



# Emotional Intelligence And Self-Efficacy In Relation To Academic Achievement Of Secondary School Students In West Bengal

Mrityunjay Ishore

Department of Education

Coochbehar panchanan Barma University, coochbehar, India

## Abstract:

The present study aims to investigate emotional intelligence and self-efficacy in relation to academic achievement in secondary school students. Emotional intelligence is the capability of a person to manage and control his emotions and also to possess the ability to control the emotions of others. Self-efficacy refers to the beliefs a person holds regarding his power to situation. Self-efficacy beliefs determine how people think, feel, behave and motivate themselves. Academic achievement as the level of proficiency attained in academic work as formally acquired knowledge in addition to emotional intelligence. Present study investigator had followed descriptive survey research design and it is mainly based on quantitative method. A total of 300 samples from Govt. and private secondary school which selected through the simple random sampling technique from West Bengal. These research tools were standardized with the help of experts to ensure their validity. Findings of the study also revealed that there exists significant difference in the relationship between Emotional Intelligence and Self-efficacy in relation to Academic Achievement among in terms of Gender (Male&Female) and Locality (Urban & Rural) at secondary school students.

**Key Terms:** Emotional Intelligence, Self-efficacy, Secondary school students, Academic Achievement

## INTRODUCTION

Education shapes the destiny of any nation. Education is one of the important phases of learning for human beings. Intelligence is a popular word used in day to day life (Tallinkumar, 2013). The entire system is the physical, psychological, and social characteristics of students that are influenced by cognitive, psychomotor, social and emotional intelligence. Everyone has a different personality, different wants and needs, and different ways of showing their emotions, making emotional intelligence even more important as a tool for success in every aspect of life (Mali, 2018). "Emotional Intelligence" is the ability to monitor one's own and other's feelings and emotions, to distinguish between them, and to utilize this information to drive one's thinking and action" (Salovey and Mayer Claim, 1990). "Emotional Intelligence is the capacity to recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship"(Goleman, 1998).

Emotional intelligence and self-efficacy are important factors for enhancing students academic success in education and well-being (Susheela, 2017). Self-Efficacy is a well-known concept (Bandura, 1977). Self-efficacy has been shown to be a powerful construct related to outcomes such as achievement, motivation and sense of efficacy. Self-Efficacy in general is understood as being very specific that one can have Self-beliefs in different domains or particular situations of functioning even at a given point of time (Mahammad, 2022). Self-efficacy, "The belief in one's capacity to organize and execute the course of action required to manage prospective situations. It is personal judgements about one's ability to perform a given task"(Bandura,1977). Academic achievement is a key factor of educational development. It is the measure of a student about their achievement in educational goal i.e. achievement of what they do in a class, in a laboratory, library or fieldwork etc, and no other fields like sports or music (Mali, 2018). Academic achievement is an important aspect in the life of a child. The success or failure of a student is measured in terms of academic achievement (Artificial, 2014). Academic achievement helps both the students and teachers to know where they stand.

## REVIEW OF THE RELATED LITERATURE

Sarkar, N.(2024) Was Studied on the research paper "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 as it express to relationship in between the emotional intelligence and academic achievement of secondary students. The present study was conducted through the descriptive survey method and quantitative in nature. A total of 200 samples of class nine was selected through the simple random sampling technique. The result of the study stated that emotional intelligence of male secondary students are significantly different from female secondary students as well the emotional intelligence of govt secondary school students are not significantly different from the private school secondary students.

Mohammad, A. N.(2022) Was conducted a study on "Relationship among Emotional Intelligence, Self-Efficacy and Academic Achievement score of Undergraduate students in Bangladesh". The main goal of the study was to find out how much emotional intelligence and self-efficacy first-year University students in Bangladesh have and how that relates to how well they do in academics. This study follows the steps of a cross-sectional survey design that quantitatively measures the emotional intelligence in relation to self-efficacy of undergraduate students in Bangladesh. The results shows that emotional intelligence and self-efficacy are not fixed and innate traits. Instead, they change depending on the circumstances in which young people live. Still, with the right training, their emotional intelligence and sense of self-efficacy can be improved.

