasing the learning process and it also improve career choice and possibility of success.

Keywords: Emotions, Emotional Intelligence, Academic Achievement, Secondary Students.

1. Introduction:

With the rapid development in this century challenging times, especially school students and the general public to face the wave of globalization and secularism as well as various challenges. Thus, the ability of self-control of emotions is a important matter for not carried away by the flow of negative and evil elements. Therefore, a high emotional intelligence helps maintain a state of harmonies and quiet in oneself and finally

be more self-confident in dealing with the challenges of living and learning in educational institutions. High emotional intelligence can contribute to a student in the learning process (Goleman, 1996; Elias, Ubriaco, Reese et al., 1992, Svetlana, 2007). We educate students with one main objective in mind: their success. New theories have been introduced: The multiple intelligence theory (Gardner, 1983) and the emotional intelligence theory (Mayer & Salovey, 1990; Goleman, 1995). Then we can say that success depends on several intelligences and on the control of emotions. IQ alone is no more the measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995). Emotional Intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands and pressures (Bar-On, 2006). It is that part of the human spirit which motivates us to perform, which gives us energy to demonstrate behaviors such as intentionality, persistence, creativity, impulse control, social deftness, compassion, intuition and integrity (Kapp, 2002). Lam and Kirby (2002) are of the opinion that emotional intelligence involves perceiving, understanding, and regulating emotions. The historical origins of EI are not very ancient which can be traced to Edward Thorndike's, the writer who introduced the concept of "Social Intelligence" in the 20th century (1920). In his early studies, he described emotional Intelligence (EI) as evaluation and description of socially proficient behavior (Chapin, 1942; Doll, 1935; Thorndike 1920)

It is necessary to collect information about outcomes of every educational system and its effective factors for promoting educational quality. Evaluation of the important educational aspects is a basis for valuating educational institutes. Educational achievement evaluation can be considered as one of the most important educational evaluations. In the past, perceived cognitive potential, more than any other factor has been seen as a predictor of academic achievement. In the contemporary world, education is getting broadened and there are intensive competitions among students to achieve excellent achievement. In university life students face various situations where they feel difficult to control their emotions. It is essential to manage stress and anxiety of students which ultimately affects their academic achievement. In present times, it is very important for students to be academically prepared so that they can strive well for jobs based upon knowledge. This is because if students are not qualified enough, then it can lead to extremely high costs to the individuals and society. There are a variety of studies that have shown how academic achievement, as assessed using the grade point average is associated with various domains of well-being and life success. Strong associations have been reported between high GPA and increased academic attainment, rates of employment and job success. One field that has attracted a lot of attention is the effect of emotional and social capabilities on educational success. In present study investigator tried to explain the impact of emotional intelligence on academic achievement of secondary students in north 24 pgs. district of the state of west bengal. So, there is a need to understand the impact of the emotional intelligence on academic achievements of the secondary students. Therefore, the present study titled as "Emotional Intelligence and Academic Achievements of Secondary School Students."

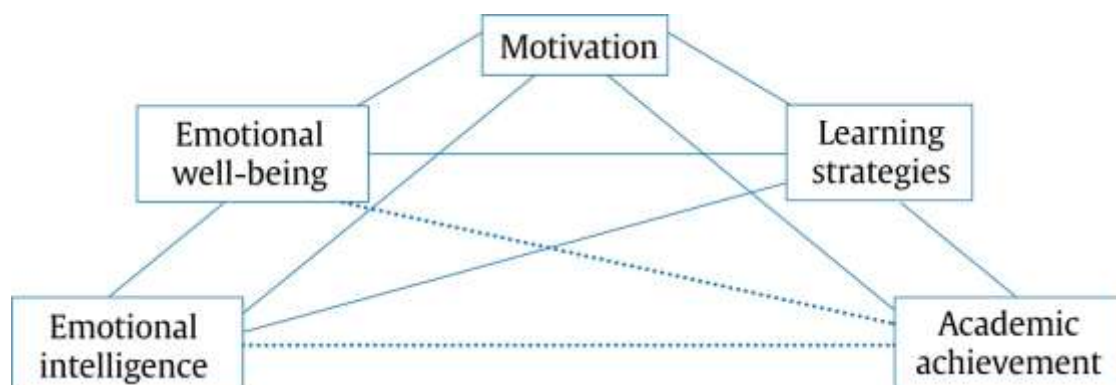


Figure 1.1: Conceptual Model proposed for the Emotional intelligence-Academic Achievement associated with other factors

Emotional Intelligence is perceived as a type of aptitude that involves the ability to monitor one's feelings and that of others, to discriminate among them and to use this information to guide one's feeling and thinking.

