



## A study on emotional intelligence and academic achievement in senior secondary students

<sup>1</sup>Kalpana Sharma and <sup>2</sup>Dr. Kuldeep Singh Tomar

<sup>1</sup>Research Scholar, Department of Education, Maharaja Agrasen Himalayan Garhwal University, Uttarakhand, India

<sup>2</sup>Professor, Department of Education, Maharaja Agrasen Himalayan Garhwal University, Uttarakhand, India

Corresponding Author: Kalpana Sharma

### Abstract

The link between Emotional Intelligence and Achievement in Senior Secondary Students was investigated. Emotional Intelligence is the independent variable in this study, whereas stress, adjustment, and achievement are the dependent variables that are influenced by Emotional Intelligence. Stress, adjustment, and academic achievement of senior secondary pupils were all found to be linked to Emotional Intelligence. It was determined whether or not Emotional Intelligence has any relationship with the dependent variables. Emotional Intelligence is a term that refers to two fundamental parts of a person's personality: emotions and cognitive dimensions. A person with a high IQ may find it difficult to adjust to their surroundings due to a lack of emotional control. An Emotionally Intelligent person, on the other hand, is able to recognize his emotions and their causes, as well as use them to solve life's issues. As a result, the emotional component is far more essential than intelligence alone. Only by harmonious and balanced co-ordination between the head and the heart can an individual's individuality be established. Adolescence is a time of stress and strain; many changes occur in a person's life when he or she enters the stage of adolescence, such as bodily changes, emotional changes, social changes, and so on. As a result, it is extremely usual for students to act differently throughout this time. This study will help to identify children with low Emotional Intelligence who are maladjusted, under-stressed, and low achievers in the classroom. Their emotional intelligent behaviour will be investigated so that they can adjust to their school and social environments.

**Keywords:** Emotional intelligence, academic achievement, senior secondary students

### Introduction

The term emotional intelligence (EI) as it is known to academics and professionals today was initially used. The term emotional intelligence (EI) was coined by the authors, who defined it as a person's capacity to understand emotions and their connections. The authors claim that the construct represents a person's capacity for correct assessment and reflection of emotions in both oneself and other people, leading to positive emotion regulation. Took the lead in popularizing and expanding the notion of emotional intelligence (EI) in many professional situations, including the corporate world, following the term's establishment by the aforementioned proponents based on their work. According to his conception, which was inspired by the pioneers, emotional intelligence (EI) is the capacity to identify one's own emotions as well as those of others and to appropriately regulate them in both oneself and other people. Scholars have shown an interest in the idea of

emotional intelligence (EI) since the publication of his first book in 1995, which explored the reasons why EI is more significant than IQ. Several conceptualizations, theories, and ways to measuring emotional intelligence have arisen after the concept gained significant traction.

The term "Emotional Intelligence" was first used by Salovey and Mayer (1990) <sup>[10]</sup> in their groundbreaking publication of the original essay on "Emotional Intelligence," which is the most potent articulation of EI theory in its current form.

The concept of emotional intelligence (EI) was defined by Salovey and his colleagues as a person's capacity to recognize, use, understand, and manage emotions. This includes the capacity to create emotion and then reason with it, the capacity to understand complex emotions and emotional "chains," or how emotions transition from one stage to another, and the capacity to manage emotions in both oneself and others.

## **Emotional intelligence in schools**

### **The school as a living thing**

Currently, there is a tendency to view schools as organic wholes that develop over time, within which all of the actors, their actions, and their knowledge are interconnected and interact with the outside world. Those who aim to improve the effectiveness of schools as learning environments have adopted this organic metaphor for institutions. They emphasize internal communication and, in particular, the significance of everyday negotiations between the players over methods and means of running the school, among other things, in drawing a parallel with the operation of biological creatures. They contend that the only way to truly improve school performances is for all the performers to work together much more. Additionally, they believe that through these interactions, students can pick up some valuable social conduct skills at school. However, they fall short in emphasizing the necessity of taking a more methodical approach to those abilities connected to comprehending emotions in oneself and in interpersonal relationships.