Jayakrishna,(2020) was studied on the research paper "Emotional Intelligence and Self-Efficacy among secondary school students". The present study was conducted to find out whether there is a significant positive relationship exists between Emotional Intelligence and Self-Efficacy among student at secondary school level with respect to total sample and sub sample Gender. Normative survey method was used for the study. The sample consisted of the stratified random sampling technique; 499 students studying in the eighth standard in secondary schools of Kozhikode district were selected for the study. The result shown that there is a significant positive relationship between Emotional Intelligence and Self-Efficacy among students at secondary school level.

Mali, P.(2018) Was conducted a study on " Academic Achievement as a function of Emotional Intelligence and Self-Esteem of Higher Secondary Students". The present study aimed to assess the emotional intelligence and self-esteem of higher secondary students. Descriptive method is used to collect the data. This study stratified random sampling technique was adopted for selecting the sample. A sample of 600 higher secondary students studying in Govt, private and provincialised school and College of Kamrup district were taken for the study. The result shows that the dependence of academic achievement on emotional intelligence and self-

esteem suggesting that their promotion would help the Higher Secondary Students to plane insightfully their career which in turn would save national wastage and in education and enhance the nation's progress.

Roy, K. S.(2018) investigated the study "A study on academic achievement of higher secondary school students in relation to achievement motivation and emotional intelligence". This study was an attempt to examine relationship between emotional intelligence and academic achievement of higher secondary school students. This study was conducted on descriptive survey method. In this study sample consisted of 100 students (50 boys and 50 girls) of class XII of Burdwan district. The data were analyzed with the help of t-test. The result shows that there is a positive relationship between achievement motivation, emotional intelligence and academic achievement of higher secondary schools.

Devi, A.(2010) Was conducted a study on " Emotional Intelligence in Relation to Self Concept Academic Motivation and Academic Achievement of Student Teachers of Punjab". This study suggests that personality of student-teachers and teacher education can be made more effective by developing components of Emotional Intelligence in them. Descriptive survey method was used to collect the data. The sample of the study consists of 1600 B.Ed. students of both science and Humanities streams studying in 20 colleges (Government, Aided and Self financed) of Punjab state. The study found that student-teachers with high emotional intelligence have shown higher self-concept than those with low emotional intelligence.

## RESEARCH GAP

From the above review of literature, a few studies have been conducted in India regarding the variables used in the present research. Either these have been researched upon separately or in combination with other variables. Particularly, there is a deficit of research studies concerning secondary school students in West Bengal. One way of filling the gap created in knowledge of this area was to examine the predictors of emotional intelligence and self-efficacy in relation to the academic achievement of secondary school students in West Bengal. This is an original research gap in the study.

## SIGNIFICANCE OF THE STUDY

The present study will be important to the field of education because it addresses Emotional Intelligence, Self-Efficacy and Academic Achievement, which is currently the most important of education. Emotional Intelligence play a significant role in students ability to manage emotions, build relationships, and handle academic pressures effectively. Self-Efficacy refers to one's ability to perform a task. The student Self-efficacy and growth in their emotional, cognitive, social, intellectual, ethical, psychological, cultural, political and religious lives could be part of their all-round development. Emotional Intelligence and Self-Efficacy are important factors for enhancing students academic achievement in education. Understanding the role of emotional intelligence and self-efficacy in this context can offer valuable insights into how these psychological factors influence academic achievement and overall well-being. This, it can be concluded that several types of research have been concluded reading these dependent and independent variables. Still, no one has carried out a study that comprises all these variables simultaneously. Therefore, it can be said that if the research work can be done properly with these variables, then a new direction will be revealed in the field of education.

## STATEMENT OF THE STUDY

The researcher will be studied under the title -"*Emotional Intelligence and Self-Efficacy in relation to Academic Achievement of secondary school students in West Bengal*".

## DEFINITION OF THE KEY TERM

### Emotional Intelligence

In the present study Emotional Intelligence is considered as the innate potential to feel, use communicates, recognize, remember, learn from, manage and understand emotions. E.I is the ability to identify, assess, and control the emotions of oneself, of others and of groups. Mayer and Salovey (1993) defined Emotional Intelligence as the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.

### Self-Efficacy

Self-efficacy refers to an individuals confidence in their ability to complete a task or achieve a goal (Jayakrishna, 2020). According to Albert Bandura (1997) Self-Efficacy beliefs are one's ability to organize and execute the courses of action required to produce given attainments. It is defined as personal judgements about one's ability to perform given tasks.

