

To Study The Impact of Emotional Intelligence on Academic Achievement of Middle School Students

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Abstract

This study explores the role of emotional intelligence (EI) in shaping academic outcomes among middle school students in Raipur district. Drawing from a sample of 100 seventh-grade students from both government and private schools, the research uses a quantitative method to analyze the correlation between EI and academic performance. Emotional intelligence was assessed using the Multi-Factor Emotional Intelligence Scale (Shanuwal, 2002), while academic achievement was based on students' previous year results. Findings reveal that students with higher emotional intelligence demonstrate stronger academic performance. Moreover, girls and private school students showed significantly higher EI and academic success compared to boys and government school students. The study emphasizes the importance of incorporating emotional skill development into educational practices to enhance holistic student success.

1. Introduction

Academic performance in schools has traditionally been evaluated based on intellectual and cognitive abilities. However, with increasing focus on holistic education, emotional intelligence has emerged as a key determinant of student success. Emotional intelligence—defined as the

ability to perceive, regulate, and manage emotions—affects students' motivation, interpersonal relationships, stress handling, and ultimately academic performance. Middle school years are formative in emotional development, making this stage crucial for studying the influence of EI. This paper aims to investigate the relationship between EI and academic achievement among Class 7 students from Raipur's government and private schools, with a focus on gender differences. This study is grounded in Goleman's and Bar-On's theories of EI, which propose that emotional and social skills are just as important as cognitive abilities for academic and life success.

2. Objectives and Hypotheses

Objectives:

- To compare impact of Emotional Intelligence on academic achievement between boys and girls.

Hypotheses:

- **H1:** There is no significant difference between Emotional Intelligence and academic achievement of boys and girls.
 - **H2:** There is no significant difference between emotional intelligence and academic achievement of boys of class 7th students of government and private school.
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3. Methodology

This descriptive survey research used stratified random sampling to select 100 Class 7 students—50 boys and 50 girls—from three private and two government schools in Raipur. **Tools Used:**

- *Multi-Factor Emotional Intelligence Scale* (Shanuwal, 2002)
- Academic achievement based on Class 6 annual results.

Data Collection:

Surveys were conducted in school settings under supervision. Students responded to questions measuring emotional perception, understanding, regulation, and application. Academic scores were collected from school records.

Statistical Techniques:

Mean, standard deviation, and t-tests were used to analyze group differences and test hypotheses.

4. Results

Table: 4.1

Showing mean, SD, t value, and r value of performance score of boys and girls.

Gender	Frequency n	Mean	S.D	Critical value of t		t	Remarks
				0.05	0.01		
Boys	50	30.6	9.37	± 1.984	± 2.626	3.66	Significant
Girls	50	40.3	13.25				

DF=53

Result- It is clear that from the above table 4.3 the frequency of the boys and girls are 50 of government and private school, and the mean values are 30.6 for boys and 40.3 for girls, the standard deviation is 9.37 and 13.25 respectively.

There is a significant difference between in the mean values of Boys and girls school students.

Here, the t test value at 53 degrees of freedom at 0.05 level of significance. Calculated value of t test is -3.66.

Hence there is a significant difference in the government and private boys and girls, thus hypothesis rejected.

Graph 4.1

Performance score of Government and Private School boys and Girls Students

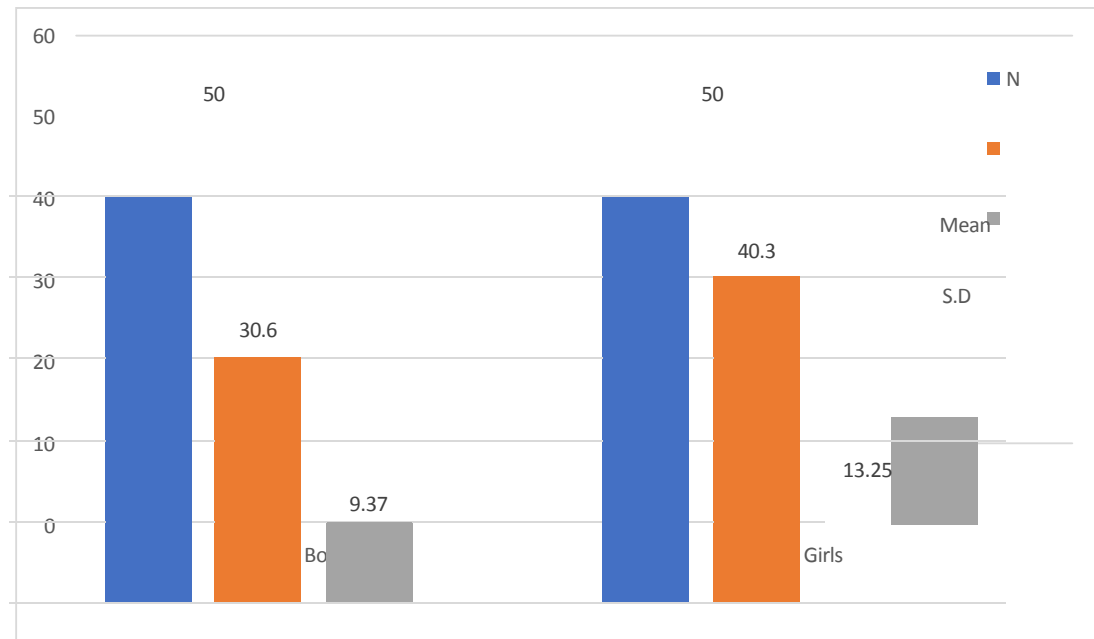


Table:4.2

Showing mean, SD, t-value and revalue of performance score of boys.