### **The fundamental teachings taught in today's schools**

The fundamental teachings of the contemporary educational paradigm are intimately tied to reinforcing the corresponding urge toward more individualism and market logic, rather than the specific substance of education. They suggest Putting a price on performance, or assigning numerical values to qualitative occurrences. You will notice the widespread use of the marks system, which quickly becomes the main focus of students; the promotion of individual competition as opposed to teamwork and solidarity; the creation of the impression that education is a limited resource that occurs only in certain locations at certain times, with predetermined subjects, and with the assistance of experts; and the emphasis on reason and logic at the expense of relationships and emotions.

The progressive, planned nature of education in schools is based on the deeply held conviction that children are not like adults and should be safeguarded from the adult world while both being prepared for it. Both the idea of childhood and the concept of learning are very new. There are reasons to think that the boundaries between childhood and maturity are becoming less distinct as a result of the emergence of an electronically networked world. Undoubtedly, children are exposed to a greater variety of relationships ranging from the best to the worst, as well as the entire gamut of adult emotions, whether through the media or directly in their daily lives.

### **Bringing emotional intelligence into the classroom?**

Is it possible to impart emotional intelligence in the sterile environment of schools? It appears that all of the fundamental principles of the existing school-based learning paradigm listed above are challenged by "teaching" emotional intelligence, assuming such a thing is feasible. Not to mention significantly broadening the scope and content of education, especially in terms of how life and education interact. Many educators and parents may argue that parents should be the ones to facilitate this kind of learning rather than schools. But it's not the right place to be anymore, within the family. Most families in the west have

reduced from being an extended community to a rigorous minimum (one or two parents and one or two children), and family time is now significantly less than school time. Furthermore, parents aren't always equipped to handle or impart these emotional abilities.

### **Significance and importance of knowing about one's emotional intelligence**

For the benefit of both the person and society as a whole, understanding one's emotional intelligence in terms of his emotional intelligence quotient has broader educational and social ramifications. Now that this reality has been acknowledged, it has practical ramifications and a global reach. Thanks to his best-selling books such as *Emotional Intelligence-why it can matter more than I.Q.* and *working with emotional intelligence*, among others, the well-known American psychologist Dr. Daniel Goleman deserves all the credit for providing emotional intelligence with the proper exposure and educating the global public about its significance. Through his works, he has emphasized the following themes about the significance of emotional intelligence and how to quantify it.

- Emotional intelligence has the same power as IQ, and sometimes even greater power. Only 20% of a person's success in life can be attributed to IQ; the remainder comes from other factors. Among those additional factors, we can deduce emotional intelligence, luck, and social class.
- Emotional intelligence rather than IQ can be the best indicator of success in life.
- People who possess emotional intelligence are more likely to succeed in all of their endeavors.
- Contrary to what is said about IQ, we can teach and help people develop some critical emotional competences in children and adults. This will help them become more emotionally intelligent and, in turn, lead healthier, happier, and more successful lives in the future.
- The notion of emotional intelligence deserves praise, not because it is entirely novel, but rather because it succinctly expresses the essential knowledge that our kids and all of us require to lead fulfilling lives. The Standard Achievement Test (SAT) scores and IQ alone cannot determine a person's likelihood of success in life. Even academic performance can be predicted less by academic ability and more by emotional and social characteristics (e.g., following instructions, expressing needs while getting along with other colleagues, being self-assured and interested, and turning to professors for aid).
- Through its many elements or components, such as self-awareness, emotion management, self-motivation, identifying emotions in others (empathy), and relationship management, emotional intelligence greatly benefits a person in all areas of life. Achieving the desired outcomes in terms of improved mutual relationship management is highly important and crucial in one's life. Only via one's potential for emotional intelligence and its appropriate development can it be achieved. Daniel Goleman's theories and points of view have revolutionized the fields of child care, home, school, and workplace management.