### Academic Achievement

Academic Achievement is a key factor of educational development. It may be defined as the outcome of education. It is measure of a student about their achievement in educational goal i.e. achievement of what they do in class, in a laboratory, library or fieldwork etc and not other fields like sports or music (Mali, 2018). According to Verma and Upadhya (1981), 'Achievement, is the attainment or the accomplishment of an individual in some or particular branch of knowledge after certain period of training. The achievement score of student indicates towards the future success of the individual'.

## OBJECTIVES OF THE STUDY

1. To compare emotional intelligence of male and female secondary school students.
2. To compare emotional intelligence of rural and urban secondary school students.
3. To compare self-efficacy of male and female secondary school students.
4. To compare self-efficacy of rural and urban secondary school students.
5. To compare Academic achievement of male and female secondary school students.
6. To compare Academic achievement of rural and urban secondary school students.

## HYPOTHESES OF THE STUDY

- ❖ **Ho1:** There is no significant difference in Emotional Intelligence of male and female secondary school students.
- ❖ **Ho2:** There is no significant difference in Emotional Intelligence of rural and urban secondary school students.
- ❖ **Ho3:** There is no significant difference in Self-efficacy of male and female secondary school students.
- ❖ **Ho4:** There is no significant difference in Self-efficacy of rural and urban secondary school students.
- ❖ **Ho5:** There is no significant difference in Academic achievement of male and female secondary school students.

- ❖ **Ho6:** There is no significant difference in Academic achievement of rural and urban secondary school students.

## RESEARCH METHODOLOGY

### Method:

This study will be employing a descriptive survey method followed quantitative research approach.

### Population:

The population for this study included all students from government and private secondary schools in West Bengal.

### Sample and Sampling technique:

Sample is the representative unit of the population systematically selected by following a scientific method. As per the nature of the study researcher has used a simple random sampling technique. The present study will be conducted on a sample of 300 secondary school students from West Bengal.

### Tools used for the study

The following tools will be used for conducting, collecting the study. Tools will be constructed and standardized by the researcher-

- *Scale for measuring Emotional Intelligence of secondary school students.*
- *Scale for measuring Self-Efficacy of secondary school students.*
- *Scale for measuring Academic Achievement of secondary school students.*

## RESULTS AND DISCUSSION

Data analysis is the major process that is required to be effectively implemented. After collection of data, was analyzed quantitatively. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below.

**Ho1:** There is no significant difference in the emotional intelligence of male and female secondary school students.

Mean, SDs, and 't' ratio of Emotional Intelligence of Male and Female Secondary School Students.

Variable	Group	N	Mean	SD	't' value	Level of significance
Emotional Intelligence	Male	160	86.33	35.63	2.28	Significant
	Female	140	76.55	38.02		

't' value 2.28 > table value 1.97 (at 0.05 level); 2.59 (at 0.01 level)

**From the Table No- 1,** it can be observed that the 't'-value of 2.28 was found significant at 0.05 levels with 298 degrees of freedom, which indicates that the emotional intelligence of male and female secondary school students different significantly. So, the null hypothesis i.e there exists no significant difference in the

emotional intelligence of male and female secondary school students is rejected. Thus, we can say that gender have influence on the emotional intelligence. In terms of mean scores, it can be seen that mean emotional intelligence score of male secondary school students i.e 86.33 has been found higher than that of female secondary school students i.e 76.55. It can be concluded that male students have high emotional intelligence than their counterparts.

**Ho2:** There is no significant difference in the Emotional Intelligence of rural and urban secondary school students.

Mean, SDs, and 't' ratio of Emotional Intelligence of Rural and Urban secondary school students.

Variable	Group	N	Mean	SD	't' value	Level of significance
Emotional Intelligence	Rural	152	80.75	35.42	0.469	Not Significant
	Urban	148	82.76	38.71		

't' value 0.469 < table value 2.59 (at 0.01 level); 1.97 (at 0.05 level)

**From the Table No- 2,** it can be observed that the 't' value 0.469 was found not Significant at 0.01 levels with 298 degrees of freedom, which indicates that the emotional intelligence of rural and urban secondary school students did not differ significantly. So, the null hypothesis i.e there exists no significant difference in the emotional intelligence of rural and urban secondary school students, is accepted. Thus, we can say that locality have no influence on the emotional intelligence. In terms of mean scores, it can be seen that mean emotional intelligence score of rural secondary school students i.e 80.75 has been found lesser than that of urban school students i.e 82.76. This slight difference can be due to the reason that urban girls are able to regulate their own emotions as they have knowledge about the causes of emotion.

