

## Assessment of Impact of Emotional Intelligence on Academic Achievements of Students Studying in Secondary Schools

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### Abstract

**Background:** National education system is based on academic achievements of students. Psychologists stated that emotional intelligence is one of the factors that influences students' learning process and evidently, it contributes significantly an implication towards their academic achievements. **Aim:** A study was conducted to assess the impact of emotional intelligence on academic achievement of students studying in secondary schools of Amritsar, Punjab. **Methods and Material:** Sample consisted of 100 students studying in 9<sup>th</sup> standard between ages 13 and 16 years from three selected English medium schools. Stratified proportionate randomized sampling technique was followed to select sample. Emotional intelligence scale developed by Schutte's et al (1998) was used to assess levels of emotional intelligence of students and to assess academic achievement of students, scores of previous semester were collected. The study was conducted from 6<sup>th</sup> Jan. 2012 to 29<sup>th</sup> Jan. 2012. The data were analyzed with descriptive and inferential statistics wherever required. **Results:** The analysis of variance (ANOVA) was computed and findings (**F = 20.14, p < 0.001**) showed high significant impact of emotional intelligence of students on academic achievement. Emotional intelligence and academic achievement had no significant association with

sociodemographic variables like age, gender, place of living and type of family. **Conclusion:** In light of these findings there is need to generate awareness among teachers and parents about how good emotional intelligence can lead to better academic achievement.

**Keywords:** Emotional Intelligence; Academic Achievements; Students; Secondary Schools.

### Introduction

In the recent past psychologists have realized that only intelligence is not enough to achieve success in life. The Emotional Quotient (EQ) concept argues that Intelligence Quotient (IQ), or conventional intelligence is too narrow that there are wider areas of emotional intelligence that dictate and enable to explain success.

Emotional intelligence is an ability to understand one's own emotions and apply the talent to make effective decisions in life. There are five dimensions of emotional intelligence: knowing one's emotions, managing them, motivating self, recognizing emotions of others and handling relationships. Emotional intelligence contributes about 80% to success. [1]

Emotional intelligence is feeling side of intelligence. The concept of "emotional intelligence" has been extensively popularized in the lay press and corporate world as individuals purport the potential ability of emotional intelligence to predict various markers of success. Emotional intelligence (EI) most commonly incorporates concepts of emotional expression and regulation, self-awareness and

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empathy. Emotional intelligence is a relatively recent behavioral model, rising to prominence with Daniel Goleman's 1995 book called 'Emotional Intelligence'. [2]

Emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. The emotional intelligence combines feelings and thinking in four related but different abilities of perceiving, using, understanding and managing emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible. Utilizing emotions is the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. Understanding emotions encompasses the ability to be sensitive to slight variations between emotions and the ability to recognize and describe how emotions evolve over time. Managing emotions is to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones and manage them to achieve intended goals. [3]

Academic achievement is the core of educational growth. It makes the students more confident and self-reliant in the field of education. Good achievement and adjustment of the individual determine the progress of the nation. Academic achievement can be defined in three ways, the grades which student earn in school, performance and standardized tests of achievement and number of schooling years completed. Academic achievement has become an index of child's future in this highly competitive world. Many a time, we find students with average abilities excel. The baffling facts which have come into limelight are that in spite of having similar education facilities, environmental aspirations and even intelligence, academic achievements of students differ from one another. [4]

Classrooms are always filled with youngsters displaying a wide range of concerns and behavioral problems that often make learning in the classroom difficult and ineffective. Students are often found to suffer from poor self-awareness, low self-esteem, lack of motivation, little self-discipline, poor peer interaction, an inability to express feelings effectively and sometimes a significant amount of emotional pain such as feeling sad, unhappy, anxious, frustrated and angry which caused less academic achievement. [5]

Academic achievement is general term for successful attainment of some goals requiring a certain effect. " Achievement encompasses students' ability and performance, it is multidimensional, it is

intricately related to human growth and cognitive, emotional, social and physical development. It refers the whole child, it is not related to single instance but occurs across time and levels through a student's life in public school, in secondary years and in working life. [6]

During interaction with students, the investigator found that most students in secondary schools in India are daily confronted with challenges of coping with their academics under serious emotional strains accompanied by long walk to school and poor school environment. As many researchers have concluded that emotional intelligence is a better predictor of future success and it is one of the important facts that one's emotional make up counts quite substantially towards one's ability to live, progress and adjust to others. So it is important to explore that students can learn the way to improve their emotional intelligence while facing emotional strains. Author found that meagre studies are available which showed the impact of emotional intelligence on academic achievement of students. It is, therefore crucial to investigate the impact of emotional intelligence and parental involvement on academic achievement of secondary school students.

