



## THE STUDY OF EMOTIONAL INTELLIGENCE IN ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN CHENNAI DISTRICT

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### Abstract

*The current research study focuses on the relationship between Emotional Intelligence and Academic Achievement among Secondary School Students. A normative survey method was employed, utilizing random sampling to select a sample size of 250 participants. The primary objective of the study is to evaluate the emotional intelligence and academic performance of Secondary School Students. Key findings indicate a significant difference in emotional intelligence and academic achievement between boys and girls. Students who exhibit higher levels of emotional intelligence tend to demonstrate better academic performance, which may contribute to a promising future for them.*

**Key Words:** *Academic Achievement, Emotional Intelligence, Rural Students, XI Standard Students.*

### INTRODUCTION

The school plays a significant role in fostering the harmonious development of children's personalities. Students typically spend five to seven hours in school, during which institutions are positioned to nurture their potential by addressing their diverse needs. Below, various measures are briefly outlined that can be implemented in schools to support the appropriate development of children's physical, mental, and spiritual capabilities. In the Indian context, emotional intelligence is not a uniform trait or a mental ability isolated from social concerns such as respect for others, empathy, and fulfilling one's responsibilities. These elements, along with the moral values of Ahimsa (non-violence), kindness, and benevolence, form the foundation for emotional expression and responsiveness. Research indicates a positive correlation between emotional intelligence and academic achievement among secondary school students. Those with strong emotional intelligence tend to demonstrate higher academic performance.

### OPERATIONAL DEFINITION

#### Emotional intelligence

Emotional intelligence is a term which is defined as the capacity of an individual having awareness of oneself, understanding the feelings of others, maintaining the balance of his own feelings, self-directed to his own activities and maintaining the harmonious relationship with others and oneself is considered as Emotional Intelligence.



### **Academic achievement**

Academic achievement refers to the performance of a student in any test/examination conducted by respective schools.

### **REVIEW OF RELATED LITERATURE**

**Abraham Mercy, (1974)** found that Some Factors relating to under Achievement in English of Secondary School Pupils/ **Lalitha Kumari and Grace Indira (2024)** Highlighted the relationship between Emotional Intelligence (EI) and personality traits among secondary school students. Emotional Intelligence shapes certain aspects of personality, such as emotional regulation and sociability, among secondary school students. **Manju Varghese and Binu Edathumparambil (2023)** reported that there is a significant relationship between male and female samples between their personality and emotional intelligence. **Kumar and Kumar (2025)** reported that academic Adjustment, when a student is mentally healthy, they have a clear understanding of their physical and emotional well-being as well as their personal strengths and limitations. **Manish Kumar (2024)** found that students who exhibit better emotional and social adjustments tend to have higher achievement motivation, which in turn positively influences their academic performance.

### **SIGNIFICANCE AND NEED OF THE STUDY**

In the current Indian education system, academic achievement appears to be the primary focus. This is a critical determinant of a student's future. Given its significant importance, numerous studies have been conducted to explore the factors influencing students' academic achievement. These factors can be broadly categorized into two groups: cognitive factors and psychosocial factors. Cognitive factors include intelligence, creativity, and memory, while psychosocial factors encompass motivation, adjustment, attitude, and socioeconomic status.

### **OBJECTIVES OF THE STUDY**

1. To assess the level of emotional intelligence and academic achievement of standard IX<sup>th</sup> students of Chennai District.
2. To find whether there is a significant difference in emotional intelligence and academic achievement of among standard IX<sup>th</sup> students of Chennai District in the following categories.
  - 2.1 Boys and Girls.
  - 2.2 Students of Government, private-aided and private-unaided schools.

### **HYPOTHESES**

In order to achieve the mentioned objectives of the study, the following hypotheses are formulated for testing.

1. There is no significant difference in emotional intelligence and academic achievement among standard IX<sup>th</sup> students of Chennai District in the following categories.
  - 1.1. Boys and Girls.



1.2. The students belonging to government, private-aided and private un-aided schools

**METHODOLOGY AND AREA OF INVESTIGATION**

After reviewing the relevant literature major components of are identified based on the components initially 100 items were framed. The items were given to 5 subject experts who were professors for the Correction individually. After getting validity of the items, it was administered for 250 students. The items were analyzed based on each component and 60 items were chosen. Investigator translated the English version of the scale in to Tamil then it was given to language experts for correction. These items were again administered for 200 secondary school students. The data was then tabulated and item-total correlations were calculated by split half method. Items having correlation value of 0.62. The final form of the scale constituted 60 items. The scale includes both positive and negative statements in each component.

