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ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

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Abstract:

The present paper is an attempt to examine relationship between Academic Achievement and Emotional Intelligence of higher secondary school students. Emotional Intelligence is emerged as an effective factor for the specific change in the academic performance of student at higher secondary level. In this study sample consisted of 200 students randomly from different higher secondary school of Nadia District in West Bengal, out of 200 students 100 were boys and 100 were girls with 4 point rating scale. Both positive and negative items are included in this study. The findings are established and tabulated from the Analyzed data. The finding shows that there is no significant difference between Emotional Intelligence and Academic Achievement among the male and female students. Finally, Interpretations, Recommendations are given by the investigation based on the findings.

Keywords: Emotional Intelligence, Academic Achievement, Higher Secondary School Students.

I. INTRODUCTION

Emotional intelligence refers to an ability to recognized the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Emotional intelligence is a recent concept that has a clear impact on the lives of humans; it influences ones thoughts, relationships and emotions. There is a common denominator between emotions and thoughts and between the mind and the heart since they interact with each other to provide an opportunity for humans to make correct decisions and to have sound thoughts. An emotionally disturbed or disoriented person cannot regulate his/her emotions or feelings even if he/she demonstrates a high level of intelligence (Abu Rayyash et al., 2006: 280-281). Emotional Intelligence is 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 adaptabil

II. REVIEW OF RELATED LITERATURE

Tamannaifar et al. (2010) in their article “**Correlation between Emotional Intelligence, self-Concept and Self-esteem with Academic Achievement**”, published in ‘Iranian Journal of Educational Strategies’, was made on 6,050 students at the University of Kashan to explore the relationship between emotional intelligence, self-concept and self-esteem with academic achievement. Students as a sample were randomly chosen. It was found from the study emotional intelligence, self-concept and esteem, of students was found to be significantly related to their academic achievement.

Chawla et al. (2011) in their article “**General intelligence, emotional intelligence and scholastic achievement of commerce 10+2 grade students**”, published in ‘Journal of Community Guidance & Research’, carried out an investigation to find out the correlation among General Intelligence, Emotional Intelligence and Scholastic Achievement of 180 students of 10+1 grade of commerce in two English medium senior secondary schools of Punjab district. It was observed that there were insignificant positive correlations between general intelligence and emotional intelligence, general



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intelligence and scholastic achievement, emotional intelligence and academic achievement, there was insignificant negative correlation between general intelligence and emotional intelligence among high scores and low scores.

P. Raj and V. Chandramohan (2015) in their article “**Relationship between Emotional Intelligence and the Academic Achievement among College Students**”, published in ‘The International Journal of Indian Psychology’ was made on Post graduate girl Psychology students to find out the relationship between emotional intelligence and the academic achievement. They showed that the students, who scored high in emotional intelligence, were academically excellent. Significant relationship existed between emotional intelligence and academic achievement of the students that is emotional intelligence played a major role in promoting academic achievement among college students.

Prabha (2015) in her article “**Emotional intelligence as a correlate of academic achievement among first year degree students in Puducherry, India**”, published in ‘International Journal of Current Research and Review’, has made an attempt to study the relationship between emotional intelligence and academic achievement at higher education level. The investigator selected a sample of 310 first year degree students from various subjects and colleges both Government and private. She found that emotional intelligence was highly correlated with academic achievement, thereby implicating the need of emotional intelligence for promoting academic performances.

Joshi et al. (2024) in their article “**Academic Achievement of Higher Secondary Students in Relation to their Emotional Intelligence and gender**” published in ‘International Journal of Creative Research thoughts’, has made an attempt to study the effect of emotional intelligence and gender on academic achievement of higher secondary students. A sample of 540 Class 11th students (270 males, 270 females) was selected using Unproportionate Stratified Random Sampling Method from 12 Co-education, Hindi Medium Higher Secondary Schools (randomly selected using lottery method) of Durg-Urban area. Emotional Intelligence of selected respondents was measured using Emotional Intelligence Inventory (EII-MM) by Mangal & Mangal (2018) and for academic achievement their Class 10th Board marks were collected from school records. For descriptive statistics – mean and SD and for inferential statistics - ‘t’ values were computed using SPSS Version 23. The study results reveal significant main effects of emotional intelligence and gender on academic achievement of higher secondary students.

III. THE PRESENT STUDY

3.1 Objectives of the Study:

The objectives of the study are as follows:

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

3.2 Hypotheses of the Study:

On the basis of objectives following hypothesis is formulated for the present study:



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H_1 : There is significant difference between male and female higher secondary school students in their emotional intelligence.