Type of school	Frequency n	Mean	S.D	Criticalvalue of t		t	Remarks
				0.05	0.01		
Government	25	38.4	9.27	±2.04	±2.75	0.82	Insignificant
Private	25	36	8.78				

Df = 31

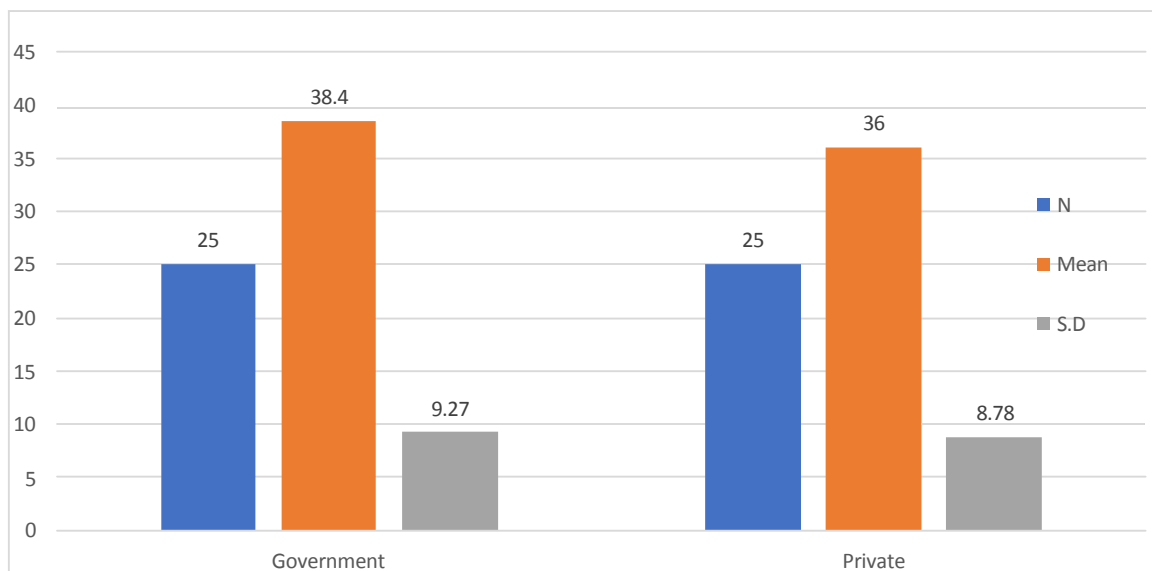
Result- It is clear from the above table 4.1that the frequency of the students for the score Of Emotionalintelligenceamongboysofgovernmentis50andprivate is50.Andthemean value is38.4and36respectively,the standard deviation is 9.27and8.78respectively.

Here, the t test value at 31 degrees of freedom at 0.05 level of significance. Calculated value of t test is 0.82.

Hence there is no significant difference between emotional intelligence and academic achievements of boys of class 7th of government and private school. Thus, the hypothesis is accepted.

GraphNo.4.2

Graph representing frequency, mean score, standard deviation among boys of class 7th



5. Discussion and Conclusion

The study underscores the critical role emotional intelligence plays in educational achievement. Emotional competencies such as empathy, emotional regulation, and motivation are linked with better academic performance. Gender differences indicate that girls tend to be more emotionally intelligent, which contributes to their success. The superior performance of private school students suggests environmental and institutional influences on emotional development.

Conclusion:

Emotional intelligence is not merely an accessory skill but a foundational one that impacts students' academic journeys. The study advocates for the integration of social-emotional learning (SEL) programs within school curricula. Teachers should receive training to foster emotionally rich learning environments. In doing so, schools can better prepare students not just for exams but for life.

6. Recommendations

- Incorporate emotional learning and mindfulness activities in the curriculum.
 - Conduct regular emotional check-ins and reflection sessions.
 - Implement SEL programs across government and private institutions.
 - Train educators in emotional skill development and classroom empathy.
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7. Limitations and Further Study

- The study was limited to Class 7 students in Raipur district.
 - Future research should consider larger and more diverse populations.
 - Longitudinal studies could explore how EI impacts long-term academic and career outcomes.
 - Comparative studies across different states and socio-economic backgrounds could yield deeper insights.
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8. Bibliography

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