2. Rationale of The Study:

In present study the researcher has chosen a researchable problem to focus on emotional intelligence and academic achievement of secondary level students of north twenty-four pgnns. district. Many researcher shows that the people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. It has significant effect on other factors too in general life. Academic achievement is the major concern of educational policy makers of every country. It has been accepted that environment both inside and outside the school in which the child grows has a great influence on the academic achievement of the students. Among them, socio economic status, social phobia, anxiety, learning disabilities, parent styles, learning styles, classroom climate are some such variables. So care should be taken to increase the rate of achievement and find out the hindrances that decrease the achievement rate. The present study attains more importance in the north twenty four parganas secondary school students to measure emotional intelligence as well academic achievement. Henceforth the researcher opted this study to find out better solutions, provide guidance and plan strategies for teachers, parents and students in order to help them cope with emotional intelligence.

3. Review of Related Literature:

Jaleel, S.S., Ghoti, R.M. (2021). Carried out a study on The Influence of Emotional Intelligence on Academic Achievement. The purpose of the study was to investigating the relationship between the respondents emotional intelligence and academic achievement and also investigate the level of emotional intelligence. The quantitative design methodology employed in this study is correlational research because of the study aims to examine the relationship between emotional intelligence and academic achievement. A sample size of 278 participants were taken from the population by simple random sampling technique. Questionnaire on emotional intelligence was administered on the targeted sample group. After collection of data the present researcher had employed descriptive and inferential statistics was applied. The findings of the study shows that students have high level of emotional intelligence. No significant relationship was found between emotional intelligence and students' 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. On the basis of said research objectives the present investigator framed the two null hypothesis. 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. Standardized questionnaire on EI Scale developed by Reuven Bar-On's was used and Academic achievement Test prepared and standardized by researcher was used to collect data. After all the questionnaire was administered the investigator had applied statistical analysis to get the result of present study. Both descriptive and referential statistics were carried out. The findings of the study shows 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. Since the respondents are future educators, there is a crucial need for them to possess emotional intelligence skills which will allow them to be caring and empathetic teachers.

4. Objectives of the Study:

In present study the researcher had framed some objectives;

Obj¹ To know the differences between emotional intelligence of secondary school in respect to gender.

Obj² To know the differences between emotional intelligence of secondary students in respect to location.

Obj³ To study the relationship between emotional intelligence and academic achievement of secondary students.

5. Hypothesis

On basis of the formulated research objectives of present study the researcher had framed some hypotheses in null form which are as follows;

H₀₁: There is no significant difference in emotional intelligence of male and female secondary students.

H₀₂: There is no significant difference in emotional intelligence of govt. and private secondary students.

H₀₃: There is no significant relationship between emotional intelligence and academic achievement of secondary students.

6. Methodology of The Study:

6.a Design of The Study: The present study was conducted through the descriptive survey method and quantitative in nature.

6.b Population: The population for the present study was considered as the students of grade IX who studying in different schools in govt aided and priate schools of Nadia district in state of west bengal.

6.c Sample & Sampling Technique: 02 Govt. aided high schools and 02 private schools were randomly selected from Nadia district through simple random sampling technique method for present study. A total of 200 samples of class nine was selected through the simple random sampling technique. The sampling design represents in the following figure;

Table 5.1: Details of Total Sample for the Present Investigation

	Govt. School	Private School	Total
Boys	50	47	97
Girls	51	43	94
Total	101	90	191

6.d Tools & Techniques: In present study present investigator had used the statndardized tool on Emotional intelligence Scale developed by Poornima (2017) to collect data from secondary level school students. This scale was 5 point likert scale and scle consist of 25 test items whereas 20 items were in positive and another five was in negative.

In the present study researcher had to measure the academic achievement of the secondary students in this connection the present investigator had requested to school authorities to provide the eighth grade final examination result of the respective students. Finally the scores of the final examination result as considered the data of academic achievement to the target sample group.

7. Data Analysis and Result:

In the present study the researcher analyzed each objectives through the testing of null hypotheses. The analysis results were given below:

H01: There is no significant difference in emotional intelligence of male and female secondary students.

