

# Emotional Intelligence - Its Effect on the Academic Achievement of the Secondary Students in the Sundarbans Region of West Bengal

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## Abstract

The purpose of education of an individual is not limited to just garnering information but to prepare the individual for life. This includes developing ones social and emotional skills, such as emotional intelligence. Our present study is conducted on a sample of 100 students of the secondary level in the Sundarbans area of West Bengal, a delta acclaimed for its rich bio-diversity. Though a multitude of researches are conducted in this area, researches in the sector of education are very scarce. The scores of emotional intelligence in our study are self-rated. The regression analytic tool was used to analyze the data. An average correlation of 0.76 was found between the dependent and the independent variable. This denotes a strong positive correlation between academic achievement and emotional intelligence in the context of secondary level students in the Sundarbans area. We should therefore pay more importance to teach our young children to focus on the emotions on the faces in front of us than staring at the screens in front.

**Keywords:** Academic Achievement, Emotional Intelligence, Secondary Schools, Sundarbans

## 1. Introduction

Defining ‘academic achievement’ would be indicating the extent to which a student has achieved their learning goals within a stipulated time period. It is usually measured by tests, examinations and continuous evaluation. Secondary education is a very necessary bridge that has to be trodden upon in order to complete the process of formal education. It connects primary and higher secondary courses and builds our interests which affect our lives permanently. It includes the classes IX and X in our present education system.

The English dictionary defines ‘emotional intelligence’ as the capability of a person to manage and control one’s emotions and possess the ability to control the emotions of others as well. Secondary education is imparted to children in the age bracket of twelve to fifteen and it is very well known that these formative years of a child’s life exhibit a very volatile emotional state. In this study we would like

to enquire about whether the various aspects of emotional intelligence have any effect on the academic achievement of the students studying in standard IX in our chosen area, the Sundarbans.

### **1.1. Area of the Study**

The Sundarbans is a delta region in West Bengal and it stands out from the rest of the places because of its unique cultures and localized problems. It stretches over the districts of North 24 and South 24 Parganas of West Bengal. Today, it can be considered to be one of the backward regions of West Bengal.

### **1.2. Objectives of the Study**

1. To find out the level of emotional intelligence of secondary students.
2. To find out the academic achievement of the secondary students.
3. To find the relation between the emotional intelligence and academic achievement of the secondary students.

### **1.3. Research Methodology**

The study is a quantitative study based on the data collected from a primary source. The approach of the data is descriptive and analytical.

### **1.4. Sample**

Hundred students all studying in standard IX in Rajnagar Biswambhar High School, Namkhana are chosen for the survey.

## **2. Tools and Techniques**

### **2.1. Emotional Intelligence**

A questionnaire is prepared by the researcher keeping in mind the four dimensions of emotional intelligence namely, self-management, social skills, empathy and motivation. Special care has been taken to keep in mind the local attributes that may have a contribution towards the adolescent children in the area chosen for the study. The questions included in the questionnaire were inspired from the standardized tools on emotional intelligence by M. Yadav and M. Sharma. The questions prepared were tested for validation and standardization. The questions were standardized by Dr. Sanat Kumar Ghosh, Associate Professor, Katwa College, West Bengal. The questions are marked in a three point scale, the lowest being 1, and the highest being 3.

The distribution of emotional intelligence over the population is shown in the bar graph titled Graph 1. We can see the three different types of emotional intelligence namely - low, medium and high.

### **2.2. Academic Achievement**

The scores obtained in the first summative examination in the school are taken as the score for academic achievement. The summative examination has a full marks of 40.

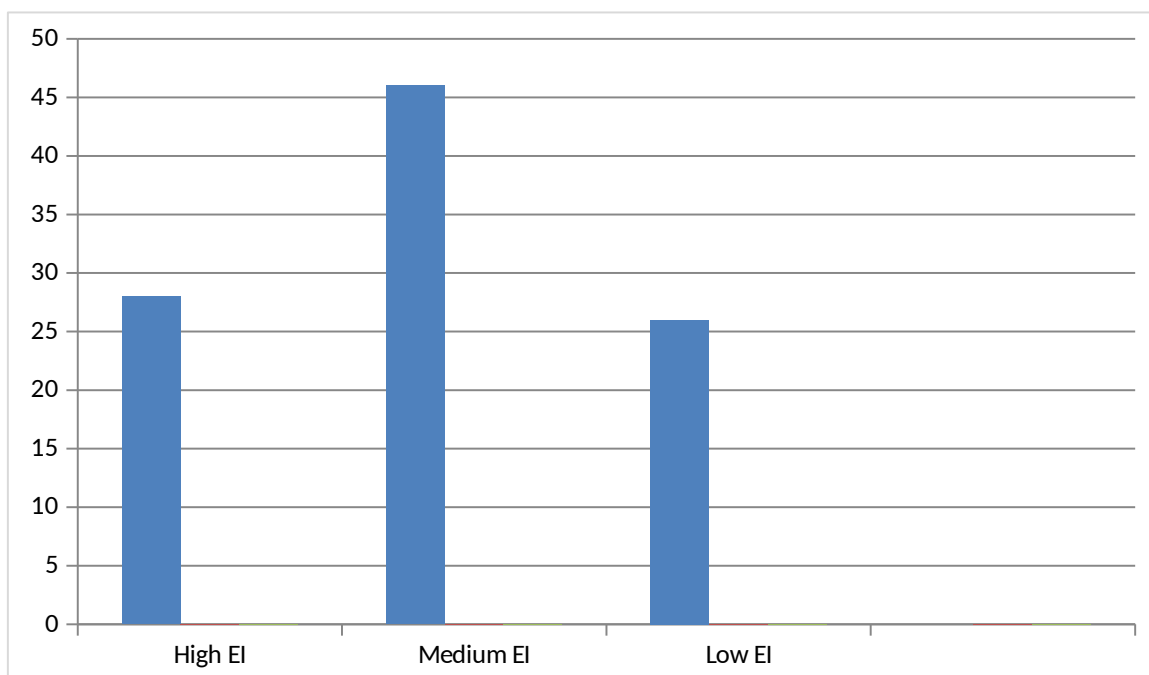
The distribution of academic achievement over the population is shown the bar graph titled Graph 2. We can see three different types of academic achievement namely – low, medium and high.

