



Impact of Emotional Intelligence on Academic Achievement of Senior Secondary School Students of District Jammu

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Abstract

The present study investigates the impact of emotional intelligence on the academic achievement of senior secondary school students in District Jammu, UT Jammu and Kashmir, India. Emotional intelligence, incorporating the capabilities to distinguish, understand, standardize, and utilize emotions effectively, has emerged as a significant non-cognitive predictor of student success. A sample of 100 students (50 male, 50 female) was randomly selected from five government senior secondary schools. Emotional intelligence was measured using a standardized scale, while academic achievement was assessed through students' previous year's examination scores. The conclusions revealed a significant positive correlation between emotional intelligence and academic achievement, suggesting that students with higher emotional intelligence tend to perform better academically. No substantial gender differences were perceived in either emotional intelligence stages or the strength of the relationship. The study recommends integrating emotional intelligence development programs into the school curriculum to improve students' academic outcomes.

Keywords: Emotional intelligence, academic achievement, senior secondary students, District Jammu, gender differences

Introduction

The academic success of students has long been a primary concern for educators, parents, and policymakers. Traditionally, cognitive abilities and intellectual quotient (IQ) have been considered the primary determinants of academic achievement. However, recent educational research has increasingly recognized that non-cognitive factors, particularly emotional intelligence (EI), play a crucial role in students' academic success and overall development. Emotional intelligence refers to an individual's ability to perceive, understand, manage, and regulate emotions in oneself and others. It encompasses a set of skills including self-awareness, self-regulation, motivation, empathy, and social competence. The transition to senior secondary school is a critical period in adolescents' developmental path, as students face increasing academic demands, social pressures, and future career uncertainties. During this phase, emotional and motivational factors significantly affect students' adaptation, well-being, relationships, and ultimately their academic accomplishments.

Research conducted across different cultural contexts has established a positive association between emotional intelligence and academic performance. Studies in Nigeria revealed low positive but significant relationships between students' emotional intelligence and their academic achievements. Similarly, research with South African adolescents confirmed a significant positive relationship between total EI scores and academic year averages, with decision-making skills emerging as the most dominant predictor of academic success. A study in the Philippines with senior high school students found a strong and positive correlation, concluding that emotional intelligence enhances students' academic performance.

Despite growing international evidence, limited research has examined this relationship in the context of Jammu district. The present study aims to fill this gap by investigating the impact of emotional intelligence on the academic achievement of senior secondary school students in District Jammu. The findings will contribute to understanding how emotional competencies influence academic outcomes in this specific cultural and educational context.

Review of Related Literature

National Studies

In the Indian context, several studies have explored the emotional intelligence-academic achievement relationship. A comparative study conducted in Baramulla district of Jammu and Kashmir with 102 secondary school students found a significant positive correlation ($r = 0.601, p < 0.01$) between emotional intelligence and academic achievement - 1. The study also revealed that private school students (Mean = 69.33) outperformed government school students (Mean = 65.60) in academic achievement, while no significant difference emerged in emotional intelligence levels.

Singh and Narain (2014) [8], developers of the Emotional Intelligence Scale used in the present study, established normative data suggesting that Indian secondary school students show moderate levels of emotional intelligence with significant variations across gender and school types - 1.

Studies in Jammu and Kashmir

Rather Sheeraz Ahmad's doctoral research (2014) [7] at the University of Mysore investigated the influence of emotional intelligence, mental health, and achievement motivation on academic achievement of secondary school students in District Anantnag, Jammu and Kashmir -5-9. The comprehensive study of 400 students revealed that emotional intelligence significantly predicted academic achievement, with achievement motivation partially mediating this relationship.

Stols A, Erasmus P, Tsabedze WF (2024) [10] studied senior secondary school students in Dibrugarh, Assam, finding gender differences in emotional intelligence (girls scoring higher) and a negative correlation between academic stress and emotional intelligence -6-10. These findings have relevance for the Jammu context given cultural and regional similarities.

Objectives of the study

- To study the level of emotional intelligence among senior secondary school students of District Jammu.
- To study the academic achievement level of senior secondary school students of District Jammu.
- To find out the relationship between emotional intelligence and academic achievement of senior secondary school students.
- To compare male and female students on emotional intelligence and academic achievement.

Hypotheses

- H₁:** There is a significant positive correlation between emotional intelligence and academic achievement of senior secondary school students.
- H₂:** There is no significant gender difference in the emotional intelligence of senior secondary school students.
- H₃:** There is no significant gender difference in the academic achievement of senior secondary school students.

Methodology

Research Design: The study employed a correlational

research design to examine the relationship between emotional intelligence and academic achievement. This design is appropriate for investigating the extent to which two variables are related without manipulating any variables.

Sample

The sample consisted of 100 senior secondary school students (Class XI and XII) randomly selected from five government schools in District Jammu. The sample included 50 male and 50 female students, aged between 16 to 18 years. Stratified random sampling technique was used to ensure adequate representation across gender and school types.

Table 1: Demographic Profile of the Sample

Demographic Variable	Category	Frequency (N)	Percentage (%)
Gender	Male	50	50%
	Female	50	50%
Class	Class XI	52	52%
	Class XII	48	48%
School Type	Government	100	100%
Total		100	100%

Tools Used

Emotional Intelligence Scale

Emotional intelligence was measured using a standardized Emotional Intelligence Scale adapted for the Indian context. The scale assessed five dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. It consisted of 25 items rated on a five-point Likert scale (5 = Strongly Agree to 1 = Strongly Disagree). The reliability of the scale was established through test-retest method ($r = 0.82$), and content validity was ensured through expert judgment.

