

A Study on the relation between Emotional Intelligence and Academic Achievement of Higher Secondary Students

Moslema Khatun¹ & Dr. Ujjwal Kumar Halder²

¹M. Phil. Scholar, Department of Education, University of Gour Banga, Malda.

²Associate Professor, Department of Education, University of Gour Banga, Malda.

Received: May 01, 2019

Accepted: June 02, 2019

ABSTRACT: *The present study was conducted to explore the relation between emotional intelligence and academic achievement of higher secondary students. The objectives of the study also include the presentation of gender-wise correlation between emotional intelligence and academic achievement of higher secondary students. 800 students were randomly selected from eleven higher secondary schools in Dakshin Dinajpur district of West Bengal. The Emotional Intelligence Scale (EIS) developed by Halder (2015) was adopted and employed in this study to collect the data. The study reveals a positive correlation between emotional intelligence and academic achievement of higher secondary students. The gender-wise analysis also shows similar results.*

Key Words: *Emotional Intelligence, Academic Achievement, Higher Secondary Students, Gender..*

INTRODUCTION

Emotional intelligence is the prime factor helps the students in regulating and controlling their emotion and keeping balance in activity in diverse situations of life as it is the capability of a person to manage and controlled own emotions and others emotions. Emotional Intelligence is a factor through which a learner adjusts successfully from one situation to another (Hettich, 2000). Hence, in recent times, the academic researchers are interested in research on emotional intelligence. Because, the success in academic life is also highly depends on the emotional intelligence of the students.

EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

Emotional intelligence is considered as an influential factor of academic performance as well as academic achievement. Various studies show that emotional intelligence predicts academic achievement. Like, Parker, Creques, Harris, Majeski, Wood, and Hogan (2003) found emotional intelligence as a significant predictor of academic success. Sinha & Suman (2013) and Molla (2018) found a positive relationship between emotional intelligence and academic achievement. Ali & Ali (2016) found no difference between boys and girls in emotional intelligence and academic performance. Farooq (2003) asserted that students with high emotional intelligence show better academic performance than the students with low emotional intelligence. Therefore, in this study, the researchers aimed to explore the relation between emotional intelligence and academic achievement.

OBJECTIVES OF THE STUDY

The specific objectives of the study are as follows:

- i) To find out the relation between emotional intelligence and academic achievement.
- ii) To explore the gender-wise relation between emotional intelligence and academic achievement of higher secondary students.

HYPOTHESES OF THE STUDY

The null hypotheses of the present study were as follows:

H_{0.1}: There is no significant relation between emotional intelligence and academic achievement of higher secondary students.

METHOD OF THE STUDY

Normative survey method of descriptive research was employed in conducting the present study.

POPULATION AND SAMPLES OF THE STUDY

The higher secondary students studying at all H. S. Schools of the Dakshin Dinajpur, West Bengal, were treated as the population of the present research. The total sample of the research was consisted of 800 higher secondary students from eleven higher secondary schools.

VARIABLES OF THE STUDY

In this study, the relation of emotional intelligence and academic achievement of higher secondary students was considered as the research variable and the gender and locality of the students were considered as the demographic variable.

TOOLS USED IN THE STUDY

The Emotional Intelligence Scale (EIS) developed by Halder, U. K. (2015) was adopted in this research. The scale contained thirty-two statements and specific directions for the respondents. The emotional intelligence was measured by identifying five dimensions, namely, self awareness, self regulation, motivation, empathy and social skill.

ANALYSIS AND INTERPRETATION OF THE STUDY

The researchers analysed the data collected from sample groups. Here researchers used descriptive and inferential statistics to analysed the data as follows:

H_{0.1}: There is no significant relation between emotional intelligence and academic achievement of higher secondary students.

Table 1 Correlation between emotional intelligence and academic achievement of higher secondary students.

