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**Emotional Intelligence And Academic Achievement Among Students At Secondary Level****Aarti Singh**

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Email- [aartisingh127m@gmail.com](mailto:aartisingh127m@gmail.com)**Abstract**

*Emotional Intelligence is one of the potent factors that help to determine the Academic Achievement of the individual. The present study has been undertaken to investigate the relationship between Emotional Intelligence and Academic Achievement among secondary students. Simple random technique was adopted for the study and data were collected from 130 students of secondary stage from different rural and urban schools of Tezpur during the academic year 2016-2017. The tool used by the researcher is Emotional Intelligence Scale developed by Anukool Hyde, Upinder Dhar and Sanjyot Pethe for measuring Emotional Intelligence and for Academic achievement marks obtained by the students in previous final examinations have been collected. The collected data is subjected to statistical analysis namely, mean, percentage, 't' test and Karl Pearson's product moment correlation co-efficient 'r'. The findings of the results show that there is a significant positive relationship between Emotional Intelligence and Academic Achievement of the students. There were significant difference with regard to Emotional Intelligence and Academic Achievement of male and female students. Male students were significantly higher on Emotional Intelligence than Female students. This study proved the fact that Emotional Intelligence is an important factor in enhancing the Academic Achievement of the students.*

**Keywords:** Emotional Intelligence, Academic achievements, Secondary students.

**Introduction**

Historically speaking, the term Emotional Intelligence was introduced in 1990 by two American University professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences in people's ability in the areas of emotions (Sharma, 2015, p.325). In the year 1995, New York Times science writer Daniel Goleman wrote a popular book called *Emotional Intelligence: why it can matter more than IQ* that the idea of Emotional Intelligence caught on in earnest. After that there was a paradigm shift in American culture, particularly in the areas of education and corporate business where Goleman's book and a follow-up book called *Working with emotional intelligence* has shaken up the old order and brought the fixed mid-century ways of teaching and business under reform.

Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship, it is highly beneficial in the areas of education, work, and mental health (Goleman, 1995). In current system of education in India as well in globe is putting the future of children in a race where everyone would be searching for a short cut for success in his life (Bhadouria, 2013). Hence students have become restless and over loaded with work. They show lack of integrated development with physical, social, emotional, cognitive and balanced mental health due to total stress. To help the pupils to attain successful Academic Achievement it is highly important to develop their personality with Emotional Intelligence which will enable them to handle their stress. It would not only help them to be competent but also be able to analyze the reasons of failure.

Many parents and educators, alarmed by increasing levels of conflict in young school children -- from low self-esteem to early drug and alcohol use to depression, and they are trying make students aware of skills necessary for Emotional Intelligence. Emotional development during adolescence involves establishing a realistic and coherent sense of identity in the context of relating to others and learning to cope with stress and manage emotions (Santrock, 2001), processes that are life-long issues for most people. At this stage many adolescents find themselves in conflict with parents and other adults as they struggle with powerful new feelings. EI helps the young students to control their emotions and transform their energy into a direction which will help them to excel in their academics.

### **Review of Related Literature**

#### **Studies at International Level**

**Mayer, & Salovey, (1995)** in their study “Emotional intelligence and the construction and regulation of feelings, Applied and Preventive Psychology” mentioned that Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Emotional intelligence is emerging as a critical factor for sustaining high achievement, retention, and positive behavior as well as improving life success. Increasingly, schools and educational organizations are turning emotional intelligence seeking a systemic solution to improve outcomes, both academic and social.

Similarly **Grace, A Fayombo (2012)** in his study “*Emotional Intelligence and Gender as Predictors of Academic Achievement among Some University Students in Barbados*” in The University of the West Indies, have rightly stated about the participants who score high on Emotional Intelligence tend to manifest requisite skills necessary for Academic Achievement which enhance their academic output (Kolb & Hanley-Maxwell, 2003; Richburg & Fletcher, 2002). This finding is in keeping with other research suggesting that Emotional Intelligence and other nontraditional measures are just as predictive of success as traditional IQ tests (Low et al., 2004; Low & Nelson 2005; Stottlemeyer 2002). This study was conducted on a sample of 151 undergraduate psychology students at The University of the West Indies (UWI), Barbados, making use of Barchard (2001)’s Emotional Intelligence Scale and an Academic Achievement Scale

