

To Study the Levels of Emotional Intelligence on Academic Achievement of the Secondary School Students on the Basis of Gender

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Abstract:-The objective of the study is to find out the significant impact of emotional intelligence on academic achievement of secondary school students on the basis of gender. Emotional Intelligence is treated as independent variable whereas academic achievement is taken as dependent variable. Descriptive survey was adopted in the present study. The sample consisted of secondary school students equally divided according to gender (Male & Female) which were randomly selected for conducting the study. For fulfilling the aim, a standardized and reliable Emotional Inventory Scale (EIS) developed by Dr Arun Kumar Singh & Dr Shruti Narain was used to measure the level of emotional intelligence of adolescent's students studying in secondary school and total percentage of end semester was obtained to assess the academic performance. To achieve the stated objective of the study the Mean and Standard Deviation for scores of different variables were used and further 't test' and Pearson correlation was applied through SPSS to find out the significant impact of emotional intelligence on academic achievement of secondary school students. The analysis of data shows that there is no significant impact of emotional intelligence on academic achievement of boys but in girls it can be seen that emotional intelligence impacted academic achievement so boys may be courageous and neutral in managing their emotions as compared to girls are hypersensitive. An empirical correlation was identified between emotional intelligence and academic performance in the secondary school population.

Keywords: Emotional Intelligence, Gender, Levels, Academic Achievement,

1. Introduction

Education is an integral part of human life. Education is a long-lasting process that pursues to develop all domains of the individual that comprises physical, social, emotional and cognitive aspects. Such education is beneficial in developing all-round personality of the child (Upadhyay, 2017). In a layman, education refers to providing information by a matured personality to immature one in an exceedingly fixed setup by just sharpening their minds only to specialize their cognitive area which is considered to be the greatest predictor for getting success in various professions which was later proven wrong by many great scholars and educators. The prevailing educational system, both in India and around the world, has transformed children's futures into a competition where everyone seeks an easy way to achieve success. To develop his personality with an appropriate balance of emotional intelligence and competence, however, would require a diffusion of tenderness and brightness. There is no active involvement of the learner in the acquisition of knowledge. His education has been entirely mechanical and inert. He struggles academically as a result of the burdensome material that he is unable to comprehend; he merely crams in an attempt to complete it, and as a result, it never fully emerges as his own. (Adelman & Taylor, 2000) believed that if education institutions pay total attention to academic and school management and put all efforts into helping students to attain academic success, it will not help students to become physically strong, emotionally stable, socially adaptable, financially secure and intellectually knowledgeable and skillful (Upadhyay, 2017).

Although UNESCO's Report from the International Commission on Education of 21st Century recommended, the following four pillars of Education in context of all round development of a child.

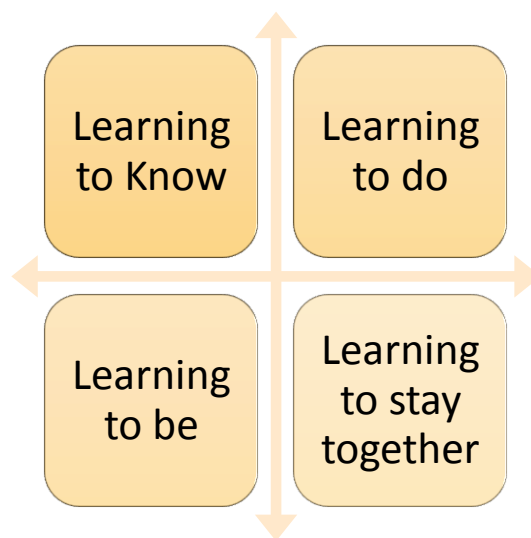


Fig. 1 UNESCO Report Four pillars of Education

- **Learning to Know:** Learning to know, that is, mastering one's own knowledge, and skills that are necessary to function in the world. A person acquires knowledge through various means like reading, listening, observing, questioning, discussion and exploration etc.
- **Learning to Do:** That is, gaining the skills to cope up with the dynamic societal needs and to cooperate in a group. It provides social and professional experiences both in formal and casual background.
- **Learning to Be:** It defines the strengths, weaknesses and competencies which offers the roadmap to the learner to live a meaningful life and also directs him to become responsible human in taking decisions and in making realistic decisions in order to contribute towards the improvement of the nation.
- **Learning to Stay Together:** i.e., making a child a social being and acquiring the skills of cooperation, tolerance and mutual respect to live together in society.

