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**Impact of Emotional intelligence on Academic achievement of IX<sup>th</sup> Grade Socially Backward Secondary Level Students of Jangal Mahal Area in the District of Paschim Medinipur in West Bengal**  
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**Abstract**

*The present paper tried to investigate the impact of emotional intelligence on academic achievement of socially backward secondary students of Paschim Medinipur district specially Jangal Mahal in West Bengal. For this study, a sample of 296 of class IX<sup>th</sup> grades SC and ST students were selected from different Government aided schools (Bengali Medium) of Paschim Medinipur district specially Jangal Mahal area. Different statistical techniques were used to ascertain the relationship between emotional intelligence and academic achievement. Student t-test has been used to examine the gender discrimination among backward IX grades students. The findings of the study showed that socially backward students have better emotional intelligence capacity. This study also revealed a positive and significant relationship between academic achievement and emotional intelligence. Boys and Girls have showed insignificant difference in their emotional intelligence. It was also known that SC and ST students have significant difference in terms of their academic achievement.*

**Key Words: Academic achievement, Emotional intelligence, student's t-test, Socialization.**

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**Introduction:** In formal education academic achievement is the main measure of level of education achieved, means of achieving curricular objective and a source of success in society. It distinguishes between students and predicts their success at work. Therefore educators are genuinely interested in those factors which are associated with academic achievement. Education has now become a successful passport for the development of a nation in general and of a person in particular. Success in life can be achieved through it so also recognition. Academic achievement is an important factor that determines education. Better academic performance ensures better grades which ultimately brings better jobs and better life. Hence in the arena of education academic achievement has been one of the biggest lucrative both for parents and for children. Academic achievement is a measure of

knowledge gained in formal education generally indicated by test scores (Ahmad, 2008, p.4). This definition clearly shows that it is a product of student's effort put forth in their academics. Academic achievement or (academic) performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. A student's success in learning needs a proof, and academic achievement or more particularly, the scores that the student obtains in different subject areas is one of such proofs and is one of the best proofs that guarantee students learning. Previously it was believed that the performance of students was squarely influenced by intelligence.

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. . Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it.

Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person. Studies in the areas of academic achievement show that variables like sex, SES, intelligence, emotional intelligence, creativity, personality, anxiety, self concept, adjustment etc. affect that performance of students.

During the twentieth century intelligence meant only a kind of cognitive ability, which, if present, can solve a man's entire problem in a society. But in the later part of twentieth century this idea has been changed to a great extent. Scientists and educationists have found that 80% of man's success is accountable to factors other than the so called IQ (Intelligence Quotient). Then they found another concept called Emotional Intelligence which to a great extent determines man's success in life. Daniel Goleman is one such psychologist who popularized this concept. To him emotional intelligence has five components-self-awareness, self-regulation, internal motivation, empathy and social skills. According to Danniell Golemen (1993) Emotional intelligence is Meta cognitive ability of an individual that helps him or her to appraise, regulate and express one's emotion in the best possible way. It involves four basic components – self awareness, motivating one self, empathy and handling relationship.

**Academic Achievement and Emotional Intelligence:** In recent time, a new dimension is added to the success in life one achieves and is now being held responsible for more success than intelligence. The term is called emotional intelligence (EI) and is measured as Emotional Quotient (EQ). Over the past several years, the term emotional intelligence has received much attention as a factor that is useful in understanding and predicting

individual's performance at work, at home, at school etc., (Kanhai, April, 2014). Research findings emphasized the necessity of including emotional skills development programs designed to improve student achievement and academic success. It has been found out that teaching emotional and social skills are very important at school and it affects academic achievement positively not only during the year they are taught, but during the years that follow as well. It shapes our interaction with others and our understanding of ourselves, it defines how and what we learn, it allows us to set priorities; it determines the majority of our daily actions (Freedman 1997). According to a report from the National Centre for Clinical Infant Programs, the most critical element for a student's success in school is an understanding of how to learn which is otherwise known as emotional intelligence.

