

A Comparative Analysis of Emotional Intelligence and Academic**Achievement of Senior Secondary Students**Kaur, Jagneet¹ and Bhatia, Raino²¹Research Scholar, Eternal University, Baru Sahib²Principal, Akal College of Education, Eternal University**Abstract**

Emotional Intelligence has become an alarming topic, and it is a key factor in determining success of a person in all aspects of life. EI is important in students because it helps them to care for themselves and understand and manage their emotions. EI helps you to achieve your goals and career as well as to create healthier and stronger relationships. Hence, teachers sustain a moral accountability to cultivate EI in students as it enhances the social and emotional aptitude of students. A sample of 100 students were taken from senior secondary schools from Sirmaur district to check the difference and relationship between their emotional intelligence and academic achievement. The study comprises of 100 students taken as 50 participants from Government and 50 from Private Schools from Sirmaur District, Himachal Pradesh. Descriptive Methodology using survey technique was used to assess their emotional intelligence and previous records were utilized as assessing academic performance of the students. The study shows investigation of the emotional intelligence (EI) of Arts and Science students both gender from government and private sectors. It evaluates the stream, gender and type of school's differences and relationships of the emotional intelligence and with academic achievement of students. Science students scored higher in most of these categories except Motivation, where Arts students outperform. However, both streams have similar Emotional Intelligence Total scores and Empathy. The mean scores of emotional intelligence components for males and girls differ but the t-values reveal that none of the differences are statistically significant. Government school students score higher in each of these criteria except Motivation, where private school students exceed. However, the two groups had similar Emotional Intelligence Total scores and Empathy. The survey found no statistically significant variations in academic achievement by stream gender or school type. Although mean scores vary, they are not large enough to show that one group outperforms the other. In conclusion,

senior secondary students' academic achievement and emotional intelligence are positively correlated. This means that emotionally intelligent students perform better academically.

Keywords: Emotional Intelligence, Academic Achievement, Government, Private, Gender, Stream, Senior Secondary Students

Introduction

Emotional intelligence is the capacity and ability of an individual to regulate, balance and control his/her own and other people's emotions. It is the ability to comprehend, manage and control feelings as per the requirements. EI helps you to achieve your goals and career as well as to create healthier and stronger relationships. EI is important in students because it helps them to care for themselves and understand and manage their emotions (Kumar, 2020). Hence, teachers sustain a moral accountability to cultivate EI in students as it enhances the social and emotional aptitude of students. A teacher can teach students to understand the vast variety of emotions, make them feel empathy, and work on strategies to control their emotions (Dharmaji, 2021). By acquiring these socio-emotional skills students gain wisdom into their emotion's interpersonal interactions and identities. Emotional intelligence which is also called as Emotional Quotient (E.Q.) is the capability to manage your emotions in a

constructive way to relieve their stress, communicate effectively with others, empathize, overcome challenges and mitigate conflicts (Khatai, 2023). A person with EI recognizes how others feel, how to be open minded, how to communicate clearly, how to listen to others opinion and so on. As also said, a tranquil heart gives life to flesh but envy makes the bones rot. Therefore, it can be said that whoever is slow to anger has great understanding and thus has high Emotional intelligence. More EI you have, healthier relationship will you have and more stable will your life be (Kaur & Bhatia, 2023). According to Daniel Goleman, "Emotional intelligence plays a vital role in leadership skills. It consists of five primary components i.e. self-awareness, self-regulation, motivation, social skills and empathy". According to Peter Solvey and John D. Mayer, "Emotional intelligence is a form of intelligence that encompasses the capacity to analyze emotional information

and use it in reasoning and other cognitive endeavors”.

Students who possess higher and improved emotional intelligence often exhibit better self-motivation, resilience, and adaptability to new challenges (Talati, 2021). These attributes play a pivotal role to increase participation in various learning activities, raise academic achievement, and general wellness. Students who possess frequent anger or anxiety may struggle more because these emotions diminish their motivation both in curricular and co-curricular activities which are key predictors of academic success.

Importance of emotional intelligence-

There are numerous benefits of EQ to students. Some of them are listed below:

- **Managing Emotions:** With high emotional intelligence students can face toughest situations by adjusting with people of different natures and temperaments. And they can control their emotions and make practical decisions on their own (Acharya, 2015, p. 38).
- **Better Communication:** With high Emotional intelligence students can unveil their views and thoughts in a more effective

manner without being disturbed by their emotions.

- **Build new relations:** With high emotional intelligence students can easily collaborate with others and build strong relationships by exchanging their thoughts with each other.
- **Stress reduction:** With high emotional intelligence students can balance their emotions effectively and are less prone to emotional breakdowns, stress, depression and anxiety.
- **Motivation:** EI helps you to motivate yourself all the time and whenever needed. With motivation we can achieve any type of success in life. Motivation can be intrinsic or extrinsic.
- **Leadership skills:** EI helps to develop leadership qualities and skills. It increases leadership ability which helps in social development of an individual.
- **Academic achievement:** Students with high EI are found to have high learning motivation and can feel other people's emotions. It indirectly impacts their academic achievement. It helps them to properly balance and develop their EI (Subarmanyam, 2023, p. 92).