H_2 : There is significant correlation between emotional intelligence of higher secondary school students and their academic achievement.

H_3 : There is significant difference between rural and urban higher secondary school students in their emotional intelligence.

H_4 : There is significant difference between rural and urban higher secondary school students in their academic achievement.

3.3 Null Hypotheses of the Study:

$H0_1$: There is no significant difference between male and female higher secondary school students in their emotional intelligence.

$H0_2$: There is no significant correlation between emotional intelligence of higher secondary school students and their academic achievement.

$H0_3$: There is no significant difference between rural and urban higher secondary school students in their emotional intelligence.

$H0_4$: There is no significant difference between rural and urban higher secondary school students in their academic achievement.

3.4 Operational Definition of the Terms:

3.4.1: 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". According to Goleman (1995) emotional intelligence consists of five components : knowing our emotions (self awareness), managing them, motivating ourselves, recognizing emotions in others (empathy) and handling relationships.

3.4.2 Academic Achievement:

Academic achievement is the level of performance in school subjects as exhibited by an individual (Ireoegbu, 1962 as cited in Ogundokun & Adeyemo, 2010).

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 defined as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goals measured by examinations (Lawrence & Deepa , 2013).

3.4.3 Higher Secondary School Students:

Higher Secondary School Students refer to those students who are studying in classes XI and XII standards under W.B.C.H.S.E.



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IV. METHODOLOGY OF THE STUDY

4.1 Method of the Study:

The present study is Descriptive type in nature. Descriptive type survey method has been used in this study. Therefore, naturally different tools, techniques, strategies and methods of Descriptive survey type research have been used to collect, analyze and interpret the data.

4.2 Population of the Study:

All the Students of Higher Secondary Schools (WBCHSE) in the district of Nadia have been traded as population for the present study.

4.3 Sample of the study:

The researcher has selected only 200 Higher Secondary Schools (WBCHSE) Students, among all the Students in the district of Nadia, West Bengal as sample for his present study.

4.4 Sampling Technique:

The stratified random sampling technique has been used in the selection of the sample.

4.5 Variables:

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

- i) Emotional Intelligence of higher secondary school students.
- ii) Academic Achievement of higher secondary school students.

4.5 Research Tools:

For the present study, Shutte 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 16 to 18 years aged higher 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 Rating Scale as 'Strongly Agree/Agree/Disagree/Strongly Disagree'. (The bengali version of The Schutte Self Report Emotional Intelligence Test (SSEIT) has been made for the benefit of the student).

The Academic Achievement of the students will be measured by Achievement Test Questions which will be prepared by the subject experts in the field with well-established Blue Print.

4.6 Statistical Techniques

Mean, standard deviation, t-test, and Pearson's coefficient of correlation were used for analysis.



V. RESULTS AND DISCUSSION

5.1 Description:

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.	Pannalal Institution	50	Rural	97.04	3.75
2.	Madanpur Kendriya Adarsha Vidyalaya	50	Rural	97.56	4.66
3.	Krishnagar Dharma Chandra High School	50	Urban	104.9	8.25
4.	Plassey High School	50	Urban	101.62	4.91

Table 1 is based on the Mean Score and Standard Deviation Score of Emotional Intelligence of Higher Secondary School students at four schools of Nadia District.

Table 2:

ACADEMIC ACHIEVEMENT SCORE OF H.S. SCHOOL STUDENTS					
SL. No	Name of the School	Number of Students	Area	Mean	S.D.
1.	Pannalal Institution	50	Rural	16.76	2.04
2.	Madanpur Kendriya Adarsha Vidyalaya	50	Rural	16.4	2.11
3.	Krishnagar Dharma Chandra High School	50	Urban	17.16	2.12
4.	Plassey High School	50	Urban	17.52	2.32

Table 2 is based on the Mean Score and Standard Deviation Score of Academic Achievement of Higher Secondary School students at four schools of Nadia District.



5.2 Analysis and Interpretation:

H0₁: There is no significant Difference between Male and Female Higher Secondary School Students in their Emotional Intelligence.

Table -3: Number, Mean, Standard Deviation and ‘t’ value on Emotional Intelligence of Male and Female Higher Secondary School Students.

Gender	Number	Mean	S.D	variance	‘t’ value	Table value	Remarks
Male	100	100.56	7.93	62.77	0.610	1.98(0.05 level)	Not Significant
Female	100	100	4.63	21.46			

Interpretation: Observation of Table 3 shows that the obtained ‘t’ value 0.610 between male and female higher 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 Null hypotheses. This reveals that there is no significant difference between male and female higher secondary school students in their emotional intelligence.