Again, **Festus, A.B. (2012)** in his study “*The Relationship between Emotional Intelligence and Academic Achievement of Senior Secondary School Students in the Federal Capital Territory, Abuja*” aimed to study whether there is a significant relationship between Emotional Intelligence and academic achievement of students in mathematics. The population for the study was the senior secondary school two students in public schools in the Federal Capital Territory, Abuja, Nigeria. For this study proportionate stratified sampling was used to select the sample (N=1160) for the study. It was concluded from the results that apart from cognitive factors, emotional intelligence of students also affects their academic achievement in mathematics. It is recommended that there is need to include Emotional Intelligence curriculum in schools

#### **Studies at National Level**

In another study of **Gakhar, S.C. E., Manhas, K.D. (2006)**, “*Emotional Intelligence as correlates to Intelligence, creativity and academic achievement.*” Conducted in Department of Education, Punjab University, Chandigarh. The study revealed a significant trends as to the degree an extend of predictability and relationship of Emotional Intelligence, Creativity and academic achievement and will motivate the educationists and curriculum framers to design academic as well as other activities in a way that those will foster the ability of adolescents to face challenges of life right from the school stage



**Behjat, S., Chowdhury, S. (2012)** in their study examined two objectives that is to identify the interrelationship of emotional intelligence and self-efficacy drives, and to identify the diversity receptiveness among the overseas college students. The questionnaire was devised to collect data on demographics of the students, Emotions Scale (EIS), Self-efficacy scale (SES) and Diversity Receptive Scale (DRS) were used to for data collection. The sample size was arbitrarily chosen as 89 students enrolled in post graduate business programs. The findings of the study revealed that there was a significant relationship between the level of emotional intelligence, the competencies of self-efficacy, and diversity receptiveness among college students.

### **Studies at Regional Level**

**Borooah, I., & Sarma, T.G. (2014)** in their study mentioned about Emotional Intelligence is that the students of residential school are having higher and better Emotional Intelligence levels than the students of day schools. They have also proved that the female students as a whole showed higher and better Emotional Intelligence levels than male students as a whole.

**Boruah, A., & Hazarika, M. (2015)** in their study “Emotional Intelligence of Higher Secondary School Students of Sivasagar, District of Assam” have found that there was a significant difference between the Higher Secondary School students studying in Arts and Science stream as far as their Emotional Intelligence is concerned.

### **Statement Of The Problem**

An extensive review of literature on Emotional Intelligence and Academic achievement has been done by the researcher in order to evolve this research problem.

The research problem of the present study is stated as “**Emotional Intelligence and Academic Achievement among Students at Secondary Level.**”

### **Objectives Of The Study**

The objectives of the present study are as follows:

1. To study the Emotional Intelligence among students at secondary level.
2. To find out significance difference in the mean score of Emotional Intelligence of students at secondary level with respect to gender.
3. To find out the relationship between Emotional Intelligence and Academic Achievement of students at secondary level.

### **Hypothesis**

For this study the Null hypotheses are formulated as follows:

#### **With reference to objective no.2**

**Null hypothesis (H<sub>0</sub>):** There will be no significant differences between Emotional Intelligence among boys and girls students at secondary level.

#### **With reference to objective no.3**

**Null hypothesis (H<sub>0</sub>):** There will be no significant relationship between Emotional Intelligence and Academic Achievement of students at secondary level.

## Methodology

### Population, Sample and Sampling Technique

The population for the present study is the Secondary students in different of schools of Sonitpur District. Samples of 130 students have been selected through Descriptive Survey method from 00the population by using Simple Random Sampling technique.

### Tools used

For gathering the data for this present study Emotional Intelligence Scale (EIS -2007) by Anukool Hyde, Upinder Dhar and Sanjyot Pethe was used by the researcher. This scale comprises of 34 items in relation to 11 areas of Emotional Intelligence. These are self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior.

### Data Collection and Statistical Technique

The researcher had collected the data by visiting the schools personally in order to validate the data. Throughout the administration of tool the researcher was available with students for any kind of assistance needed to fill-up the questionnaire. There was not any time limit for completing the scale. However, most respondents have completed it in about 20 minutes. The researcher has used Mean, Percentage, "t" test and Pearson's Product Moment correlation for the analysis and interpretations of the results.