To test the null hypothesis (H_{01}) present researcher followed descriptive and inferential statistics through SPSS Software, the result was given below;

Table 7.1: Descriptive & Inferential Statistics on Emotional Intelligence on the bases of gender

Scale	Gender	N	Mean	SD	t-value	df	Sig. (two tailed)
Emotional Intelligence Scale	Male	97	84.267	19.751	-2.0052*	189	.03457
	Female	94	75.584	20.872			

(* Significant at 0.05 level of significance)

From the analysis table no. 7.1, it is seen that emotional intelligence of secondary students between male and female the calculated 't' ⁽¹⁸⁹⁾ value is -2.0052 and p-value is .03457 ($p < 0.05$). Hence 't' ⁽¹⁸⁹⁾ value is significant at 0.05 level of significance so null hypothesis (H_{01}) is rejected. It can be said that emotional intelligence of male secondary students are significantly different from the female secondary students. Male secondary students have shown more emotional intelligence than that of female secondary students.

H02: There is no significant difference in emotional intelligence of govt. and private secondary school students.

To test the null hypothesis (H_{02}) present researcher followed descriptive and inferential statistics through SPSS Software, the result was given below;

Table 7.2: Descriptive & Inferential Statistics on Emotional Intelligence on the bases of types of secondary schools

Scale	Types of Secondary Schools	N	Mean	SD	t-value	df	Sig. (two tailed)
Emotional Intelligence Scale	Govt Aided	101	81.027	17.081	1.7249*	189	.06157
	Private Schools	90	82.924	22.872			

(* Not significant at 0.05 level of significance)

From the analysis table no. 7.2, it is seen that emotional intelligence of secondary school students between govt aided and private secondary school, the calculated 't' ⁽¹⁸⁹⁾ value is 1.7249 and p-value is .06157 ($p > 0.05$). Hence 't' ⁽¹⁸⁹⁾ value is not significant at 0.05 level of significance so null hypothesis (H_{02}) is not rejected. It can be said that emotional intelligence of govt aided secondary students are not significantly different from the private secondary school students. Private secondary students have shown more emotional intelligence than that of govt aided secondary students.

H03: There is no significant relationship between emotional intelligence and academic achievement of secondary school students.

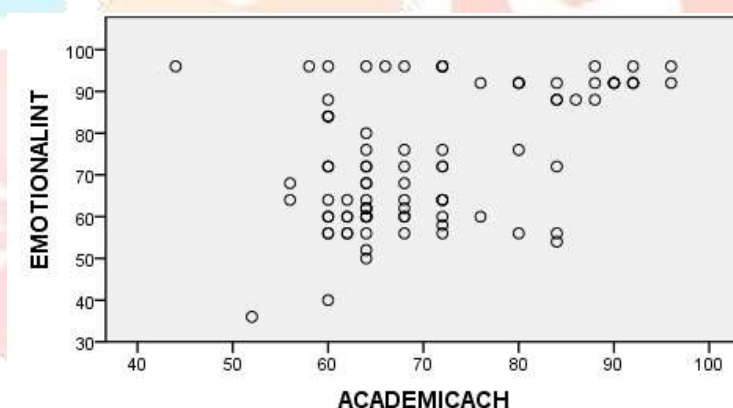
To test the null hypothesis (H_{03}) researcher followed Pearson Correlation through SPSS Software, the result was given below;

Table 7.3: Correlation between Emotional Intelligence and Academic Achievement of Secondary Students

Variables	'r'-value	Nature of 'r'-value	p-value
Emotional Intelligence	-.321	Negative & Low Correlation	.0000
Academic Achievement			

The above table 7.3 shows that emotional intelligence and academic achievement are negatively correlated which means if emotional intelligence increases then the academic achievement may decrease. The p-value of emotional intelligence and academic achievement is .0000 which is lesser than the significant value of 0.01 level. ($p = 0.000 < 0.01$). So the null hypothesis (H_{03}) is rejected. It can be said from the result that there is significant negative relationship between the emotional intelligence and academic achievement of secondary students.

Figure 7.1: Scatter Plot on negative and significant correlation between Emotional Intelligence & Academic Achievement of Secondary students.



8. Conclusion:

Thus, it can be concluded that, there is low negative correlation between emotional intelligence and academic achievement among both male and female secondary students which indicates with increase in emotional intelligence of secondary students they may not be good academic achievers. It can also be inculcated through various co-curricular activities because it provides support to overcome frustration, stress and anxiety and to maintain their motivation for learning. Enhancing emotional intelligence may not only increase the learning process and it also improve career choice and possibility of success, but could also increase the probability of good personal and social adaptation in general. This study therefore recommended that students should be exposed to the concept of emotional intelligence through incorporating emotional intelligence related topics in the guidance and counseling programs in order to help them develop their emotional intelligence skills. There is a need to conduct a comparative study on the relationship of the levels of emotional intelligence of students in boarding and day schools and their academic achievement.

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