H0₂: There is no Significant Correlation between Emotional Intelligence of Higher Secondary School Students and their Academic Achievement.

Table 4: Showing the Value of Coefficient of Correlation (r) between Emotional Intelligence and Academic Achievement of Higher Secondary School Students.

Variables	Number	‘r’ value Higher 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 higher secondary school students is founded less than the table value 0.138 at 0.05 level. This allows us to accept the Null hypothesis. This reveals that there is no significant relationship between emotional intelligence and academic achievement of higher secondary school students.

H0₃: There is no Significant Difference between Rural and Urban Higher Secondary School Students in their Emotional Intelligence.

Table 5: Number, Mean, Standard Deviation, Variance and ‘t’ value on Emotional Intelligence of Rural and Urban Higher Secondary School Students.

Habitat	Number	Mean	S.D.	Variance	‘t’ value	Table Value	Remarks
Rural	100	97.30	4.22	17.85	7.27	1.98(0.05 level)	Significant
Urban	100	103.26	6.98	48.77			



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Interpretation :

Observation of Table 5 shows that the obtained ‘t’ value 7.27 between rural and urban higher 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 Null hypothesis. This reveals that there is significant difference between rural and urban higher secondary school students in their emotional intelligence.

H0₄: There is no Significant Difference between Rural and Urban Higher Secondary School Students in their Academic Achievement.

Table 6:

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

Habitat	Number	Mean	S.D.	Variance	‘t’value	Table Value	Remarks
Rural	100	16.58	2.08	4.32	2.53	1.98(0.05 level)	Significant
Urban	100	17.34	2.23	4.98			

Interpretation :

Observation of Table 6 shows that the obtained ‘t’ value 2.38 between rural and urban higher 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 Null hypothesis. This reveals that there is significant difference between rural and urban higher secondary school students in their academic performance.

VI. SUMMARY AND FINDINGS OF THE STUDY

We are at the beginning of a new century, and intelligence and success are not viewed the same way they were viewed before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child/student has become the center of concern, not only his reasoning capacities, but also his creativity and interpersonal skills. The multiple intelligences theory has been introduced by Gardner (1983) and the Emotional Intelligence theory by Mayer and Salovey (1990) then Goleman (1995). Intelligence quotient alone is no more the only measure for success, emotional intelligence, social intelligence and luck also play a big role in a person’s success (Goleman, 1995). Emotional intelligence is being able to monitor our own and others’ feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions (Salovey and Mayer, 1990). The emotionally intelligent person is skilled in four areas, identifying, using, understanding and regulating emotions (Mayer and Salovey, 1993). Since 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.

In the present investigation, the findings are :

- ❖ There is no significant difference between male and female higher secondary school students in their emotional intelligence.
- ❖ There is no significant relationship between emotional intelligence and academic achievement of higher secondary school students.



- ❖ There is significant difference between rural and urban higher 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.
- ❖

VII. CONCLUSION

The present study was undertaken by the investigator to measure the level of difference in attitude among various categories of class XII students in their emotional intelligence and academic achievement. After extension survey work the obtained data was systematically categories under various heads. To know the attitudinal difference between four mutually contrary groups of students, a qualitative measuring drive was adopted on the bases of 4-point Rating scale. The attitudinal difference was then measured by administering inferential statistics on the raw scores of the various types among XII students. The level of significance of attitudinal differences was judged on the basis of 't'-tests and coefficient of correlation. Hypothesis one, three, and four have done coefficient of correlation. Accordingly hypothesis one and two are accepted. In these cases the null hypothesis are accepted. Other hand hypothesis three and four are rejected. In this cases the null hypothesis are rejected the investigator study was a rigorous initiative and was conducted consistently keeping in mind the unwinding effort associated with purpose of research work.

VIII. RECOMMENDATION AND SUGGESTIONS

In the light of above study the researcher trying to laid down several recommendations for future research options. The following recommendations are as follows.

- ❖ To prove present research validity, necessary to research again.
- ❖ To select for XII standard student number, this can be apply for other class students.
- ❖ Not only apply for Nadia District, this can be applying other district also.
- ❖ Present research have done only four higher secondary school, it also increase number of school.
- ❖ Research have done only under W.B.C.H.S.E., it also may be done other board.
- ❖ Take opinion from different teaching or non-teaching staff.

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