### Analysis And Interpretation Of The Results

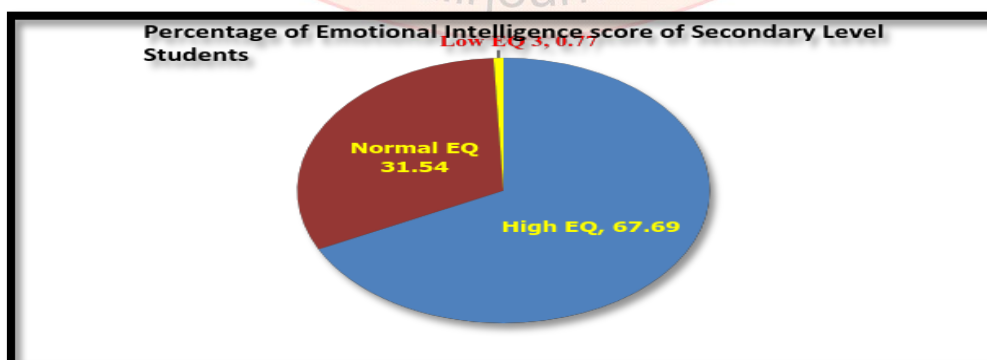
**Objective no.1:** To study the Emotional Intelligence among students at secondary level.

**Table No. 1:**

**Percentage of Secondary level students having different levels of Emotional Intelligence**

Classification Of Emotional Intelligence	Number Of Students	Percentage (%)
High Ei	88	67.69
Normal Ei	31	31.54
Low Ei	1	0.77
Total	130	100

**Graph No.1:** Percentage of Secondary Level students having High, Normal and Low levels of Emotional Intelligence



**Interpretation:**

From the table 1 and graph 1, it is evident that 67.69% of students were found to be having high emotional intelligence and 31.54% of them were having normal level of emotional intelligence whereas only 0.77% of the students are having low level of emotional intelligence.

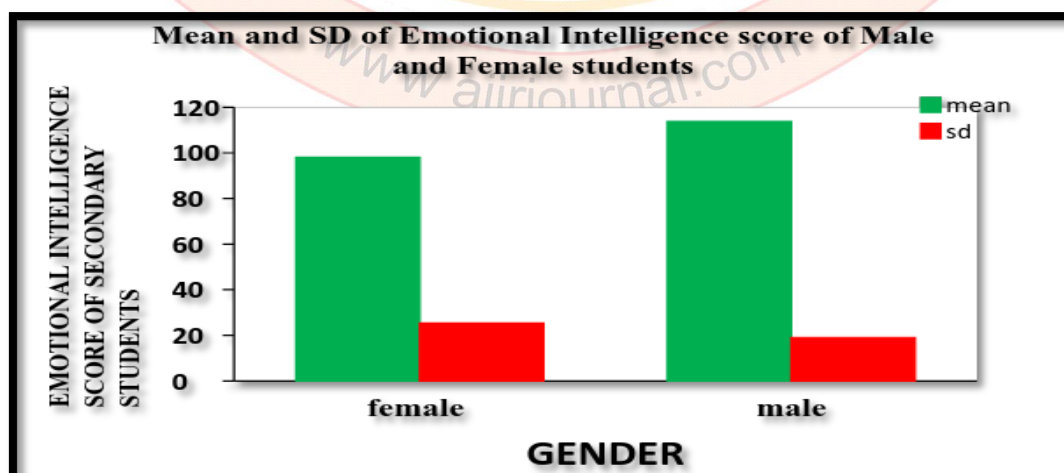
The results of this objective clearly depicts that 67.69% of the students at the secondary level are able to manage their emotions and they exhibited high emotional intelligence. At the same time 31.54% of the secondary level students have shown normal level of emotional intelligence which signifies that they are less capable of managing their emotions effectively and very less percentage i.e only 0.77% of students exhibited low emotional intelligence which implies that they are not capable enough to manage their emotions. With this understanding those students who have obtained high emotional intelligence score in the present study are considered to have acquired the ability to regulate his/her emotions in general. they are also able to identify and separate their emotions etc.

**Objective no. 2:** to find out significance difference in the mean score of emotional intelligence of students at secondary level with respect to gender.