**Ho3:** There is no significant difference in the Self-efficacy of male and female secondary school students.

Mean, SDs and 't' ratio of Self-Efficacy of Male and Female Secondary School Students.

Variable	Group	N	Mean	SD	't' value	Level of significance
Self-Efficacy	Male	160	136.63	55.95	1.53	Not Significant
	Female	140	145.79	47.18		

't' value 1.53 < table value 2.59 (at 0.01 level); 1.97(at 0.05 level)

**From the Table No- 3,** it can be observed that the 't'-value of 1.53 was found not Significant at 0.01 levels with 298 degrees of freedom, which indicates the Self-efficacy of male and female secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Self-efficacy of male and female secondary school students, is accepted. Thus, we can say that gender have no influence on the Self-efficacy. In terms of mean scores, it can be seen that mean Self-efficacy score of male secondary school students i.e. 136.63 has been found lesser than that of female secondary school students i.e. 145.79. The present result is found that Self-efficacy of males and females did not differ significantly.

**Ho4:** There is no significant difference in Self-efficacy of rural and urban secondary school students.

Mean, SDs and 't' ratio of Self-Efficacy of Rural and Urban Secondary School Students.

Variable	Group	N	Mean	SD	't' value	Level of significance
Self-Efficacy	Rural	152	138.75	49.77	0.724	Not Significant
	Urban	148	143.12	54.58		

't' value 0.724 < table value 2.59 (at 0.01 level); 1.97 ( at 0.05 level)

**From the Table No- 4,** it can be observed that the 't'-value of 0.724 was found not Significant at 0.01 levels with 298 degrees of freedom, which indicates that the Self-efficacy of rural and urban secondary school students did not differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Self-efficacy of rural and urban secondary school students, is accepted. Thus, we can say that locality have no influence on the Self-efficacy. In terms of mean scores, it can be seen that mean Self-efficacy score of rural secondary school students i.e. 138.75 has been found higher than that of urban secondary school students i.e. 143.12. The present study is found that there is no significant difference in the Self-efficacy with respect to locality.

**Ho5:** There is no significant difference in the Academic Achievement of male and female secondary school students.

Mean, SDs and 't' ratio of Academic Achievement of Male and Female Secondary School Students

Variable	Group	N	Mean	SD	't' value	Level of significance
Academic Achievement	Male	160	80.81	11.96	1.81	Not Significant
	Female	140	78.45	10.46		

't' value 1.81 < table value 2.59 (at 0.01 level); 1.97 ( at 0.05 level)

**From the Table No- 5,** it can be observed that the 't'-value of 1.81 was found not Significant at 0.01 levels with 298 degree of freedom, which indicates that the academic achievement of male and female secondary school students did not differ significantly. So, the null hypothesis there exists no significant difference in the academic achievement of male and female secondary school students, is accepted. Thus, we can say that academic achievement is no effected by gender. In terms of mean scores, it can be seen that mean academic achievement score of male secondary school students i.e. 80.81 has been found higher than that of female secondary school students i.e. 78.45. The present study is found that gender have no significant effect on the academic achievement of students

**Ho6:** There is no significant difference in the Academic Achievement of rural and urban secondary school students.

#### Mean, SDs and 't' ratio of Academic Achievement of Rural and Urban Secondary School Students

Variable	Group	N	Mean	SD	't' value	Level of significance
Academic Achievement	Rural	152	79.87	10.75	0.251	Not Significant
	Urban	148	79.54	11.93		

't' value 0.251 < table value 2.59 (at 0.01 level); 1.97 (at 0.05 level)

**From the Table No- 6**, it can be observed that the 't' -value of 0.251 was found not Significant at 0.01 levels with 298 degrees of freedom, which indicates that the academic achievement of rural and urban secondary school students did not differ significantly. So, the null hypothesis i.e. there exists no significant difference in the academic achievement of rural and urban secondary school students, is accepted. Thus, we can say that locality have no influence on the academic achievement. In terms of mean scores, it can be seen that mean academic achievement score of rural secondary school students i.e. 79.87 has been found higher than that of urban secondary school students i.e. 79.54. The present study is found that there is significant difference in the academic achievement of students with respect to locality.