### 2.3. Responses to the Questionnaire (Emotional Intelligence Scores)

Based on the markings of the questionnaire, the maximum score that can be obtained is 60 and the minimum is 20. Scores in the range of 60-45 are treated as high emotional intelligence, scores 44-35 are treated as medium emotional intelligence and lesser than 35 are treated as low emotional intelligence.

Based on the response sheets of the students, it was found that 28 out of the total 100, i.e. 28% students exhibited high emotional intelligence, 46 out of 100, i.e. 46% students showed medium emotional intelligence and the remaining 26, i.e. 26% showed low emotional intelligence. The distribution of emotional intelligence across the sample is represented in the column graph below.

Graph 1: Percentage Variation of Emotional Intelligence across the Sample Size

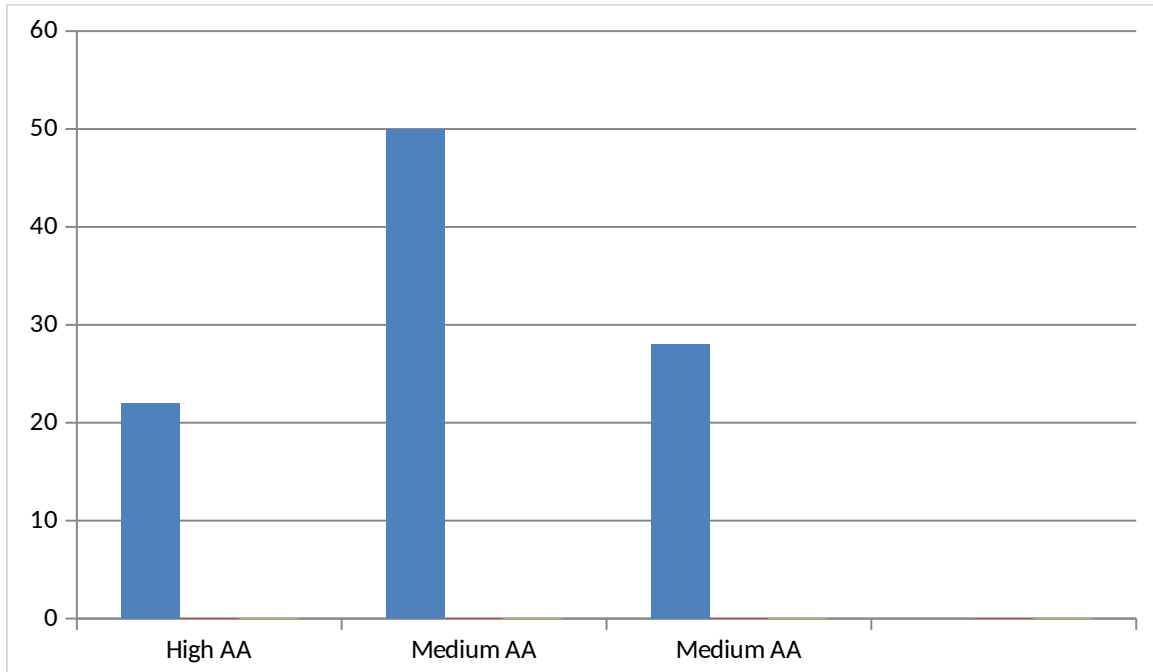


### 2.4. Score of Academic Achievement

Scores of academic achievement was obtained from the school records. The full mark of each subject in the first summative evaluation was 40 and there are a total of 7 subjects. So the maximum mark is 280 and a minimum of 84 marks have to be obtained by the students. Students scoring above 210 marks will be categorized under high academic achievement, a range of 150-209 will be categorized as medium academic achievement and scores lesser than 150, will be categorized under low academic achievement.

As per the school records, 22 students, i.e. 22% of students exhibit high academic achievement, 50 students exhibit medium academic achievement and the remaining 28% show low academic achievement. The variation of academic achievement across the sample is shown in the column graph below.