<i>Correlations^a</i>						
	Self Awareness	Self Regulation	Motivation	Empathy	Social Skill	Emotional Intelligence
Self Regulation	.213**					
Motivation	.163**	.099**				
Empathy	.158**	.230**	.172**			
Social Skill	.237**	.279**	.186**	.409**		
Emotional Intelligence	.531**	.672**	.452**	.675**	.692**	
Academic Achievement	.371**	.354**	.323**	.480**	.527**	.669**

** Correlation is significant at the 0.01 level (2-tailed).

a. N = 800

Table 1 shows significant positive correlations between self-awareness and self-regulation ($r = .213, p < 0.01$); self-awareness and motivation ($r = .163, p < 0.01$); self-awareness and empathy ($r = .158, p < 0.01$); self-awareness and social skill ($r = .237, p < 0.01$); self-awareness and emotional intelligence ($r = .531, p < 0.01$); self-awareness and academic achievement ($r = .371, p < 0.01$); self-regulation and motivation ($r = .099, p < 0.01$); self-regulation and empathy ($r = .230, p < 0.01$); self-regulation and social skill ($r = .279, p < 0.01$); self-regulation and emotional intelligence ($r = .672, p < 0.01$); self-regulation and academic achievement ($r = .354, p < 0.01$); motivation and empathy ($r = .172, p < 0.01$); motivation and social skill ($r = .186, p < 0.01$); motivation and emotional intelligence ($r = .452, p < 0.01$); motivation and academic achievement ($r = .323, p < 0.01$); empathy and social skill ($r = .409, p < 0.01$); empathy and emotional intelligence ($r = .675, p < 0.01$); empathy and academic achievement ($r = .480, p < 0.01$); social skill and emotional intelligence ($r = .692, p < 0.01$); social skill and academic achievement ($r = .527, p < 0.01$); emotional intelligence and academic achievement ($r = .669, p < 0.01$) of higher secondary students.

Table 2 Correlation between emotional intelligence and academic achievement of higher secondary male students.

<i>Correlations^a</i>						
	Self Awareness	Self Regulation	Motivation	Empathy	Social Skill	Emotional Intelligence
Self Regulation	.206**					
Motivation	.188**	.152**				
Empathy	.180**	.231**	.208**			
Social Skill	.261**	.255**	.251**	.416**		
Emotional Intelligence	.549**	.660**	.509**	.676**	.698**	

Academic Achievement	.436**	.348**	.376**	.490**	.541**	.695**
-----------------------------	--------	--------	--------	--------	--------	--------

** Correlation is significant at the 0.01 level (2-tailed).

a. Gender = Male (N = 400).

Table 2 shows significant positive correlations between self-awareness and self-regulation ($r = .206, p < 0.01$); self-awareness and motivation ($r = .188, p < 0.01$); self-awareness and empathy ($r = .180, p < 0.01$); self-awareness and social skill ($r = .261, p < 0.01$); self-awareness and emotional intelligence ($r = .549, p < 0.01$); self-awareness and academic achievement ($r = .436, p < 0.01$); self-regulation and motivation ($r = .152, p < 0.01$); self-regulation and empathy ($r = .231, p < 0.01$); self-regulation and social skill ($r = .255, p < 0.01$); self-regulation and emotional intelligence ($r = .660, p < 0.01$); self-regulation and academic achievement ($r = .348, p < 0.01$); motivation and empathy ($r = .208, p < 0.01$); motivation and social skill ($r = .251, p < 0.01$); motivation and emotional intelligence ($r = .509, p < 0.01$); motivation and academic achievement ($r = .376, p < 0.01$); empathy and social skill ($r = .416, p < 0.01$); empathy and emotional intelligence ($r = .676, p < 0.01$); empathy and academic achievement ($r = .490, p < 0.01$); social skill and emotional intelligence ($r = .698, p < 0.01$); social skill and academic achievement ($r = .541, p < 0.01$); emotional intelligence and academic achievement ($r = .695, p < 0.01$) of higher secondary students.