Additionally, it has given the guidance and counseling services-which include programs for mental and physical health-enough assistance. It is undeniable that an individual's emotional makeup plays a significant role in their capacity to effectively interact with others and manage their own emotions, even though the notion that emotional intelligence is a surefire way to gain an unfair advantage in life may seem a little overblown. Given how much these traits contribute to success in one's field of endeavor, they could be helpful in achieving the necessary success. The majority of issues that arise in our lives-be they those related to childhood or adolescence, the home and family, the workplace, politics, the region, or the world-are caused by the improper handling of the sentiments, feelings, and emotions of the individuals, groups of individuals, society, and the nations involved. If people are given the right tools, opportunities, and support to learn about emotions and develop their potential for emotional intelligence from an early age, this will undoubtedly aid in fostering empathy and mutual emotional understanding as well as the appropriate actions and behavior needed for both individuals and groups to live better, peaceful, cooperative lives.

**Materials and Methods**

The study employed the descriptive survey method to gather data and investigate the relationship between emotional intelligence and achievement, adjustment, and stress. Additionally, the mean scores of academic achievement, adjustment, and stress for male and female students in rural and urban areas were compared with those of students with high and low emotional intelligence to determine if there was a significant difference. The researcher conducted a survey among urban and rural school students in several Delhi-area schools to gather data. The students enrolled in the eleventh standard were given the emotional intelligence, stress, and adjustment scales.

**Sampling strategies**

A sample is essential for both doing research and interpreting the findings. Almost always, research is done using a sample that allows for generalization to the population from which the sample was chosen, with the exception of the rare case in which a complete sense is taken.

Random sampling was utilized to select 200 senior secondary pupils from both urban and rural schools. Schools in the Delhi region provided a sample for both the urban and rural areas. Delhi is divided into eight districts. However, the study's sample was taken from the North-West and North-East areas.

Following the selection of these two districts, a random

sample technique was used to choose 20 coeducational government senior secondary schools. A total of 200 pupils were chosen at random from these schools. The table and the graphic below show the sample distribution and the names of the schools from which the data were gathered.

**Statistical techniques used**

The analysis and interpretation of the data were conducted using the subsequent statistical techniques:

- Median
- Mean
- Product Moment Correlation
- t-test

**Results and Discussion**

This study demonstrates that the following variables have a positive link with one another: Emotional Intelligence and Academic Achievement, which demonstrates that academic achievement rises in tandem with emotional intelligence and vice versa. Additionally, this study demonstrates the inverse relationship between the subsequent variables: Studies on the relationship between emotional intelligence and stress (family, academic, and social stress), as well as emotional intelligence and adjustment (home, health, and social), reveal that students with high emotional intelligence experience less stress and have better life adjustment, both of which are crucial for success in life. It also demonstrates that in certain instances, there is a significant difference between the mean scores of academic achievement and stress for students with high and low emotional intelligence. A statistically significant difference was observed between the mean stress scores of high and low emotional intelligence students, the means adjustment scores of high and low emotional intelligence students, the means academic achievement scores of high and low emotional intelligence students, the mean stress scores of high and low emotional intelligence students in rural and urban areas, the mean academic achievement scores of male and female students with high and low emotional intelligence, and so on. In certain instances, it also demonstrates that there is no statistically significant difference between the mean adjustment, stress, and academic achievement scores of students with high and low emotional intelligence. For example, the mean adjustment scores of students with high emotional intelligence are those of male and female students with low emotional intelligence, and the mean adjustment scores of students with high emotional intelligence are those of students with rural and urban students with low emotional intelligence.

**Hypothesis:** Emotional Intelligence and Academic Achievement in Senior Secondary Students have no meaningful link.

**Table 1:** Relationship between emotional intelligence and academic achievement

Relationship between	Calculated 'r' value	Standard Error	Calculated 't' value	Table 't' value at 0.01 level	Table 't' value at 0.05 level	Degree of freedom (N-2)
Emotional Intelligence and Academic Achievement	0.1522	0.0574	3.73	2.47	1.85	178

The calculated "r" value demonstrates the favourable relationship between academic success and emotional

intelligence. 3.73 is the obtained "t" value with degree of freedom (178), which is higher than the 1.85 and 2.47 "t"

values from the table at the 0.05 and 0.01 levels, respectively. It demonstrates that there is a strong positive correlation between academic achievement and emotional intelligence among senior secondary students, rejecting the

null hypothesis. Higher academic accomplishment is demonstrated by students who possess high emotional intelligence.