## Methods and Materials

An explorative survey approach was used to assess the impact of emotional intelligence on academic achievement of students studying in secondary schools of Amritsar, Punjab. Proportionate stratified random sampling technique was used to select 100 students from 9<sup>th</sup> standard. The sample size of each stratum in this technique is proportionate to the population size of the stratum when viewed against the entire population meaning that each stratum has the same sampling fraction. After obtaining informed consent Emotional intelligence scale developed by Schutte's et al (1998) was given to students to fill and scores obtained in previous semester were collected from their result cards. Sociodemographic profile was also obtained from students like age of student, gender of student, place of living, type of family, mother's education, father's education, mother's occupation and father's occupation.

## Results

### *Findings Related to Sociodemographic Characteristics*

Most of the study subjects (45%) were in the age group of 15 year – 16 years. Study subjects had equal distribution according to gender, 50% in each. More than half (54%) of students were having urban background. No significant association was found

between sociodemographic characteristics and emotional intelligence as well as academic achievement of students.

**Table 1: Impact of emotional intelligence on academic achievement**

**N = 100**

Levels of Emotional Intelligence	Academic Achievement			Total	Mean±SD	Findings
	1 <sup>st</sup> division	2 <sup>nd</sup> division	3 <sup>rd</sup> division			
	n(%)	n(%)	n(%)			
<b>Very Good</b>	21(87.5)	3(12.5)	-	24	EI = 65.2 ±18.5	20.14***
<b>Good</b>	31(86)	5(13.8)	-	36	AA = 74.7 ±15.4	df <sub>BG</sub> = 3
<b>Average</b>	10(43.4)	9(39.1)	4(17.4)	23		df <sub>WG</sub> = 96
<b>Below Average</b>	2(11.8)	13(76.4)	2(11.8)	17		
<b>Poor</b>	-	-	-	-		

E I = Emotional intelligence  
PI = Parental involvement

\*\*\* high Significant at p < 0.001  
BG = Between Groups  
WG = Within Groups

The overall mean score of emotional intelligence and academic achievements of students were 65.2 ±18.5 and 74.7 ±15.4 respectively. The majority of students i.e. 36 had good emotional intelligence and 86% out of them obtained 1<sup>st</sup> division in academics. Similarly out of 24 students who were very good in emotional intelligence, maximum of them 87.5% also bagged 1<sup>st</sup> division. In order to assess impact of emotional intelligence on academic achievement, analysis of variance (ANOVA) was done and it was concluded that there was a highly significant [F = 20.14 (3, 96), p <0.001] impact of emotional intelligence on academic achievement of students.

**Discussion**

Academic achievement is not predicted by a student’s fund of facts or by a precocious ability to read, as much as by the emotional and social measures, being self-assured and interested, knowing what kind of behavior is expected and how to rein in impulse to misbehave, being able to wait, to follow directions and to turn to teachers for help and expressing needs while getting along with other students. Almost all students who do poorly in

school, lack one or more of these elements of emotional intelligence [3].

The present study concluded a highly significant impact [F (3, 96) = 20.14 at p<0.001] of emotional intelligence of students on their academic achievement. This finding is consistent with results (t = 1.83, df = 108, p<0.05) of study by Afolabi et al (2009) on influence of emotional intelligence and need for achievement on interpersonal relations and academic achievement of undergraduates in Grambling State University [7].

The results of present study were also congruent with results of study conducted by Abdullah et al (2004) which concluded that there is significant positive linear relationship between emotional intelligence and academic achievement and significant impact of emotional intelligence on academic achievement [8].

These findings were also consistent with findings by Leena (2009) who revealed that there was a significant positive relationship (r = 0.47, p < 0.01) between emotional intelligence and academic achievement of nursing students which confirmed that emotional intelligence influenced greatly the academic achievement of nursing students[9].

The results of this study provide very important implications for the nursing profession i.e. clinical practice, community health nursing, nursing education, nursing administration and nursing research. In all these areas nurses act as an educator, organizer, leader, counsellor and motivator and can help in making the teachers and parents aware about emotional intelligence of students for better academic achievement.

### Conclusion

Hence, conclusively findings of present study revealed that emotional intelligence of students has high significant impact on academic achievement of students studying in secondary schools. Finally all findings of this study collectively advocated that the assumption made by researcher stand true that emotional intelligence does have an impact on academic achievement.

Thus the education of new era should face this challenge and problem by preparing a curriculum, which is able to improve emotional intelligence along with cognitive intelligence and to develop credibility and personality among students. Nurse educators should be more rigorously educated regarding early detection for any weakness in perception, utilization, managing own and others emotions effectively in students and treatment of the deficits among students.

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