**Significance of the Study:** Adolescence is the important segment of whole life of human being. It is very important stage which determines their social life and future life as a whole. So they have to acquire more knowledge and understanding to enhance their adjustment capabilities towards the surroundings of the society. All learning abilities are measured by student's performance. This is called Academic Achievement which is the outcome of academic performance. Previously it was believed that intelligence is the main indicator or predictor of students success. Goleman,(1995) argued that IQ contributes about 20% of life success .This implies that the remaining 80% of such success is accounted for by other aspects of intelligence as personality trait, Emotional intelligence, creativity and Adjustment. This suggests that emotional intelligence can good predictor of academic achievement of students in school.

Jangal Mahal area of Paschim Medinipur district is very backward than the other districts in West Bengal. This area is far behind from geographically, socially, economically and educationally than the other areas of this district and state as well. Maximum households in this area live below poverty line. So they have to make livelihood with strong hardship. As a result, most of adolescents of these households belong to first generation learner. The present researcher wants to know how they learn and how they solve their daily life problem emotional intelligence and adjustment. The researcher seeks to know specially how and to what extent this psychological variable affects their academic achievement.

### **Objectives:**

The objectives of the study were-

1. To find out the level of Emotional intelligence of IX grade secondary students in Jangal Mahal area;
2. To find out the level of Academic achievement of IX grade secondary students in Jangal Mahal area;
3. To find out the relationship between emotional intelligence and academic achievement of students;
4. To find out the significant difference between boys and girls in their Emotional intelligence;

5. To find out the significant difference between boys and girls in their Academic achievement;
6. To find out the significant difference between SC and ST students in their Emotional intelligence;
7. To find out the significant difference between SC and ST students in their Academic achievement.

**Hypotheses:** Keeping in view of the objectives stated, the following hypotheses were formulated in null form for the present study-

1. H<sub>01</sub> There is no significant difference between boys and girls in their Emotional intelligence.
2. H<sub>02</sub> There is no significant difference between boys and girls in their Academic achievement.
3. H<sub>03</sub> There is no significant relationship between emotional intelligence and academic achievement.
4. H<sub>04</sub> There is no significant difference between SC and ST students in their Emotional intelligence.
5. H<sub>05</sub> There is no significant difference between SC and ST students in their Academic achievement.

**Assumption of the Study:** Some assumptions were made for the present study-

1. The measure of emotional intelligence and Academic achievement are normally distributed though out the population.
2. Emotional intelligence can be measured through properly constructed and standardized tests.
3. Emotional intelligence of the learners plays an important role in academic achievement. So there might be relationship existing between the variables.

**Data Source and Methodology:** The investigator employed descriptive survey method of research for the present study.

The study were conducted of the sample size of 296 students studying in class IX from different government aided secondary schools affiliated by the West Bengal Board of Secondary Education (WBBSE) from the socially backward areas of Paschim Medinipur district in West Bengal.

**Population:** Nine grade secondary students, studying in Bengali medium co-educational secondary schools recognized by the Board of Secondary Education and studying in backward areas of the districts of Paschim Medinipur in West Bengal, India constituted the population of the present study. Some other important characteristics of the population were –Average age of the students 14 years. All the students followed same curriculum and syllabus framed by the West Bengal Board of Secondary Education. They were also taught by traditional method. Mother tongue of all the students was Bengali.

**Sample and Sample Design:** Six hundred and six 296 students reading in nine grade Bengali medium secondary schools approved by West Bengal Board of Secondary Education and situated in the district of Paschim Medinipur, West Bengal. Convenient purposive sampling technique constituted the sample for the study. Paschim Medinipur district is full of geographically diversified.

