

## Emotional Intelligence and Academic Achievement of Upper Primary Students in Relation to their Gender

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### ABSTRACT

Emotional intelligence is an important factor in students' personal and academic growth, which helps them manage their emotions, handle social situations, and perform well in school. This study investigates the relationship between emotional intelligence and academic achievement among upper primary students. The study also examines emotional intelligence in relation to gender. A total of 40 upper-primary students were chosen for this research. Using a random sampling method, the researcher selected 20 girls and 20 boys from Shivalik Public School in Shyampur, Rishikesh, Uttarakhand. The Emotional Intelligence Scale developed by Arun Kumar Singh and Shruti Narain was used for the study. Academic achievement scores were obtained from the students' records of their previous half-yearly examinations. The findings indicate no significant correlation between emotional intelligence and academic achievement among upper-primary students. Additionally, female students exhibited higher emotional intelligence scores compared to male students.

**Keywords:** *Academic Achievement, Emotional Intelligence, Gender*

Academic achievement is one of the factors in the student development process and might be affected by various factors such as learning environment, motivation, Emotional Intelligence and gender etc. Understanding these influences is an important way for educators and researchers to improve learning contexts for all students. Success in school means not only the subject knowledge of a particular student but also leads to his further education and career. Mishra (2012) conducted a study that revealed a positive correlation between emotional intelligence and academic achievement among senior secondary students in government schools in the Jaipur district. Academic achievement refers to the student's success in their studies. Grades, test scores, and completion of educational goals often measure academic achievement. According to Good, C. V. (1959), "It can be defined as the knowledge attained or skills developed in the school subjects, usually designated by test scores or marks assigned by the teacher."

This success shows the extent to which the students grasp and how they perform with the knowledge they have learned. In general practice, schools and teachers often establish standards whereby students can help achieve given criteria for acquiring specific skills and

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knowledge. Academic success is possible if the student is willing to work, commits the proper amount of time to study, and has the right study skills. The learner's aspiration level, parental encouragement, and teacher competence explain academic performance. When motivated and encouraged, students work harder and feel more confident in their abilities. Parents and teachers play important roles in creating a positive environment that encourages learning. Proper and particular attention to families and teachers can enhance students' attention and enable them to cope with the difficulties in school.

Emotional intelligence helps students to understand and to manage their emotions. It is the key to handling stress and staying focused on goals. Students with high emotional intelligence are often better at adapting to challenges. They can solve problems and work well with others. Salovey, P. and Mayer, J. D. (1990) state, "Emotional intelligence is the ability to monitor one's own and others' feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions." In a school environment, these skills can directly support academic achievement. Students with strong emotional intelligence are likelier to stay motivated and calm under pressure. Sivakalai and Nalinilatha (2017) discovered a positive relationship between emotional intelligence and academic achievement among higher secondary students. Emotional intelligence helps students to have proper interpersonal relations with their peers as well as with teachers. The students who are self-aware and have empathy become role models that enhance every learner's morale, resulting in the best performance. According to Goleman (1995), "It is the abilities such as being able to motivate oneself and persist in the face of frustrations, to control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think, to empathize and to hope." The students who can express themselves and resolve conflict have a good learning experience, reflecting their better academic achievement. Emotional intelligence also affects the results that people gain in academic success. These may be students who handle stress so that they are always in a position to work hard toward their studies. Bar-On (1997) states, "There are five key components of emotional intelligence: interpersonal skills, ability for stress management, adaptability, and general mood." In schools, teachers can teach students important skills related to their emotions, such as stress management and understanding the feelings of their peers. Emotional intelligence plays a crucial role in how students learn, behave in the classroom, establish interpersonal relationships, and maintain their psychological well-being.

Upper primary education is of great importance to students due to its readiness and responsibility in preparing them to join secondary schools and developing their academic and moral character. This period assists students in being in a better position when it comes to understanding important aspects, they need for higher classes. By enabling this aspect, upper primary education prepares students for future coursework that depends on well-established knowledge. At this age, students can also think critically and appreciate concepts learned in school in the outside world. Applying these skills to upper primary students assists them in being more independent and able to handle challenges that come with secondary schools. Upper primary education has social and emotional development responsibilities like lower primary education. In these years, students also get closer to developing better friendships and learning how to nurture better interpersonal relationships. They are essential and can help them learn teamwork, empathy, and the proper way of communicating with fellow students in school and practically in life.

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Gender also affects academic achievement because students' perceptions and expectations based on their gender may not be the same. Sometimes, boys and girls may get different sorts of encouragement or be subjected to other kinds of pressure that may undermine their confidence and distract attention from academics. Parker et al. (2005) found a significant gender effect, with females demonstrating higher emotional intelligence levels than their male counterparts. Gender in education is also relevant because it determines how students, particularly females, interact with fellow students and instructors. School environments that recognize gender differences should motivate boys and girls to learn and participate in class.