The two endmost pillars are closely connected to psychological side and that need to be nourished among pupils by the education system through planned strategies. The students can be trained in formative years comfortably so as to develop psychological aspect of their personality's especially emotional traits (Preeti, 2013). The requirement of becoming emotionally strong is rightly started from the birth and carries on till the grave. When child is in the womb of the mother it is not only that child takes the food and nourishment but soaks up the emotions as well. As a result, mothers are advised to surround her with positive and conducive environment when they are expecting a baby because it clearly impacts the mother and baby in the mother's womb. After the birth, the child starts understanding the world through emotions expressed by people around him or her. Gradually the child learns to showcase and respond to situations with the help of the emotions.

Concept of Emotional Intelligence

We cannot find ample research on emotional intelligence and rarity of studies motivate that emotional intelligence seems to be really an excellent determinant of the many social and emotional issues which maintains qualitative relationship (Mohzan, Hassan, & AbdHalil, 2013). We usually discuss someone being emotional or intelligent but never thought of these two words collectively which is the burning need of the hour. Emotional Intelligence is an umbrella term that comprises of two variables: Emotional which incorporates emotions, feelings and is the part of the affective domain. Intelligence includes thinking and cognition that belongs to the cognitive domain. Consequently, emotional intelligence covers up both the domains and explains that the person is balanced with both rational and emotional aspects (Chandel & Chopra, 2017).

Academic Achievement

Academic achievement is interpreted as the amount of coverage to which a learner benefits from teaching in a certain area of learning, i.e., achievement in expression of level to which a learner has mastered the knowledge and skills (Crow and Crow 1969).

Academic achievement refers to how well a student does after completing a course, whether verbally or in writing. Exams or continuous assessments are frequently used to assess academic success. Achievement involves student's capacity to produce the results whatever the outcomes were framed by the teacher (Holt, 2007). Academic Achievement is defined by Wolman's dictionary of Social Sciences as certain amount of accomplishment following the attainment of set course. The outcomes will determine the efficiency of teacher's taught and student's learning process.

Role of Emotional Intelligence on Academic Achievement

Emotional Intelligence has significant role in every sphere of life. It also throws impact on the succession of academic field which is indispensable for producing efficient citizens who are going to serve the world at large. And to balance the academic performance of every kind of learner emotions has to be balanced (Yahaya et al., 2012). Students have to be intelligent in monitoring and controlling their feelings and emotions which will definitely put better impact on academic performance (Humphrey, Curran, Morris, Farrell, & Woods, 2007). Emotional Intelligence not only helps in academic results but also adds in emotional adjustment to school environment. The learner's educational success relies upon the academic performances at small scale which are conducted in the classroom. The study of emotional intelligence (EI) has gained significant prominence in the realms of psychology, management and education, attracting growing attention from researchers (Patil & Nayak, 2023).

Literature Review

(Fayombo, 2012) examined undergraduate students in the Department of Psychology at the University of the West Indies, the Cave Hill campus, and Barbados, where non-cognitive factors such as gender and the most potent agent, emotional intelligence shows wonderful results in your studies. Result shows significant connection of gender, emotional intelligence which is both positive and negative expressivity affecting your studies and relations. The findings suggested to us that it is not only the intellectual abilities which determine your accomplishments but emotional abilities have a great weight on your success be it academics or personal life. Female girls having High EQ exhibit productive outcomes in their academics and knew the techniques of solving their emotional issues wisely. Besides male and female expressing positive emotions shows caring attitude towards each other which makes healthy relationship. Students with negative emotions are weak in their academics due to the surroundings of negative thoughts which hamper the other domains of the development. They are unable to concentrate on their studies which in turn make them feel inferior and lose their self-identity. (Akurathi, Pradesh, Swathi, & Kumar, 2019) studied the purpose of this study is to investigate the impact of demographic characteristics (age, qualification, and community, as well as gender and socioeconomic status) on emotional intelligence in early adulthood. This study included 116 graduate and postgraduate college students, both gender, ranging in age from 18 to 25 years. Descriptive statistics and t test results revealed that this stresses the impact of a person's socioeconomic situation and community on his/her, which has a direct effect on the dimensions of adjustability and sensitivity, which are realm of emotional intelligence. (Estrada, Monferrer, Rodríguez, & Moliner, 2021) conducted a study on emotional intelligence which was found to be positively associated to tenderness and foremost loyalty, which resulted in improved academic performance. This discovery will pique people's interest in growing emotional intelligence, not training healthy citizens in long run only, but also for its immediate effects in the classroom.

Objectives

1. To study the impact of emotional intelligence on academic achievement of secondary school students.
2. To study the impact of emotional intelligence on academic achievement of male secondary school students.