**Tools used for this Study:** For effectively carrying out the present study and in order to get essential, valid, reliable, and definite conclusion the following tools were used by the researcher. For measuring emotional intelligence, a standardized adopted version Bengali medium test prepared by Anukool Hyde, Sangyot Pethe and Upinder Dhar was used. The percentage of final Examination's result of IX class students of Paschim Medinipur district was assigned as Academic Achievement scores.

**Analysis and Interpretation:** The analysis of data was undertaken by two specific ways:

1. Descriptive statistics to examine the level of adjustment through the calculated values of mean, S.D.
2. Inferential statistics i.e., Students t-test was used to examine the significant differences in academic achievement and adjustment ability according to gender, relationship between emotional intelligence and academic achievement. The data were analyzed using Student's t- test and Product Moment Correlation-coefficient.

**Table 1: Showing Mean and level of Emotional intelligence of IX<sup>th</sup> Grade School Students**

Category	Description	No. of students	Percentage of Students (%)
<b>51 and below</b>	Low	31	10.472%
<b>52-84</b>	Normal	69	23.310%
<b>85 and above</b>	High	196	66.216%
<b>Total</b>		296	100%

**N.B.** This classification has been done on the basis of Standardized emotional intelligence scale developed by Aukule Hyde, Sangyot pethe and Upindhar Dhar.

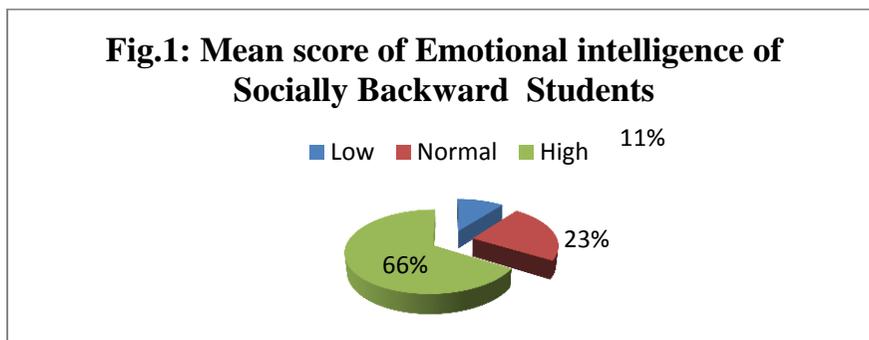


Figure 1. Shows that out of 296 students, 11% ( i.e.,31) students having low emotional intelligence and 23% (i.e., 69) students having normal emotional intelligence whereas 66%

(i.e., 196) students having good emotional intelligence of socially backward secondary students.

Academic achievement scores IX grade secondary students in different schools of Jangal Mahal area have been categorized into seven point scale which has been shown in table 4.2.

**Table –No. 2 showing percentage of students belongs to different grades of academic achievement**

Classification	Bellow 25	25-34	35-44	45-59	60-79	80-89	90-100	Total
No. of Students	83	96	77	25	15	0	0	296
%	28.040%	32.432%	26.013%	8.445%	5.067%	0%	0%	
Remarks	D	C	B	B+	A	A+	AA	

**N.B.-1.** Classification and grade of Academic achievement is done on the basis of West Bengal Board of Secondary Education. 2. AA = Excellent; A+ = Very good; A = good; B+ = Average; B = Poor; C = Very poor; D = Disqualified/unsatisfactory

Table-2 Shows that out of 296 students, 28% (i.e.,83) students are disqualified in their academic achievement whereas 32% (i.e. 96) students are very poor and 26% (i.e.,77) students are poor of academic achievement . Again 8% (i.e. 25) students are average performer and very insignificant portion of students that 5% (i.e., 15) having good academic achievement.

**Table-3: Showing Co-efficient of Correlation among Emotional intelligence and Academic Achievement of socially backward secondary students.**

Variables	N	Correlation coefficient	Level of significance
Emotional intelligence	296	.223	0.05
Academic Achievement	296		

The 'r' value being 0 .223 shows that there exists positive and significant relationship between emotional intelligence and academic achievement. The null hypothesis H<sub>0</sub>1 can easily be rejected. So it can be concluded that there exists significant and positive correlation between Emotional intelligence and Academic Achievement.

