

## **Emotional Intelligence and Academic Achievement of Higher Secondary School Students**

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### **Abstract**

In school it is observed that, some students possess poor academic performances and some students possess high academic performances, many students adjust themselves in critical situations but some students are unable to do accordingly when they face some critical situations.

In the advent of globalization & technological advancement children are getting exposed to various types of information. Along with information, various social evils and pressures have entered into classrooms.

In India research on Emotional Intelligence (EI) is very important requirement due to the advancement of information technology. Emotional Intelligence is the ability to know and understand oneself and also to know and understand others. A person who has the ability to control his life, he also can control his feelings, while those who can't have the ability to control his life, have to fight for adjustment in society. Students with high emotional and social intelligence can fulfill the social demands effectively, but students with low emotional and social intelligence cannot do it effectively.

**Keywords:** Emotional intelligence, Social intelligence Academic performances, Globalization, Technological advancement

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## **Introduction**

Various factors of family and society influences Emotional Intelligence. Emotional Intelligence plays important role to build up career and also to acquire success in academic performances. According to Mayer and Salovey (1993) Emotional Intelligence is, "a kind of social intelligence that involves the ability to control the emotions of self and others, to distinguish between types of emotion, using information to guide thinking and actions of a person. According to them, emotional intelligence can be categorized into five aspects of the dominance of self-awareness, emotional management, self-motivation, empathy and interpersonal skills. (i) Self-awareness of the self-observation and identification of a feeling when it appears. (ii) Emotional management is the feeling that it is sufficient to handle the behavior, recognizing the feelings behind. (iii) Self motivation is a move to the goal of positive emotions, better self-control and to delay gratification and impulse weakens. (iv) Empathy is sensitive to the feelings of other (v) Interpersonal skills to control the emotions of other people, have social competence and social skills."

In our day to day life, different people express their various feelings in different ways. Many people becomes despair for many reasons of his family and also for many unfavour incidents of society. It is also found that some person become calm and quite in very critical family situations and they also handle critical situations of society with high patients and get success. The people who have the capability to control their immediate feelings are also becomes a well decisions maker in crisis situations of their life and become a successful person in his life. On the other hand the people who have not the capability to control their immediate feelings are also cannot make well decisions in crisis situations of their life and becomes a unsuccessful person in his life. Ability of a person to understand his own emotions and also the emotions of other persons is known as Emotional Intelligence. In the last decade of twentieth century the term Emotional Intelligence become popular in the world. The great personality Daniel Goleman popularized Emotional Intelligence by his research on Emotional Intelligence (EI). According to Goleman only IQ is not the cause of success; Emotional and Social Intelligences also plays important role to achieve success in life. It is also observed that persons with high IQ were not able to get success in life, in his house hold, in workplace, or in the society, but persons with high EI becomes successful in these areas. In our society, we get future leaders from the pupils of the higher education institutions. It is observed that in daily life situations the success rate of Emotionally intelligent person are more than less Emotionally intelligent person. For the benefit of the individual and the society it is very much important to know about emotional intelligence of every person in terms of an emotional intelligent parameter. In work place also, emotional intelligence helps an individual to achieve more success than less emotionally intelligent person.

**Review of Related Literature:**

The study of Kattekar in 2010 in Karnataka state reveals that a positive relationship exists between emotional intelligence and academic achievement of students.

The study of Bai (2011) revealed that Commerce and Science students have significant difference in anxiety proneness and emotional intelligence.

Jaeger and others (2003) concluded that emotional intelligence is both teachable and learnable by teachers and students.

Yahaya and others (2011) study revealed that there exist a significant relationship between self-awareness, emotional management and empathy with academic performance.

In 2003 Farooq conducted a study on the effect of emotional intelligence on academic performance of 246 adolescent students, his study reveals that students with high emotional intelligence show more satisfactory academic achievement than the students with low emotional intelligence.

**Academic Success and Emotional Intelligence:**

Emotional intelligence is the capability of realizing our own emotions and also realizing others persons emotions properly. Emotionally intelligent person become sympathetic and empathetic to others persons various feelings and guide himself and other people properly in a critical situation, become calm and quite in every situations. According to Goleman "emotional intelligence" of a person helps him to get success in his educational life and professional life. To achieve academic success in life emotional intelligence plays an important role. Like other educational subjects emotional intelligence can be teach and improve among the students.

