

## Impact of emotional intelligence on academic performance of secondary school students

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### Abstract

The academic success of high school students is crucial, not only for the individuals and educational institutions involved but also for the future of our society and national development. Researchers are delving into the nature of intrinsic motivation and its role in connecting emotional intelligence with academic performance. This study aims to explore the relationship between emotional intelligence and academic achievement. Our research involved 173 students from grades X to XII in various public schools in Darbhanga town. We collected data using a custom schedule for academic performance information and Schutte's Emotional Intelligence Scale. The data was then analysed using SPSS 20 software. We examined correlations between academic performance and several components of emotional intelligence, including: Emotion perception, Self-emotion management, Management of others' emotions, and Emotion utilization. This investigation contributes to our understanding of how emotional intelligence may influence academic outcomes in high school students.

**Keywords:** Academic Performance, Emotional Intelligence, Intrinsic Motivation

### Introduction

Over the years, the importance of academic achievement has grown significantly. High school students' academic success is crucial not only for themselves and their schools but also for future generations and the nation's overall development. Consequently, scholars are working diligently to overcome obstacles that hinder academic success (Adenike et al., 2010). Dev (2016) emphasized that the primary goal of schools is to achieve educational excellence for students. More specifically, academic achievement refers to the learning outcomes or percentage of marks obtained by students in an academic session, indicating whether their learning meets or exceeds grade-level standards. More broadly, it encompasses performance outcomes at intellectual levels in school, college, and university, reflecting the educational and intellectual standards of individuals, groups, or nations.

The importance of academic achievement can be understood from various perspectives, including individual, societal, psychological, and educational research viewpoints. From an individual perspective, academic achievement is a key predictor of academic careers and personal success. Researchers agree that academic achievement plays a vital role in student life, influencing well-being and psychological development (Kell, Lubinski, & Benbow, 2013; Chernyshenko et al., 2018; Frydenberg et al., 2017).

## Emotional Intelligence

Emotional intelligence (EI) emerged as a significant concept in psychology in the late 20th century, explaining variations in individuals' abilities and emotional regulation. EI provides a scientific framework for understanding how people differ in perceiving, regulating, and managing affect-laden information, whether intrapersonal or interpersonal (Petrides & Furnham, 2003). Mayer and Salovey (1993) were the first to propose a model of emotional intelligence, presenting an ability model comprising four types of abilities: (a) perception and expression of emotion; (b) utilization of emotion to facilitate thought; (c) understanding emotional reasoning; and (d) regulation of self and others' emotions. Mayer and Salovey's model differ from mixed models of emotional intelligence, which define EI in terms of self-perceived skills, competencies, and personality traits (Bar-On, 1997; Goleman, 1995). Howard Gardner, in his 1983 book "Frames of Mind: The Theory of Multiple Intelligences," argued that traditional intelligence, such as IQ, does not fully explain cognitive ability, thus introducing the idea of multiple intelligences, including both interpersonal and intrapersonal intelligence (Smith, 2002). Turner (2004) described emotional intelligence as the softer aspect of total intelligence, beneficial for both personal and professional lives. Traditional IQ, which involves learning, comprehension, and reasoning, is now thought to account for only 20% of an individual's achievement, while emotional quotient (EQ), or the capacity to understand and relate to others, accounts for 80%. MacCann et al. (2020), in their meta-analysis, found that emotional intelligence positively impacts academic performance, with a stronger correlation for ability EI compared to self-rated or mixed EI. Van Rooy and Viswesvaran (2004) also identified a correlation between EI and academic performance, while Perera and DiGiacomo (2013) found a 0.20 correlation. Richardson et al. (2012), in their review of 42 non-cognitive associates of academic performance, reported a minimal association between EI and academic performance.