**SAMPLE OF THE STUDY**

All the government, private aided and un-aided schools of Chennai District in Tamilnadu state constitute the population of the study.

**Table 1. Number of IX<sup>th</sup> standard students of government, private aided and private un-aided schools presented**

SL No	Chennai District in Tamilnadu State	Government Schools		Private Aided schools		Private Un-Aided		Total	
		Population	Sample	Popul ation	Sample	populat ion	Sample	popul ation	Sample
1		81	3	83	4	86	5	250	12
<b>Total</b>		<b>81</b>	<b>3</b>	<b>83</b>	<b>4</b>	<b>86</b>	<b>5</b>	<b>250</b>	<b>12</b>

**STATISTICS USED**

The first step in data analysis involved (a) creating system for each of the questionnaires and (b) applying these coding systems to each individual questionnaire. These two tasks were completed using the Statistical Package for Social Science (SPSS) program. The researcher continued coding the data for the gender of students, type of school, finally, different dimensions of the questionnaires and all items of them were coded. For the purpose of this study, descriptive statistics were used to report data included in this study. All responses to each characteristic were assigned a score by adding the total group of question responses for each participant.

**DATA ANALYSIS AND INTERPRETATION**

For the purpose of this study, descriptive statistics were used to report data included in this study. All responses to each characteristic were assigned a score by adding the total group of question responses for each participant.



## DESCRIPTIVE STATISTICS

**Table 2. The percentage of students having high, moderate and low Levels of Emotional intelligence**

Variable	Levels	Frequency	Percent
Emotional intelligence	High	42	16.4
	Moderate	169	67.8
	Low	39	15.8
Total		250	100.0

From the **Table 4.3**, it is found that 16.4% of students were found to be having high level of emotional intelligence, 67.8% of students had low level of emotional intelligence and 15.8% of students found to be moderate level of emotional intelligence.

**Table 3 The percentage of students having high, moderate and low Level of Academic Achievement**

Variable	Levels	Frequency	Percent
Academic achievement	High	34	13.5
	Moderate	174	71.5
	Low	42	15.0
Total		250	100.0

From the **Table 4**, it is evident that 13.5% of them were having high level of academic achievement, 71.5 percentage of students were found to be average academic achievement, 15.0% of them were showed low level of academic achievement.

## FINDINGS OF THE STUDY

1. 61.2% of the standard IX students have moderate level of emotional intelligence. Very less number of students 14.8% including both Boys and Girls have high level of 14% low level of emotional intelligence.
2. There is no significant difference in emotional intelligence among Std. IX Boys and Girls, government schools, private aided schools and private un-aided schools.
3. There is a significant difference in academic achievement among Boys and Girls, government schools, private aided schools and private un-aided schools.
4. 71.6% of the students have performed moderately in academic achievement and 13.5% of the students shows high level of academic achievement and 15% of the students shows low level of academic achievement.
5. There is a significant positive relationship between emotional intelligence



and academic achievement among the students of IX<sup>th</sup> standard students.

6. There is a significant positive relationship between emotional intelligence and academic achievement among the students of standard IX<sup>th</sup>.

### EDUCATIONAL IMPLICATIONS

This study demonstrates a positive correlation between emotional intelligence and academic achievement among secondary school students. Students with strong emotional intelligence tend to perform better academically, whereas those with lower emotional intelligence often experience diminished academic performance. Therefore, schools should implement appropriate curricular and co-curricular practices to support the development of students' emotional intelligence. Additionally, parents and community members should actively assist in helping students maintain and enhance their emotional intelligence.

Consequently, teachers should receive training from experts to improve their understanding of emotional intelligence components through in-service programs focused on effective teaching methods, adolescent psychology, and guidance and counseling. There is a pressing need to develop awareness and attitude programs for teachers regarding the significance of emotional intelligence in secondary school students.

### CONCLUSION

This research study indicates a positive relationship between emotional intelligence and academic achievement among secondary school students. Students exhibiting high emotional intelligence tend to demonstrate better academic performance. Conversely, those with low emotional intelligence often experience poorer academic outcomes.

Thus, it can be concluded that the components of emotional intelligence and academic achievement are interrelated. Consequently, it is evident that to enhance academic performance among students, the educational system should address emotional intelligence by implementing appropriate curricular and co-curricular practices.

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