3. To study the impact of emotional intelligence on academic achievement of female secondary school students.
4. To study the relationship between emotional intelligence and academic achievement of secondary school students

Hypothesis of the Study

1. There is no significant impact of emotional intelligence on academic achievement of secondary school students
2. There is no significant impact of emotional intelligence on academic achievement of male secondary school students
3. There is no significant impact of emotional intelligence on academic achievement of female secondary school students
4. There is no significant relationship between emotional intelligence and academic achievement of secondary school students.
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2. Methods

To get the data from the adolescents, Descriptive Survey Method was used in the present study. The descriptive research design entails the systematic observation and collection of data pertaining to a specific subject matter, with no intention of deducing causal relationships. Descriptive research endeavours to furnish an all-encompassing and precise depiction of the phenomenon or population under investigation, while also explicating the interconnections, patterns, and trends that are inherent in the collected data.

2.1 Variables used:

Independent Variable: Emotional Intelligence

Dependent Variable: Academic Achievement

2.2 Sample

The sample for the present study contains of (60 boys and 60 girls) students of 11-14 years of age group from CBSE and HP Board. To fulfil the purpose, total number of participant (N) = 120 of secondary school students were randomly chosen. The students i.e (60 Male, 60 Female) were taken from Akal Model School, Baru Sahib, district Sirmaur, Himachal Pradesh. Random sampling was applied in the investigation of the study.

2.3 Tool Used

- Emotional intelligence inventory scale constructed by Dr.Arun Kumar Singh, Dr.ShrutiNarain (2014) is a standardized test was applied to measure the level of Emotional Intelligence of the participants.
- Academic Achievement: total percentage of marks of the students of both gender from the previous end term were obtained to check the academic achievement. Marks obtained in end term examination of secondary school students have been taken for estimating their Academic achievement.

2.4 Statistical Technique Used

To test whether the association between the level of emotional intelligence with gender was statistically significant so descriptive (Mean & SD) and the inferential statistical ('t') analysis were used.

3. Results

In order to check the objectives of the study and to test the null hypothesis, the present study is analysed as given below:

Table 1: Calculated Descriptive Value of Academic Achievement in relation to Emotional Intelligence among boys of secondary school

DV	Emotional Intelligence	N	Mean	Std. Deviation	t value	Level of significance
BOYS Academic Achievement	Low Emotional Intelligence	30	61.93	12.531	1.05	NS at 0.05 Level
	High Emotional Intelligence	30	65.37	12.669		

Note: Level of significance= NS

Table 1 shows the emotional intelligence differences in terms of mean scores of academic achievements among boys. Mean score of academic achievement for boys having low emotional intelligence is 61.93 with (SD= 12.531) and boys who are having high emotional intelligence is 65.37 with (SD= 12.699). The t value testing the significant difference of Low Emotional Intelligence (LEI) and High Emotional Intelligence (HEI) boys and academic achievement of secondary school was found to be 1.05 at 0.05 level of significance which is not significant at 0.05 levels so it is supporting null hypothesis and it is accepted.

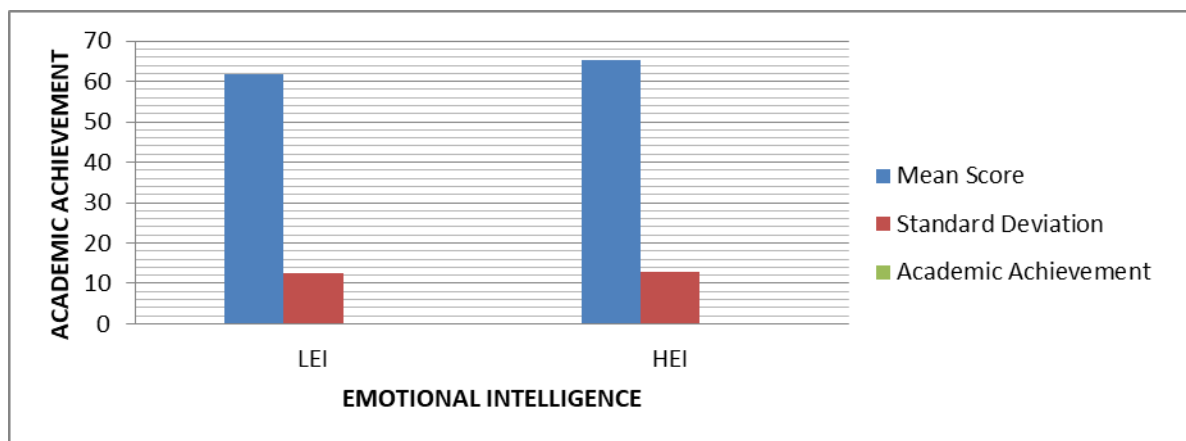


Fig. 1 The mean score values of academic achievement of male students studying in secondary school with low and high emotional intelligence is shown in this graph.