Graph 2: Variation of Academic Achievement across Size of Sample



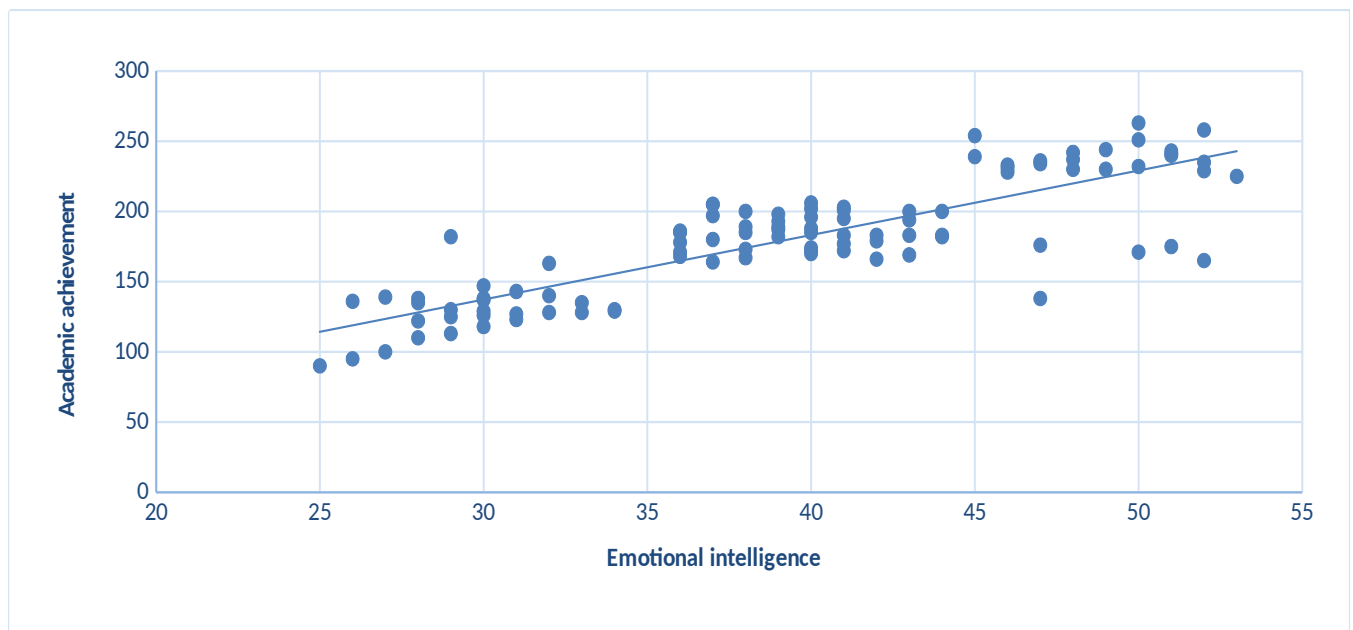
### 2.5. Calculation of R Value or Correlation

The formula used for the calculation of correlation is

$$R_{xy} = \frac{(N \times \Sigma xy) - (\Sigma x \times \Sigma y)}{\sqrt{((N \times \Sigma x^2) - \Sigma x^2) \times ((N \times \Sigma y^2) - \Sigma y^2)}}$$

Where, x is the Independent Variable Emotional Intelligence, y is the Dependent Variable Academic Achievement, and N is the number of students participated in the study.

Graph 3: Variation of Academic Achievement with Emotional Intelligence



### 3. Results and Discussions

The scores of emotional intelligence obtained are self-rated.

1. Only quite a low percentage, 28% of students show high emotional intelligence.
2. Maximum students, 46% show medium emotional intelligence.
3. Quite a low percentage, 26% of students show low emotional intelligence.
4. It is observed that the students, who exhibit high emotional intelligence, also have high academic achievement.
5. Students showing medium emotional intelligence also exhibit medium academic achievement, with minor exceptions.
6. Students having low emotional intelligence show low academic achievement.
7. A correlation of 0.76 was found between academic achievement and emotional intelligence.

### 4. Conclusion

After conducting our study in the Sundarbans area, upon the secondary students, it is observed that a very low percentage of students exhibit high emotional intelligence. It is almost the same percentage of students who also show high academic scores. So, we can more or less conclude that emotional intelligence of secondary students go hand in hand with their academic achievement. Emotional intelligence plays a very important role in the academic achievement of the students keeping in mind their vulnerable age.

Our study is limited to 100 secondary students from Rajnagar Bishwambar High school. A study at a greater scale in the same area involving multiple schools could provide a clearer picture. Taking into account that the students in the schools are from different backgrounds and different social strata, this may be a correct representation of the secondary students in that area.

The strong positive correlation between academic achievement and emotional intelligence should pave way for ingenious ways for improving the emotional intelligence of the students. Investment should be done in employing support services and counselors for the students.

### Scope of Further Research

1. Similar studies can be conducted on a greater sample across the schools of a certain region.
2. Similar studies can be conducted in the higher secondary or primary level of schools.

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