This study aims to analyse (a) the correlation between emotional intelligence and academic performance, (b) the relationship between intrinsic motivation and academic achievement, and (c) the moderating effect of emotional intelligence and intrinsic motivation on academic achievement

## Methods

### Sample

This study was conducted with a sample of 173 students from classes X to XII attending various public schools in Darbhanga town. To ensure the sample was representative, it included students of different genders (101 male and 72 female students) from multiple schools. The average age of the participants was 15.086 years, ranging from 13 to 19 years.

## Measures

### 1. Emotional Intelligence Scale

This scale, developed by Schutte in 1998 and known as the "Schutte Self-Report Emotional Intelligence Test (SSEIT)," measures four components of emotional intelligence:

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Emotional perception, utilizing emotion, managing emotion, and regulating others' emotions. The SSEIT consists of 33 self-reported items, each evaluated on a 5-point scale ranging from "strongly agree" (1) to "strongly disagree" (5).

## 2. Academic Performance

Academic performance was assessed by the marks obtained by students during one academic session, as recorded on their school report cards.

## Results and Discussion

The data collected from the above measures were statistically analysed using SPSS 20 software. Pearson's correlation coefficient ( $r$ ) was employed to measure the relationship between emotional intelligence and academic achievement. Multiple regression analysis was also performed to determine the predictive effect of emotional intelligence on academic achievement scores.

**Table-1**  
**Correlations among dimensions of emotional intelligence, intrinsic motivation and academic performance**

	Perception of Emotion	Managing Own Emotion	Managing Other Emotion	Utilisation of Emotion	Uncategorised	Overall Emotional Intelligence	Academic Performance
Perception of Emotion	1	.451**	.274**	.408**	.348**	.751**	.357**
Managing Own Emotion	.451**	1	.413**	.463**	.285**	.781**	.393**
Managing Other Emotion	.274**	.413**	1	.287**	.328**	.635**	.354**
Utilisation of Emotion	.408**	.463**	.287**	1	.224**	.679**	.312**
Uncategorised	.348**	.285**	.328**	.224**	1	.604**	.329**
Overall Emotional Intelligence	.751**	.781**	.635**	.679**	.604**	1	.503**
Academic Marks	.357**	.393**	.354**	.312**	.329**	.503**	1

The correlations among emotional intelligence dimensions and academic performance are presented in Table 1. The results indicate significant correlations between various dimensions of emotional intelligence and academic performance. Specifically, correlation of academic performance with Perception of emotion ( $r = .357, p < .000$ ), Managing own emotion ( $r = .393, p < .000$ ), Managing others' emotions ( $r = .354, p < .000$ ), Utilization of emotion ( $r = .312, p < .000$ ), Unspecified emotional intelligence factors ( $r = .329, p < .000$ ), and overall emotional intelligence ( $r = .503, p < .000$ ). These findings clearly indicate that both emotional intelligence and academic performance are positively correlated. This underscores the importance of fostering emotional intelligence among students to enhance their academic success.

**Table-2**  
**Multiple regression measuring predicting effect of emotional intelligence on academic performance**

R	R <sup>2</sup>	F	Model	Unstandardized Coefficients		Std. Coefficients	T	Sig.
				B	Std. Error	Beta		
.507	.257	11.57, p<.000	(Constant)	54.151	4.228		12.807	.000
			Perception of Emotion	.216	.121	.142	1.788	.076
			Managing Own Emotion	.268	.128	.174	2.085	.039
			Managing Other Emotion	.345	.158	.166	2.189	.030
			Utilisation of Emotion	.181	.155	.091	1.163	.246
			Uncategorised	.318	.151	.155	2.103	.037

a. Dependent Variable: Academic Performance

## Conclusion

Every parent dream of their children achieving good academic performance. The mission of school administration and government is to enhance students' academic performance for both institutional and societal development. This study provides empirical evidence of the urgent need to improve emotional intelligence and intrinsic motivation to boost academic performance. The study reveals that improving emotional intelligence can lead to better academic performance in class. Therefore, proper mechanisms should be developed to enhance these factors, which will not only improve academic performance but also reduce student dropout rates

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