

Emotional Intelligence and Academic Achievement Among Advantage and Disadvantage Children- A Comparative Study

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Abstract

The study investigates how emotional intelligence affects student academic success for children in both advantaged and disadvantaged communities. This research evaluates the impact of emotional intelligence on educational outcomes and checks if these effects differ among advantaged and needy students. This research describes its goals together with the proposed hypothesis and presents the research approach and methods for data acquisition and analysis. This research offers important knowledge that teachers and public servants need to create educational initiatives addressing emotional competencies and academic results for students from different economic statuses.

Keywords: Emotional intelligence, Academic achievement, socioeconomic status

The recognition of emotional intelligence (EI) as a fundamental determiner of academic achievement continues to increase. EI consists of four interconnected skills requiring emotional detection and comprehension for self-regulation mutual understanding and emotional management with others. The existing body of research demonstrates EI's impact on academic performance yet studies about this correlation remain limited for children from different socioeconomic settings. An investigation of emotional intelligence's role in academic outcomes will evaluate its relationship to achievement levels between children from different socioeconomic backgrounds.

The Four Components of Emotional Intelligence

Salovey and Mayer developed a model that consists of four essential emotional intelligence components including emotional perception and emotional thinking assistance alongside emotional understanding and emotional regulation.

- 1. Perceiving Emotions:** The bedrock of emotional intelligence develops through effective perception of others' emotions. People interpret nonverbal signals through facial expressions body language and vocal tonality to determine what emotions others experience.
- 2. Reasoning with Emotions:** Our cognitive processes receive direction from emotions which serve as

critical guides for thought. Emotions serve as drivers that enable us to select what needs attention and dictate our reaction choices to various circumstances. Problem-solving capability improves alongside creativity and decision quality through emotional implementation techniques.

3. **Understanding Emotions:** The complexity of emotions produces many potential meanings that we need to understand in order to interpret them correctly. This aspect requires understanding both the roots and intended results of human emotional expressions. A deeper sense of emotional dynamics emerges through understanding the reasons behind someone's anger and forecasting the behavioral implications of their angry state.
4. **Managing Emotions:** The ability to regulate emotional responses effectively marks the core of emotional intelligence skills. A person with emotional intelligence demonstrates mastery over their feelings while achieving balanced responses to every situation and showing empathetic leadership in managing other people's emotions. Skilled emotional management fosters healthier relationships and better interpersonal interactions. The four components assemble a complete structure that helps people understand and utilize emotional intelligence throughout their daily lives. The international community of psychological sciences celebrated the final decade of the 20th century as when emotional intelligence was first discovered. The remarkable discovery has become one of the leading forces behind progress in understanding human conduct and capacity.

Academic achievement stands central to every educational phase and all learning activities. Societies use academic achievement as their main evaluation method to determine individual potential together with capabilities. Defining achievement success formerly relied solely on intelligence quotient (IQ) ratings until modern times expanded the criteria to include emotional intelligence alongside social intelligence along with creativity and spiritual awareness. Schoolchildren face modern assessment techniques that analyze different aspects of their personality when evaluating their performance and abilities. Academic achievement shows itself through school subject learning outcomes together with skill development assessments based on standardized tests.

Academic achievement has become an important field of investigation because scholars have devoted significant effort to its examination. Future achievement predictions coupled with career development direction define the essence of academic achievement. Human potential understanding continues to develop as society realizes that academic achievement results from intellectual together with emotional and social elements. Since antiquity, educators have deemed academic accomplishments as an essential parameter within academic life. An individual's educational life strongly depends on steady academic performance over time since it indicates probable future outcomes. Predictions about academic performance have become more crucial in modern times because of multiple factors. Academic success performs negatively because of a lack of social acceptance. People who receive social acceptance perform better than students who are neglected and students who face rejection.

Such students perform reliably better than other students while experiencing rejection and worse still than students combined with neglect. Poor academic work is common

Individuals who fail to acquire social acceptance commonly demonstrate feelings of resentment toward others. Some students attempt to overcome their social unacceptability through academic success but such cases remain uncommon. High academic achievement functions as motivation for students who lack social acceptance yet this motivation remains rare compared to social acceptance. Academic achievement along with emotional intelligence stands as a main research area concerning teachers and educationists and parents and psychologists. Teachers together with educationists psychologists and parents need

intelligence to predict academic success among children. The learning environment together with cognitive and intellectual potentials produces this outcome potential of adolescents.