**Table 2:** Difference between the mean Academic Achievement scores of students having High and Low Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Academic Achievement of high EI students	105	66.05	8.34	2.85	1.85 at 0.05 level	179
Academic Achievement of low EI students	83	62.07	9.78		2.47 at 0.01 level	

With a degree of freedom of 179, the computed "t" value of 2.85 is greater than the table "t" values of 1.85 and 2.47 at the 0.05 and 0.01 levels, respectively. It demonstrates that there is a substantial difference in the mean Academic Achievement scores of students with high and low

Emotional Intelligence, rejecting the null hypothesis.

**Hypothesis:** The mean Academic Achievement scores of rural and urban pupils with poor Emotional Intelligence do not differ significantly.

**Table 3:** Difference between mean Stress scores of rural and urban Students having High Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Stress of high EI rural students	43	124.61	22.01	4.14	1.85 at 0.05 level	94
Stress of high EI urban students	40	144.20	25.03		2.47 at 0.01 level	

At the 0.05 and 0.01 levels, or 1.85 and 2.47, respectively, the computed "t" value with degree of freedom (94), which is 4.14, is more than the table "t" value. It demonstrates that the null hypothesis is rejected, i.e., that kids with high emotional intelligence in rural and urban areas have significantly different mean stress scores.

Students with low emotional intelligence in rural and urban areas do not significantly differ in their mean stress ratings.

**Conclusion**

A 1999 study examined the connection between health practices and emotional intelligence. It was discovered that the formation of healthy behaviors and emotional intelligence were positively correlated. The researcher discovered that kids with strong emotional intelligence also had good health adjustments in their lives. A study conducted in 2001 discovered a significant relationship between academic success and emotional intelligence. The study discovered a significant positive association between academic achievement and emotional intelligence in this case as well. A 2003 study discovered a beneficial relationship between the academic success of secondary school pupils and their adjustments. It was shown that there was a substantial correlation between academic achievement and emotional intelligence in eleventh grade students. A moderate link was discovered between academic success, cognitive capacity, and emotional intelligence. Emotional intelligence and coherence showed a positive link, while trait anxiety, interpersonal intelligence, and the stress management subscale showed a negative relationship. A study on student adjustment conducted in 2005 discovered that secondary school students with low adjustment; non-residential school students had higher adjustment than residential school students; there were no appreciable differences in the degree of adjustment held by secondary school students attending government and private schools. A study conducted that same year on the impact of personality type and emotional intelligence on role stress indicated a significant interaction effect in addition to the

effects of both traits on role stress. A study on the relationship between academic achievement, creativity, and emotional intelligence was conducted in the same year that it was discovered that all three factors had positive correlations and interrelationships. In a study on the assessment and treatment of stress in female smokers, the amount of stress experienced by a sample of smokers and non-smokers was determined.

There has also been research on the connection between emotional intelligence and the functioning of both physical and psychological health. An investigation into student teachers' emotional intelligence in connection to sex, faculty, and academic success was conducted in 2006. It was discovered that academic achievement and emotional intelligence among student teachers do not significantly differ from one another, nor do the emotional intelligences of male and female student teachers or those of art and science student teachers differ from one another. A different study discovered a favorably significant association between emotional intelligence and all of the stress-reduction tools. An investigation into the emotional intelligence of college females at Raipur University in Chhattisgarh was conducted in 2008. A study on the emotional intelligence of self-help group members was conducted that same year, and the results showed that there was no difference in the emotional intelligence of the group members based on age, marital status, family type, community, or family status. According to a study, students whose mothers work have performed better academically than students whose mothers do not work.

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