**Table No.4 Showing Mean, SD, and 't' of emotional intelligence of boys and girls socially backward secondary students**

Gender	N	M	SDs	df.	M. diff.	T	level of significant
Boys	148	93.587	25.663	294	0.005	.0017	Not significant
Girls	148	92.216	25.658				

From the above table it is clear that the mean scores of boys and girls in their emotional intelligence are 93.587 and 92.216 respectively. The 't' value being .0017 which is

statistically not significant. So the null hypothesis  $H_{02}$  is retained. This indicates that there are no significant difference between boys and girls in terms of their emotional intelligence.

**Table. 5 Showing Mean, SD, and 't' of academic achievement of boys and girls socially backward secondary students**

Gender	N	M	SDs	df.	M. diff.	't'	level of significance
Boys	148	35.064	11.997	294	4.149	3.329	*Significant
Girls	148	30.915	9.272				

**Source: Author's calculation based on field survey, 2014-15**

Note: \*S indicates Significant at 0.05 level

Table 5.cites that the mean scores of boys and girls students is 35.064 and 30.915 respectively. The calculated't' value is greater than the table value at .05 level which is statistically significant. That means the null hypothesis  $H_{03}$  is rejected at 0.5 level. Therefore, there is significant difference between boys and girls in their academic achievement.

**Table-6 Showing Mean, SD, and't' of emotional intelligence of SC and ST students**

Category	N	M	SDs	df.	M.diff.	't'	level of significance
SC	147	93.564	25.161	294	1.316	.441	*Not significant
ST	149	92.248	26.146				

Source: Author's calculation based on field survey, 2014-15

\*Insignificant at 0.01 level.

Table 6.shows that the mean values of SC and ST students is 93.564 and 92.248 respectively. The 't' value being .441, which is statistically insignificant at 0.01 level of significance. That means null hypothesis  $H_{04}$  is retained. This indicates there is no significant difference between SC and ST students in their emotional intelligence.

**Table 7. Showing Mean, SD, and 't' of academic achievement of SC and ST students**

Category	N	M	SDs	df	M. diff.	't'	level of significance
SC	147	34.56	11.476	294	3.123	2.484	*Significant
ST	149	31.437	10.106				

Source: Author's calculation based on field survey, 2014-15

\*Significant at 0.05 level.

Table 7.expresses that the mean values of SC and ST students is 34.56 and 31.437 respectively. The 't' value being 2.484 which is significant at 0.01 level of significance. That means the null hypothesis  $H_{05}$  can easily be rejected. This means there is significant different exist between SC and ST students in their academic achievement.

**Concluding Remarks:** Different remarkable remarks can be drawn under the backdrops of the study.

1. Socially backward secondary students have satisfactory emotional intelligence.
2. Nine grade secondary students of Jangal Mahal area have low educational profile.
3. Socially backward secondary boys and girls' students have significant different in their academic achievement but there is no significant different found between boys and girls in terms of emotional intelligent.
4. In this area, SC and ST students have no significant difference in their emotional intelligence. On the other hand SC students have showed better academic performance than the ST students.
5. Nine grade socially backward boys students have better academic achievement than the girls students.

### **Policy Suggestion:**

The following suggestions are drawn to conduct further study:

1. This study deals with a few demographic areas. So a comprehensive study can also be done on emotional intelligence in relation to psychological variables such as personality trait, intelligence, creativity etc.
2. It is also suggested that sample size may be enlarged in other classes (college level, University level, secondary level).
3. Again this work may be conducted in different types of school i.e. non government; school etc and it can also be conducted on different age group students of school level.
4. It will be worthwhile if the study is conducted on all the areas covering social, educational, health, and house.

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