## CONCLUSION

Many researchers have found individual differences in Emotional Intelligence. The focus of these studies are with the study of emotional abilities as forecasters of psychological well-being, health and social functioning. Emotional Intelligence is a strong predictor of Academic Achievement. A child's emotional life has an impact on child's academic success in and out of the classroom. Since emotionally intelligent individuals are more likely to succeed in life, so efforts should be made to develop their emotional intelligence. Curriculum developers should develop an affective instructional curriculum that incorporates emotional intelligence skills with the objective of enhancing personal and career success of students. In the study the Self-efficacy correlate positively with academic performance of students. Individuals with high Self-efficacy are more likely to study hard in order to perform well those with low Self-efficacy. Gender difference in the Self-efficacy of students was not found in the study. Male and female students had the same level of Self-efficacy. The findings of the study may assist stakeholders also in developing a better understanding of the effects of emotional intelligence on the academic achievement of secondary school students.

## DELIMITATIONS OF THE STUDY

- The study will be delimited to the secondary school students of only Threedivision in West Bengal.
- The study will be confined to 300 secondary school students only.
- The study will be delimited to three components of Emotional Intelligence, Self-Efficacy and Academic Achievement.

## REFERENCE

1. Devi, A. (2010). Emotional Intelligence in relation to self concept Achievement motivation and academic achievement of student teachers of Punjab [Thesis]. <http://hdl.handle.net/10603/20579>
2. Mali, P. (2018). Academic achievement as a function of emotional intelligence and self-esteem of higher secondary students [Thesis]. <http://hdl.handle.net/10603/267730>
3. Mohammad, A. N. (2022). Relationship among emotional intelligence Self-Efficacy and academic score of Undergraduate students in Bangladesh [Thesis]. <http://hdl.handle.net/10603/428018>
4. Roy, S. K. (2018). A study on academic achievement of higher secondary school students in relation to achievement motivation and emotional intelligence. Journal of emerging technologies and innovative research, 5(8), 357-364. <https://www.jetir.org/papers/JETIR1808693.pdf>
5. Tallinkumar. B. H. (2013). A study of education intelligence among higher secondary students of Gujarat state in context to certain variables [Shodhgangotri]. <http://hdl.handle.net/20.500.14146/1585>
6. Pandey, S. k. (2021). Emotional intelligence in relation to self-efficacy and quality of life among medical practitioners [ Thesis]. <http://hdl.handle.net/10603/467760>
7. Susheela,.(2017). Academic achievement and psychological well being of secondary school students in relation to their emotional intelligence and self efficacy [Thesis]. <http://hdl.handle.net/10603/194240>
8. Sarkar, N. (2024). Impact of emotional intelligence on academic achievement of secondary students. International journal of creative research thoughts, 12(10), 319-325. <https://www.ijcrt.org/papers/IJCRT2410507.pdf>
9. Jayakrishna,. (2020). Emotional intelligence and self-efficacy among secondary school students. International journal of creative research thoughts, 8(4), 4108-4111. <https://www.ijcrt.org/papers/IJCRT2004587.pdf>
10. Ghorai, B. K. (2023). Emotional intelligence and achievement motivation: and investigation on higher secondary school students in Paschim Medinipur district. International journal of advanced research, 11(11), 234-242. <https://doi.org/10.21474/IJAR01/17818>
11. Khatun, M., & Halder, U. K. (2019). A study on the relation between emotional intelligence and academic achievement of higher secondary students. International journal of research and analytical reviews , 6(2), 199-202. <https://ijrar.com/papers/IJRAR4.236>
12. Roy, P., & Mahato, M. (2024). Emotional intelligence and its impacts on academic achievement of general degree college students. International journal for multidisciplinary research, 6(4),7. <https://www.ijfmr.com/papers/IJFMR240424500>
13. Chakraborty, R. (2016). Influence of academic motivation on academic achievement and emotional intelligence in secondary school students. International journal of applied research and studies, V(5), 1-4. <https://www.ijars.ijarsgroup.com/papers/IJARS/1304>