**Table no. 2:**  
**'t' value of emotional intelligence of secondary students with respect to gender**

Variable	Gender	N	M	Sd	Df	Calculated 'T' Value	Level Of Significance	Critical 'T' Value	Significant
Emotional Intelligence Score	Male	60	113.83	19.05	128	3.91	0.05	1.97	Significant
	Female	70	98.1	25.35					

**Graph No. 2:** Difference between Mean score of Emotional Intelligence of Male and Female at Secondary level



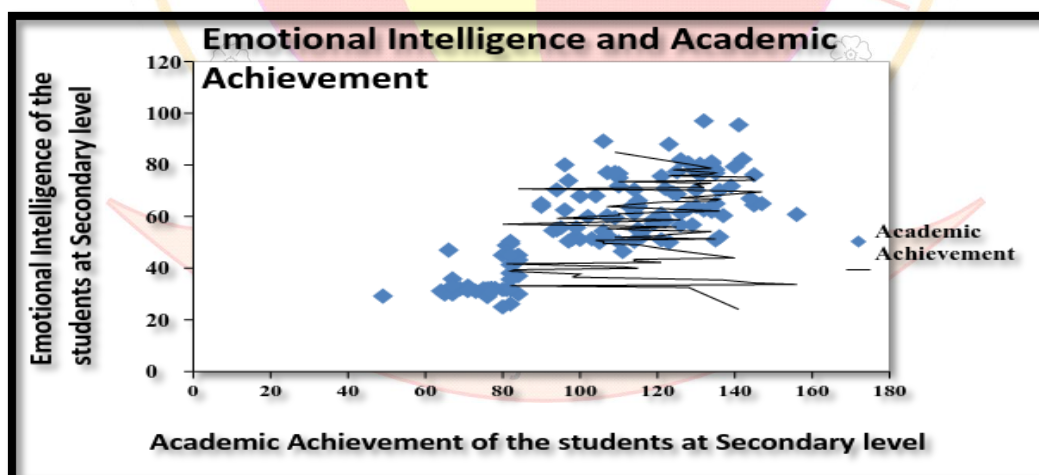
**Interpretation:** From the table no. 2 and graph no.2, it is found that the total number of Male is 60 and Female is 70 and Mean score of both are respectively are 113.83 and 98.1, and the SD score are 19.05 and 25.35 respectively. The obtained value of 't' is 3.91 which is higher than the tabulated or critical value 1.97 at significance level of 0.05 and degree of freedom at 128. Hence the Null Hypothesis 2 is rejected. This shows that there is a significance difference in Emotional Intelligence among male and female of secondary stage. The table no.2 shows that score of Emotional Intelligence of male (113.83) which is higher than the score of Emotional Intelligence of females (98.1).

**Objective No. 3:** To find out the relationship between Emotional Intelligence and Academic Achievement of students at Secondary level.

**Table No. 3:**  
 Correlation between Emotional Intelligence and Academic Achievement of Secondary students

Emotional intelligence VS Academic Achievement	
N	130
Df	128
Calculated 'r' value	0.784836
Tabulated 'r' value	0.139
Remarks	Significant

**Graph No. 3:** Correlation between Emotional Intelligence and Academic Achievement of Secondary Students.



**Interpretation:** From the table No. 3 and graph No. 3 it is clearly evident that there is significant association between Emotional Intelligence and Academic Achievement among Secondary students. The result in the table above shows that the correlation coefficient between the Emotional Intelligence and Academic Achievement of Secondary Students is 0.784. The calculated 'r' value is greater than the critical 'r' value of 0.139. This implies that there is a significant strong positive relationship between the



Emotional Intelligence of Secondary students and their Academic Achievement. It implies that the students having high Emotional Intelligence showed better academic achievement.

The findings of the study clearly reveal that there is a positive correlation between Emotional Intelligence and Academic Achievement. The results of this study also signify that there is significant difference in the Emotional Intelligence among the students in terms of gender the boys were seen to be more Emotionally Intelligent than the girls.

### Conclusion

A healthy Emotional Intelligent mind can help the individual to be calm and thus to increase the capacity of absorption of information. Thus, it will consequently contribute to students' better academic achievement as a result. Emotional Intelligence also helps the individual to build up confidence and to maintain a good inter-personal relationship; these are also labeled as a strong predictor of a successful academic life.

Based on the results of this study, it is hereby concluded that; a) Apart from cognitive factors, non-cognitive factors such as Emotional Intelligence also affect students' academic success. It is not possible to manipulate the IQ of students but we can make an effort to improve the Emotional Intelligence of students by training, thus through proper training the emotional intelligence of students can be developed which will surely facilitate the academic excellence of the students. b) Gender of the students do have a significant role in determining Emotional Intelligence of the students at secondary level. c) The Emotional Intelligence and Academic Achievement of the students at secondary level are highly correlated to each other.

Thus, it is important for Secondary students to be equipped with such emotional skills that are essential for a successful practical life because it helps them to deal with the upcoming challenges of life and to create a balanced personality. It is widely known that the academic success is not the sole requirement for work and life success but a healthy mental and healthy emotional mind is also of great importance.

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