Table 2 Calculated Descriptive Value of Academic Achievement in relation to level of Emotional Intelligence among girls of secondary school

DV	Emotional Intelligence	N	Mean	Std. Deviation	t value	Level of Significance
Academic Achievement	Low Emotional Intelligence	30	61.50	11.389	2.523	Significant at 0.05 level
	High Emotional Intelligence	30	69.37	12.724		

From Table 2 it is evident that 't' value is significant at 0.05 level where students having low emotional intelligence mean score is 61.50 with SD of 11.389 and students of high emotional intelligence mean score is greater which is 69.37 with SD of 12.724 which shows the 't' value of 2.523 which is significant at 0.05 level of significance. The null hypothesis is rejected.

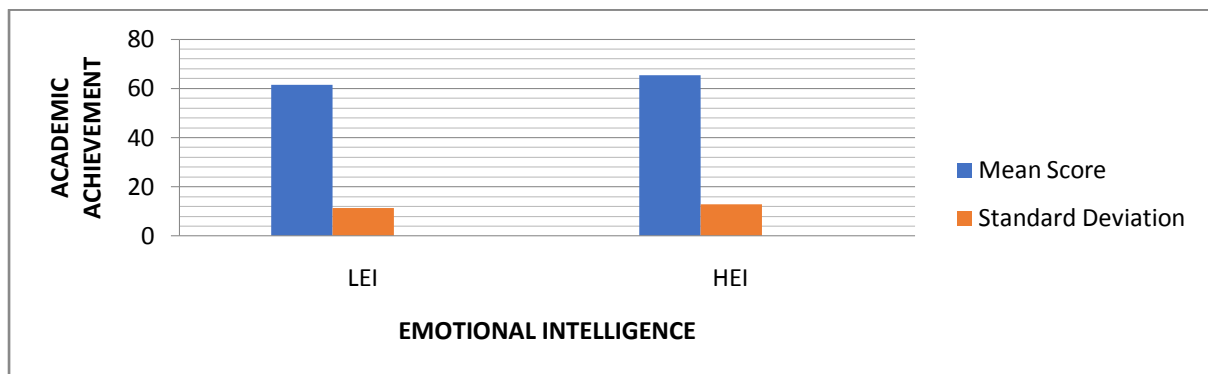


Fig.2 The mean score values of academic achievement of female students studying in secondary school with low and high emotional intelligence is shown in this graph

Table 3 Correlation between emotional intelligence and academic achievement among secondary male and female students.

Variables	N	Pearson r	P value
Emotional Intelligence	120	.299**	0.01
Academic Achievement	120		

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

In the given table 3 the strength of relationship between emotional intelligence and academic achievement is significant as coefficient of correlation between emotional intelligence and academic achievement is seen as $r = .299, p < 0.01$ level of significance. A positive correlation exists between emotional intelligence and academic achievement in the secondary school population, as indicated by the magnitude of "r." Consequently, the outcome supports the assertion that secondary school students will attain greater educational achievement depending on they have with emotional intelligence.

4. Discussion

On the basis of data analysis and interpretations

A perusal of the results of the present study revealed that there is no impact of emotional intelligence on academic achievement of secondary school (11-16 years of age) male students but significant impact was seen in the results of female students. Thus, in the view of above findings it may be concluded that the boys are bolder, courageous, and firm and balance their emotions easily. They may be neutral in managing their emotions and are not affected by low emotional intelligence and high emotional intelligence so there is no effect in academic achievement also. Other way around female may be very hyper sensitive so they are easily disturbed by the emotions and that is why it is affecting their academic achievement too. A study done by (Aleem, 2005) reveals that males are more emotionally stable as compared to females. There is no relation between emotional stability and academic achievement.

On other hand according to my view, female are having many responsibilities and are oversensitive so the results shows that there is a significant difference between emotional intelligence and academic achievement of girls. The girls having low emotional intelligence depict the low academic performance and those who are highly intelligent in handing their emotions shows greater performances in academic too. The girls are more expressive and sensitive in their emotions. They openly express their emotions as discussed by Buck,1997. Females are considered superior in processing of emotions and feelings. The findings in (Kanade, 2014) reveal that there is a positive correlation between emotional intelligence and academic achievement of girls as compared to boys.

5. Suggestions for the Study

- There is a significant and positive correlation between emotional intelligence and academic achievement, according to the study's findings. Therefore, the research indicates that educational

institutions ought to adequately address students' emotional intelligence as a means to enhance their scholastic performance.

- Incorporating guidance and counseling into the school curriculum would be beneficial for academically struggling and emotionally insecure students. It is imperative that the secondary education curriculum prioritize the development of adolescents' Emotional Intelligence. It is the responsibility of curriculum specialists to design and implement instructional curricula that integrate emotional intelligence competencies in order to improve students' academic achievements.

6. Conclusion

Researchers have discovered that emotional intelligence significantly affects students' academic performance. In light of this, educators ought to allocate particular emphasis to students' emotional intelligence as a means to enhance their scholastic achievements.

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