**Purposes of the present investigation:**

1. Investigation about the academic success of boys and girls students of Higher Secondary level in Burdwan Town.
2. Investigation about the emotional intelligence of boys and girls students of Higher Secondary level in Burdwan Town.
3. Investigation about the impact of emotional intelligence on academic success of the pupil of Higher Secondary level in Burdwan Town.

**Hypotheses of the Study:**

$H_{01}$ : No significant difference will exist among the pupil of Higher Secondary level on academic success in connection with male and female learner.

$H_{02}$ : No significant difference will exist among the pupil of Higher Secondary level on

emotional intelligence in connection with male and female learner..

Delimitation of the present investigation:

1. Present investigation will be conducted to the learners of Higher Secondary level.
2. Present investigation will be conducted in Burdwan Town, West Bengal.
3. This investigation will be conducted to class 11&12 students of Higher Secondary schools from Burdwan Town only.

Sample:

200 Higher Secondary schools students of various Higher Secondary schools of Burdwan Town is the sample of the present study.

The detail descriptions of the sample is given below:

**Higher Secondary institutions of Burdwan Town from where samples were taken:**

<b>Institutions</b>	<b>No. of pupil</b>
Burdwan Town School	<b>38</b>
Burdwan Municipal Girl High School	<b>37</b>
Burdwan Municipal High schools	<b>32</b>
Burdwan CMS High School	<b>30</b>
Burdwan Harisabha Girls High School	<b>33</b>
Burdwan Sadhumati Girls High school	<b>30</b>
<b>TOTAL</b>	<b>200</b>

**Description of the tools**

**Emotional intelligence test:**

Five point Likert scale type questionnaire were used to investigate the 'emotional intelligence' of the pupils. This investigation is a quantitative study, and data was collected using questionnaire. The questionnaire was made by the researcher.

Reliability & Validity: Internal consistency was conducted as an indicator to validity. The result showed that the instrument has a high internal consistency. The reliability coefficient of the scale was 0.82.

**Norms of the Emotional intelligence test**

Five point Likert scale type questionnaire were used to investigate the 'emotional intelligence' of the pupils. In the questionnaire there were two types of questions, affirmative and denying questions.

Affirmative questions are:

Thirty one questions serial no: 1 , 3 , 6 , 8 , 9 , 10, 11 , 12 , 13 , 14 , 15 , 17 , 19 , 20 , 22 , 23 , 25 ,26 , 27 , 31, 34 , 35 , 37 , 39 , 41 ,42 , 43 , 45 , 46 , 50.

Denying questions are:

Twenty one questions: serial no: 2 ,4 , 5 , 7 , 16 , 18 , 21 , 24 , 28 , 29 , 30 , 32 ,33 , 36 ,38 , 40 , 44,47,48 ,49.

Academic success report was collected from school progress report card.

### Administration and scoring

There were no fixed time limit to answer the emotional intelligent test questionnaire, but the test was conducted in a silent, undisturbed environment.

Analysis:

#### Academic success and Gender

Gender	No of Students	Mean	Variance	t score
Boys	100	151.73	195.04	7.52
Girls	100	166.66	198.99	

**Interpretation:** From the above table, we see that 't' score is 7.52 and at 0.05 level table "t" score is 1.85. The measured't' score, is higher than table 't' score at 0.05 level, so we may conclude that male and female pupils possess considerable difference in their mean scores of academic success. So the null hypothesis is rejected.

The above calculation reveals, female students possess high mean score and male students possess less mean score than female students. So female students possess more academic success with compare to male students; this results is the impact of, parents, family, educational guide, and institutional authority who promotes emotional intelligence. So male students are less academically successful than female students. It may be concluded that, male pupils are less brilliant than female - though, investigation with huge number of samples are required to confirm this fact strongly.

#### Emotional Intelligence and Gender:

Gender	No of Students	Mean	Variance	t score
Boys	100	151.82	187.96	6.98
Girls	100	165.7	207.04	

**Interpretation:** From the above table, we see that 't' score is 6.98, and at 0.05 level table "t" score is 1.85. The measured 't' score, is higher than table 't' score at 0.05 level, so we may conclude that male and female pupils possess considerable difference in their mean scores of emotional intelligence test. So the null hypothesis is rejected. Though study of Rahman, Ferdausy and Uddin (2012), Lawrence and Deepa (2013) and Oommen (2015) shows no significant difference between male and female pupil in their emotional intelligence.