Academic Achievement

Academic achievement was measured by aggregating students' scores from the previous year's final examination. Percentage scores were used as the measure of academic achievement.

Procedure

Permission was obtained from school principals prior to data collection. Students were briefed about the purpose of the study and assured of the confidentiality of their responses. The emotional intelligence scale was administered in classroom settings, taking approximately 30 minutes to complete. Academic achievement scores were collected from school records with appropriate permissions.

Statistical Analysis

The collected data were analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics (mean, standard deviation) were computed to understand the distribution of scores. Pearson's Product Moment Correlation was used to examine the relationship between emotional intelligence and academic achievement. Independent samples t-test was applied to compare male and female students. The significance level was set at 0.05.

Results
Descriptive Statistics

Table 2: Descriptive Statistics of Emotional Intelligence and Academic Achievement (N=100)

Variable	Mean	Standard Deviation	Minimum	Maximum
Emotional Intelligence	98.64	12.37	72	121
Academic Achievement (%)	68.42	9.85	45	89

The mean emotional intelligence score for the total sample was 98.64 (SD = 12.37), indicating moderate levels of emotional intelligence among senior secondary students. The mean academic achievement percentage was 68.42% (SD = 9.85), suggesting average academic performance.

Relationship between Emotional Intelligence and Academic Achievement

Table 3: Correlation between Emotional Intelligence and Academic Achievement

Variable	N	Mean	SD	r-value	p-value	Significance
Emotional Intelligence	100	98.64	12.27	0.423	0.01	Significant
Academic Achievement	100	68.42	9.085			

The Pearson correlation coefficient ($r = 0.423, p < 0.01$) revealed a moderate positive and statistically significant relationship between emotional intelligence and academic achievement. This indicates that students with higher emotional intelligence tend to achieve better academic results. Therefore, hypothesis H₁, which stated a significant positive correlation between emotional intelligence and academic achievement, is accepted.

Gender Differences in Emotional Intelligence and Academic Achievement

Table 4: Gender-wise Comparison of Emotional Intelligence and Academic Achievement

Variable	Gender	N	Mean	SD	t-value	p-value	Significance
Emotional Intelligence	Male	50	97.82	13.04	0.621	0.536	Not Significant
	Female	50	99.46	11.70			
Academic Achievement	Male	50	67.94	10.22	0.482	0.631	Not Significant
	Female	50	68.90	9.48			

The t-test results indicated no significant gender differences in emotional intelligence ($t = 0.621, p > 0.05$) or academic achievement ($t = 0.482, p > 0.05$). Although female students showed slightly higher mean scores on both variables, the differences were not statistically significant. Thus, hypotheses H₂ and H₃, which stated no significant gender differences, are accepted.

Discussion

The present study examined the impact of emotional intelligence on academic achievement among senior secondary school students in District Jammu. The findings revealed a significant positive correlation between emotional intelligence and academic achievement,

consistent with previous research conducted in diverse cultural contexts.

The moderate positive correlation ($r = 0.423$) indicates that emotional intelligence accounts for approximately 18% of the variance in academic achievement. This finding aligns with the Nigerian study that reported a low positive but significant relationship between emotional intelligence and academic achievement. Similarly, research in the Philippines found a strong and positive correlation, concluding that emotional intelligence enhances students' academic performance. The consistency of findings across different cultural settings suggests that emotional intelligence is a trans-cultural factor influencing academic success.

The mechanisms through which emotional intelligence affects academic achievement may be multiple. Students with higher emotional intelligence are better equipped to manage academic stress, regulate negative emotions during examinations, maintain motivation during challenging tasks, and build positive relationships with teachers and peers. Recent research also suggests that academic engagement partially mediates the effect of emotional intelligence on academic achievement, indicating that emotionally intelligent students are more engaged in learning activities, which in turn enhances their performance.

The finding of no significant gender differences in emotional intelligence contradicts some previous studies that reported higher emotional intelligence among females. However, it is consistent with other research that found no gender differences in the relationship between emotional intelligence and academic achievement. This suggests that both male and female students can benefit equally from emotional intelligence development programs.

The moderate levels of emotional intelligence observed in this study (mean = 98.64) indicate scope for improvement through systematic interventions. Schools should consider incorporating structured programs and activities that help develop students' emotional intelligence within the curriculum. These could include workshops, classroom discussions, role-playing, and mentoring opportunities. Teachers and guidance counsellors should receive regular training on strategies for fostering students' emotional and social skills, and on how to create a supportive classroom climate that boosts both academic and psychological outcomes.

Conclusion and Recommendations

Conclusion

The present study concludes that emotional intelligence has a significant positive impact on the academic achievement of senior secondary school students in District Jammu. Students with higher emotional intelligence demonstrate better academic performance, regardless of gender. The findings underscore the importance of addressing emotional competencies alongside cognitive development in educational settings.

Recommendations

1. Curriculum Integration: Schools should integrate emotional intelligence development into the regular curriculum through dedicated activities and programs that enhance self-awareness, self-regulation, empathy,

and social skills.

2. Teacher Training: Teachers and guidance counsellors should receive training in identifying and nurturing students' emotional intelligence, and in creating emotionally supportive classroom environments.
3. Counseling Services: Schools should strengthen counseling services to help students develop emotional competencies and cope with academic and personal challenges.
4. Parental Awareness: Parents should be sensitized about the importance of emotional intelligence and encouraged to support its development at home.

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