### REVIEW OF LITERATURE

**Katyal, S. and Awasthi, E. (2005)** explored gender differences in emotional intelligence among 150 10<sup>th</sup> class students in Chandigarh. Using the Emotional Intelligence Test by Codaty, they found that girls scored slightly higher in emotional intelligence than boys, but this difference was not statistically significant. **Narain Shruti and Laxmi Vijaya (2010)** studied emotional intelligence and academic achievement in 200 fourth-grade students in Patna. They found a positive correlation between emotional intelligence and academic success, with significant differences in emotional intelligence between high and low achievers among both boys and girls. **Mishra, P. (2012)** researched the impact of emotional intelligence on academic achievement among senior secondary students in Jaipur. The study found a positive correlation between emotional intelligence and academic success overall. However, when separated by gender, a negative correlation was noted for boys and a positive correlation for girls. **Al-Asmari, A. (2014)** studied the impact of emotional intelligence on the academic achievement of 200 English language undergraduates in Saudi Arabia. The results showed a significant relationship between emotional intelligence and English test performance, with female students outperforming male students. The study suggests that providing equal opportunities for both genders could improve academic achievement. **Ahmad, N.I. (2016)** examined emotional intelligence and academic achievement in 200 higher secondary students in Budgam. The study found significant gender differences in emotional intelligence, with male students achieving higher academic scores than female students. **Mohd. Moshahid and Mohd. Muntazim (2019)** examined the relationship between emotional intelligence and academic achievement among 616 secondary school students. Using stratified random sampling and the Emotional Intelligence Inventory by Mangal and Mangal, the study found a significant gender difference in emotional intelligence but no difference based on the medium of the school. The significant correlation was found between emotional intelligence and academic achievement. **Haripal, M and Bhuyan, S (2024)** assessed the relationship between emotional intelligence and academic achievement in 100 higher secondary students from Sonapur, Odisha, using a descriptive survey approach. Results showed a significant difference in emotional intelligence between boys and girls and a positive correlation between emotional intelligence and academic achievement.

### RESEARCH METHODOLOGY

Descriptive survey methods were employed in this study. This method requires careful planning, focused data collection, comprehensive analysis, and accurate interpretation to draw meaningful conclusions. A total of 40 upper primary students, consisting of 20 boys and 20 girls, were chosen through a random sampling method. Academic achievement and emotional intelligence are treated as the dependent variables, while gender acts as the independent variable. The Emotional Intelligence Scale (EIS), created by Arun Kumar Singh and Shruti Narain, was employed to assess emotional intelligence. The evaluation of

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academic performance was conducted using the scores achieved by students in their mid-year examinations. Descriptive statistics were utilized to analyze the features of different variables. Inferential statistics were employed to assess the significance of differences among groups.

### *Objectives of the Study*

- To study the relationship between emotional intelligence and academic achievement of the upper primary students.
- To study the emotional intelligence of upper primary students based on their gender.

### *Hypotheses*

- There is no significant relationship between emotional intelligence and academic achievement of the upper primary students.
- There is no significant difference in emotional intelligence among upper primary students based on gender.

### *Data Analysis and Interpretation*

The following tables from Table 01 to Table 02 present the descriptive statistics, data analysis, and discussed interpretation and discussions of the findings:

**Hypothesis 01:** There is no significant relationship between emotional intelligence and academic achievement of the upper primary students.

**Table – 01**

S.No.	Variable	N	df	r	p-value	Significance at 0.05 Level
1.	Academic Achievement	40	38	0.29	0.06	Not Significant
2.	Emotional Intelligence	40				

*\* Not Significant at 0.05 level*

Table 01 shows Pearson's coefficient of correlation for academic achievement and emotional intelligence of upper primary students is 0.29 with p-value 0.06, which indicates that there is no statistically significant relationship between academic achievement and emotional intelligence of upper primary students. As a result, the null hypothesis that proposed no significant relationship between academic achievement and emotional intelligence of the upper primary students is accepted. Bell (2008) also found that there was no significant correlation between emotional intelligence and academic achievement of the students.

**Hypothesis 02:** There is no significant difference in emotional intelligence among upper primary students based on their gender.

**Table – 02**

S.No.	Group Compared	N	M	S.D.	t-value	df	Significance at 0.05 Level
1.	Boys	20	18.9	3.02	2.72	38	Significant
2.	Girls	20	21.9	3.88			

*\* Significant at 0.05 level*

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Table 02 shows that study compared the mean emotional intelligence scores of students with boys (18.9) and girls (21.9) with standard deviations of 3.02 and 3.88, respectively. A t-test was performed, resulting in a t-value of 2.72, which is higher than the critical value of 1.96, indicating a significant difference in emotional intelligence between the two groups at the 0.05 significance level. As a result, the null hypothesis, which proposed no significant difference in the emotional intelligence between upper primary boy and girl students is rejected. This indicates that students in the two groups show different levels of emotional intelligence. The girls show higher emotional intelligence than boys. Joshi and Dutta (2014) also found that girl students showed higher emotional intelligence scores in comparison of boy students.

### **INTERPRETATION AND CONCLUSION**

When comparing academic achievement with students' emotional intelligence, the study identified no correlation, which means that other factors such as study habits, quality of teachers and interests may have a more important role in students' success. It was found that boys obtained the lower score on the emotional intelligence in comparison to girls. These differences could have evolved from socialization processes by which girls were always encouraged to actively cultivate the ability to develop feeling and learn how to express themselves than boys. Future studies might also compare how teacher support and gendered socialization might impact the development of emotional intelligence and whether it can impact the other domains of development. Future research should correlate more factors and substantial variables to explain the correlation between emotional intelligence, gender, and academic achievement.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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