The above calculation reveals, female students possess high mean score and male students possess less mean score than female students when emotional intelligence is compared. Female students also possess more academic success with compare to male students; this results is the impact of parents, family, educational guide, and institutional authority who promotes emotional intelligence. So male students possess less emotional intelligence than female students. It may be concluded that, according to this investigation, male pupils are less emotionally intelligent than female - though, investigation with huge number of samples are required to confirm this fact strongly.

#### **Academic Success and Emotional intelligence of Higher Secondary school students:**

"Emotional intelligence and academic achievement of Higher Secondary school students have positive correlation."

Five point Likert scale type questionnaire were used to investigate the 'emotional intelligence' of the pupils. Present investigation reveals that male pupils have less mean score of emotional intelligent than female pupils. It may be concluded that male pupils are less sensible and soft hearted than female pupils.

Educational success report is as per institutions progress report, it also observed that female pupils possess greater mean score of academic success compare to male pupils. So it reveals that educational success depends on emotional intelligence and a positive correlation exists between them. The present findings are similar to the results of previous studies reported by Hassan, Sulaiman, and Ishak (2009), Chamundesari (2013) and Prabha (2015).

#### **Correlation Value of Emotional Intelligence on Academic Achievement**

VARIABLES	MEAN	CORRELATION
Educational Success	330.50	0.67
Emotional Intelligent	178.50	

### **Summary and Conclusions**

1. Investigation about the academic success of boys and girls students of Higher Secondary level in Burdwan Town..:

$H_{01}$ : "No significant difference exists among the pupil of Higher Secondary level on academic success in connection with male and female learner."

Female pupils possess more academic success in compare to male pupils.

2. Investigation about the emotional intelligence of boys and girls students of Higher Secondary level in Burdwan Town.

$H_{02}$ : "No significant difference will be exist among the pupil of Higher Secondary level on emotional intelligence in connection with male and female learner."

Female learners possess more emotional intelligence than male learners.

3. Investgation about the impact of emotional intelligence on academic success of the pupil of Higher Secondary level in Burdwan Town:

'Emotional intelligence" and Educational success have correlation 0.651 which reveals a sound positive connection between them.

### **Educational Implication**

Based on the result of the present investigation the goals of educational objectives will be achieved as given below:

#### **Students**

Students will know about their capabilities, talent, strength and they will also be able to choose their future way of studies which will help them to build up a bright future.

#### **Teachers**

Teachers are the key persons in teaching learning processes in school. If the teachers are well aware about the emotions of the students and also about the emotion of the classroom situation then it becomes easy for them to teach the students effectively. Our study on emotional intelligence will not be fruitful until the teachers are able to apply it properly in classroom situations.

#### **Curriculum**

To make a curriculum for a class or for a age group, curriculum makers have to be well aware about the feelings, sentiment and level of "emotional intelligence" of that generation. If they are not well aware about the grade of "emotional intelligence" of pupils of various generations then their work on curriculum framework will not be fruitful and our education system will face large problems, educational objectives will not be achieved.

### **School**

In schools, Headmasters, teachers, and administrators are the key persons to run the school in a healthy manner. They are the policymakers in school management system. So they must be aware about the level of "emotional intelligence" of the pupils and apply it to build up a healthy atmosphere in the school which can promote emotional health of the students. The school authority should arrange emotional health camp in a regular manner to study the emotional health of the pupils and also take necessary steps to recover a student who is facing some poor "emotional health" issues, there should be a special arrangement for female students.

### **Conclusion**

The above study helps us to know about the level of "emotional intelligence" of the pupils of higher secondary schools and its relationship with success in education. From the above study it is found that female students are more emotionally intelligent than boys students at higher secondary level. In our daily life we also observed that women are more emotionally sensible and cordial than men.

The present investigation also confirms that girls students are more academically achiever than boys students and emotional intelligence plays an important role for the girl students to become academically more successful.

The present study could be used in further developing practical guidelines for teachers, targeting to minimize school drop-out rates. Focusing on the role of Emotional Intelligence in school performance, such program might help educators to effectively identify students' emotional competencies and needs and promote the growth of emotional skills in educational environment.

Every person in our society obtains some education from our society, and thus education has much influence in our life. Emotional intelligence plays an important role for psychomotor development of pupil.

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