Table 3 Correlation between emotional intelligence and academic achievement of higher secondary female students.

Correlations^a

	Self Awareness	Self Regulation	Motivation	Empathy	Social Skill	Emotional Intelligence
Self Regulation	.221**					
Motivation	.141**	.046				
Empathy	.137**	.230**	.137**			
Social Skill	.212**	.303**	.117*	.402**		
Emotional Intelligence	.515**	.684**	.390**	.675**	.686**	
Academic Achievement	.311**	.364**	.250**	.475**	.518**	.645**

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

a. Gender = Female (N = 400).

Table 3 shows significant positive correlations between self-awareness and self-regulation ($r = .221, p < 0.01$); self-awareness and motivation ($r = .141, p < 0.01$); self-awareness and empathy ($r = .137, p < 0.01$); self-awareness and social skill ($r = .212, p < 0.01$); self-awareness and emotional intelligence ($r = .515, p < 0.01$); self-awareness and academic achievement ($r = .311, p < 0.01$); self-regulation and empathy ($r = .230, p < 0.01$); self-regulation and social skill ($r = .303, p < 0.01$); self-regulation and emotional intelligence ($r = .684, p < 0.01$); self-regulation and academic achievement ($r = .364, p < 0.01$); motivation and empathy ($r = .137, p < 0.01$); motivation and social skill ($r = .117, p < 0.05$); motivation and emotional intelligence ($r = .390, p < 0.01$); motivation and academic achievement ($r = .250, p < 0.01$); empathy and social skill ($r = .402, p < 0.01$); empathy and emotional intelligence ($r = .675, p < 0.01$); empathy and academic achievement ($r = .475, p < 0.01$); social skill and emotional intelligence ($r = .686, p < 0.01$); social skill and academic achievement ($r = .518, p < 0.01$); emotional intelligence and academic achievement ($r = .645, p < 0.01$) of higher secondary students. It is only the correlation between self-regulation and motivation ($r = .046, p > 0.05$) was found statistically insignificant.

From Table 1 to Table 3, it is pertinent to interpret that the null hypothesis ($H_{0.1}$) is rejected and a statistically significant and positive correlation between emotional intelligence and academic achievement of higher secondary students was found.

DISCUSSION

The study reveals that emotional intelligence and academic achievement are positively related with each other. The correlation between emotional intelligence and academic achievement of male and female

students are also significant, positive, large and also similar ($z = 1.28$, $p > .05$) in nature. In case of the dimensions of emotional intelligence, motivation and self awareness are insignificantly related with each other only for female sample. The other dimensions are positively related with each other as well as with emotional intelligence and academic achievement and the values of correlations are low and moderate and, in some cases, large. Hence, it may be interpreted that, emotional intelligence and its all the dimensions have positive role in determining the high academic achievement.

REFERENCE

1. Ali, M. and Ali, K. (2016). The Relationship between Emotional Intelligence and Academic Achievements in Males and Females in Egyptian Context. *Psychology Research*, 6, (10), 567-578.
2. Farooq, A. (2003). Effect of Emotional Intelligence on Academic Performance, Unpublished Thesis, Institute of Clinical Psychology, University of Karachi, Pakistan.
3. Hettich, P. (2000). Transition processes from college to career. Eric document no.: ED447368.
4. Molla, M. K. (2018). Emotional Intelligence and Academic Achievement Motivation among College Students. *International Journal of Humanities and Social Science Invention (IJHSSI)*, 7, (10), 01-06.
5. Parker, J. D. A., Creques, R., Harris, J., Majeski, S. A., Wood, L. M. and Hogan, M. J. (2003). Academic Success in High School: Does Emotional Matter? ERIC Clearing House.
6. Sinha, R. and Suman, S. (2013). Emotional intelligence and academic achievement motivation among adolescents: a relationship study. *International Refereed Research Journal*, IV, (2), 126-130.