REVIEW OF LITERATURE

The construct of emotional intelligence develops through multiple biological psychological and social factors which create a multifaceted personality. Various research works have analyzed how demographic factors affect emotional intelligence measurement in people. Holmes (2007) carried out an exploratory research project to analyze the correlation between emotional intelligence and economic status. The research used emotional intelligence as its outcome variable while using household income together with parent education levels and occupation to determine predictor variables. Emotional intelligence demonstrated a positive correlation with socioeconomic status through the research results yet two factors including household income and the mother's occupation produced no significant connection.

Namdar, Sahebiagh, Ebrahimi, and Rahmani (2008) confirmed the link between emotional intelligence scores and student satisfaction with their family's socioeconomic status for nursing students. The research demonstrated how perceived socioeconomic environments influence emotional intelligence by showing how external conditions affect personal emotional competencies. Multiple research findings demonstrate why socioeconomic factors need consideration in the evaluation of emotional intelligence development processes and manifestations. A variety of investigations examined the link between emotional intelligence and socioeconomic status yet they produced conflicting findings. According to Jacques (2009) who studied 221 college students socioeconomic status proved unrelated to emotional intelligence levels. The research conducted by Mohanty and Devi (2010) showed that adolescent interpersonal relationships improved positively when parents worked in better positions and had higher degrees of education. Better occupational position of families correlates with adolescent development of relationship skills that create emotionally close and satisfying bonds.

The academic outcomes of students depend strongly on their socioeconomic status according to Chopra (1982) since better socioeconomic classes perform better academically than lower socioeconomic students do. According to Kapoor (1987), socioeconomic status significantly influences academic results with his research findings aligning with research done by Kapoor (1987).

A rising number of researchers now study how emotional intelligence relates to education performance levels. According to Parker et al. (2004), an important connection exists between emotional intelligence and achievement results if proper research methods are used for their measurement. An investigation of emotional intelligence together with cognitive ability and academic performance was conducted by Petrides, Frederickson, and Furnham (2004) in a sample of 650 British Grade 11 students. Emotional intelligence functioned as a controlling element in their study while explaining the connection between cognitive skills and student academic achievements.

Research findings combined demonstrate the intricate nature of emotional intelligence together with its socioeconomic relationships that influence academic and interpersonal effects. The research by Parker et al. (2004) examined how emotional intelligence relates to academic achievement within the teenage demographic group. A study by Petrides, Frederickson, and Furnham (2004) examined the links between students' trait emotional intelligence and their academic performance and cognitive ability levels in 650 British students from Grade 11. Emotional intelligence acted as a moderating factor in the connection between academic performance and cognitive ability according to the findings obtained by the researchers. Parker et al. (2004) discovered different emotional intelligence elements that serve as strong indicators of

academic success. Research findings illustrate how emotional intelligence helps shape academic achievements specifically in children and prove cognitive abilities join emotional intelligence in affecting educational accomplishments. Family background establishes itself as one of the most effective predictors that shape academic achievement levels. One critical takeaway from the Coleman Report (1966) indicated that student performance varied most according to their family backgrounds. Currie and Thomas (1999) substantiated through research that socioeconomic status shows a significant positive relationship with early child test performance indicating long-term effects of family context on education.

Through his research Mayer (2001) established economic segregation plays a major role in student educational success. Data accumulated by Mayer indicated high-income children registered increased educational achievement during the 1970-1990 period while low-income children witnessed decreasing achievements. Research evidence demonstrates that income inequality creates bigger differences in educational possibilities and educational results.

A thorough body of research in education sociology demonstrates through evidence that academic achievement in students shows a positive relationship with their family socioeconomic standing (SES). The research of White (1982) and Sirin (2005) together with other studies demonstrate that elevated family socioeconomic status leads to better academic results which proves the essential function of family origins in educational achievement.

OBJECTIVES

1. To assess the Emotional Intelligence of advantaged and disadvantaged students.
2. To assess the Academic Achievement of advantaged and disadvantaged students.
3. To find out the relationship between Emotional Intelligence and academic achievement.

HYPOTHESES

1. There would be no significant difference between advantaged and disadvantaged children in terms of emotional intelligence.
2. There would be no significant difference between advantaged and disadvantaged children in terms of academic achievement.
3. There exists a significant relationship between academic achievement and emotional intelligence.

SAMPLE

A study examined 200 Class X students between private and government schools based in Ranchi town. The research subject consisted of two population groups including 100 students who had high socioeconomic status and 100 students who belonged to low socioeconomic status backgrounds. Students from families earning high taxable incomes composed the high socio-economic group whereas students from poverty-stricken families made up the low socio-economic group.

METHODOLOGY

A study examined 200 Class X students between private and government schools based in Ranchi town. The research subject consisted of two population groups including 100 students who had high socioeconomic status and 100 students who belonged to low socioeconomic status backgrounds. Students from families earning high taxable incomes composed the high socio-economic group whereas students from poverty-stricken families made up the low socio-economic group.

1. The Emotional Intelligence Inventory developed by Mangal and Mangal (2009) was used to quantify the emotional intelligence of school students. The reliability of the split half method was 0.89 and the test-retest method was 0.92. The validity of the test was 0.613.
2. The aggregate marks obtained by the students in their previous examinations were considered as the academic achievement score.

PROCEDURE

The administration of the Emotional Intelligence Inventory followed strict instructions to participants from both groups. Students should finish the questions truthfully while avoiding discussing them with classmates. Scoring

The scoring followed the appropriate keys for each measure in resistant scoring books. The study required proper fulfillment of its proposed hypotheses.

The obtained scores were evaluated through mean measures standard deviations (SDs) and t-values. To find out the relationship between academic achievement and emotional intelligence product-moment correlation the coefficient was computed.

Results

Table 1: Mean scores, standard deviations (SDs), and t-values for emotional intelligence across high and low socio-economic groups.

Groups	N	Mean	SDs	SEM	MD	t	P Value
High Socio-economic group	100	49.52	4.63	0.34	1.7	4.12	0.01
Low Socio-economic group	100	47.71	3.66	0.22			

It is evident from table – 1

The participants from both the high and low socio-economic classes exhibited distinct patterns. emotional intelligence. The research results indicate that the null hypothesis "There would be no significance of difference" receives rejection. The research hypothesis which stated "There would be no significance of difference among advantage and disadvantage children in terms of emotional intelligence" received a rejection. Students from the high socio-economic strata display better Emotional intelligence than their lower-status peers. Low socio-economic status students research findings match the results previously observed. Evidence from previous studies confirms the findings: (Hossein Namdar, et.al 2008), (Kaur and Jaswal 2005 and Ozabaci, 2006). Hossein Namdar et.al 2008 proved emotional intelligence exhibited a meaningful link with emotional data. The findings show that the student’s satisfaction with their family's socioeconomic status directly affects their score on emotional intelligence tests. Kaur and Jaswal 2005 Emotional intelligence score displayed a significant connection to students according to Hossein Namdar et.al 2008. satisfaction of their family's socio-economic

status. A positive connection of substantial strength was discovered. The research established a direct relationship between strategic emotional intelligence performance at high levels and family environmental assessment results.

Table 2: Mean scores, standard deviations (SDs), and t-values for academic achievement in high and low socio-economic groups.

Groups	N	Mean	SDs	SEM	Md	t	P value
High Socio-economic group	100	46.57	11.73	2.4	7	4.31	0.01
Low Socio-economic group	100	39.57	11.30	2.15			

Table – 2 shows that

Academic achievements exhibit variations between individuals who belong to high and low socio-economic categories. Academic achievements from students belonging to high socio-economic backgrounds scored better than those from low socio-economic backgrounds. Academic performance among high socio-economic group members exceeded that of members from low socio-economic groups. Academic achievement demonstrates itself as a powerful indicator which predicts scholarly achievement. The research findings support the earlier research: Currie and Thomas (1999) and Hoxby (2001).

Table 3: Correlation coefficient between academic achievement and emotional intelligence.

Emotional Intelligence	Academic Achievement	P value
0.331372324	0.330479151	0.01

The current research showed emotional intelligence demonstrated a significant relation to academic success. The experimental hypothesis demonstrates that emotional intelligence holds meaningful correlations with academic achievement results. The research hypothesis confirming "Academic achievement demonstrates a significant relationship with emotional intelligence" has been established by the study's results. The research findings from Schuttle et.al (1998) and Topia (1998) support the present results. Researchers established that emotional intelligence produces meaningful correlations with academic outcomes. Numerous studies show how emotional intelligence directly impacts academic results in the field of education. The research findings of Bar-On (2003) together with Farook (2002), Marquez et.al. (2006), and Adeyemo (2007) support this conclusion.

CONCLUSIONS

1. People from higher economic groups tend to demonstrate better emotional intelligence compared to members from lower groups.
2. Academic accomplishment levels for the high socioeconomic group surpass those of the low

socioeconomic group.

3. Emotional intelligence shows positive and significant relationships to academic achievements.

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