Literature Review

Kumar (2020) conducted a study of emotional intelligence of higher secondary school students. The study defines emotions as physiological responses to certain situations and conditions. For example: danger, loss, determination towards aim or goals, bonding with others, and family building. It indicates that they involve more than their intellect. This research paper involved a random sample of 300 high school students. Emotional Intelligence Scale is used for data collection which was developed and standardized by Reuben Baron. Statistical analyses were employed which included mean, percentiles, standard deviation, and t-values. Report findings indicated that emotional intelligence was not influenced by subject, gender, school location, family type, father's occupation, or family income. The emotional intelligence of high school students was found to be average, with females exhibiting higher EI than males. (Chaubey et al. (2022) carried out a study on emotional intelligence among higher secondary school students of Arts and Science. This study involved 503 participants. The emotional intelligence was determined by using a descriptive survey method and data was analyzed with a t-test.

The research findings show no significant difference in emotional intelligence between male and female students, as well as science and arts streams students. It shows that one's academic focus does not influence his/her emotional intelligence. The researcher highlights that emotions involve both physiological and psychological responses to situations and conditions, which emphasize the interrelation and interconnection between cognition and emotion. To enhance emotional intelligence in students, this study suggests hiring of yoga instructors and incorporating yoga into school curriculum. It also recommends recruiting faculty with high emotional intelligence in schools because teachers are the role models of students. Emotional intelligence plays a very important role for students. It enables them to cater to themselves and others as well. Strengthening these skills helps them to assess their own needs, empathize with others, and shows respect among peers and elders.

Thus, it reduces conflict and improves communication in educational settings. with peers and teachers. Joibari and Mohammadtaheri (2011) discovered a strong connection between academic achievement and emotional intelligence among senior class learners in Tehran. Narayanamma and

Rama Devi (2014) emphasized the significance of emotional intelligence in engineering education, establishing a correlation between it and improved academic performance. Upadhyay (2017) discovered an important positive relationship between academic achievement and emotional intelligence among senior secondary students.

Objectives: -

1. To find out the difference between emotional intelligence dimensions of arts and science stream students.
2. To find out the difference between the emotional intelligence dimensions of students on the basis of their gender.
3. To find out the difference between the emotional intelligence dimensions of government and private senior secondary schools.
4. To find out the academic achievement of students on stream, gender and type of school basis.
5. To find out the relationship between the emotional intelligence dimensions and academic achievement of students studying in senior secondary schools.

Hypotheses: -

1. There is no significant difference between emotional intelligence dimensions of Arts and Science stream students.
2. There is no significant difference between the emotional intelligence dimensions of males and female students
3. There is no significant difference between the emotional intelligence dimensions of government and private schools' students.
4. There is no significant difference between the academic achievement on the basis of stream, gender and type of schools.
5. There is no significant relationship between the emotional intelligence dimensions and academic achievement of students studying in senior secondary schools.

Methodology: -

The present study is a descriptive study since it helps to understand the situation and condition which exists at present. Questionnaire method is used for data collection. A total sample of 100 students is chosen which includes both boys and girls of Science and Arts students at senior secondary level stratified as government and private students. Fifty students are taken from science stream and fifty students from Arts stream. The sample is collected randomly and

further stratified as boys and girls, government and private sector, arts and science stream.

Tool used:

The tool used for the study was, EI Questionnaire made by Dr. Ekta and published by Prasad Psycho Corporation in 2011. This questionnaire was formulated using the previously created measures by researchers including Goleman (1995), Mayer and Solvay (2003) who assessed Emotional Intelligence. Based on the literature analysis, the researcher formulated a test with 60 items that contain five domains. 10 professionals in the field of education and psychology were given the test items to ensure the content was valid and reliable. The

60 items that form the EI test are divided into 5 categories i.e. Self-awareness (SA), Self-management (ME), Motivation (MO), Empathy (EM) and Human relations (HR). The scale uses 5 points from Always, most often, Occasionally, Rarely and Never to show the response pattern, which is of the Likert type. Given that all of the scale items are socially acceptable, both positively and negatively expressed, the scoring for each statement is done in descending/ ascending order to determine the EI of the user. A score of 5 indicates EI Always, 4 indicates EI Most often, 3 indicates Occasionally EI, 2 indicates Rarely EI, 1 indicates Never, and the reverse is true for negative items.

Table 1 Compare Emotional Intelligence Dimensions on Stream based

Variable	Stream	N	Mean	Std. Deviation	t-value	Result
SA (Self-awareness)	Arts	50	41.20	5.135	3.202	S
	Science	50	44.64	5.598		
ME (Self-management)	Arts	50	41.10	4.912	2.397	S
	Science	50	44.04	7.146		
MO (Motivation)	Arts	50	37.02	4.569	3.961	S
	Science	50	33.02	5.486		
EM (Empathy)	Arts	50	18.66	3.868	.050	NS
	Science	50	18.70	4.127		

HR	Arts	50	51.8	5.298	2.178	S
(Human relations)	Science	50	53.78	6.572		
EIT	Arts	50	189.16	12.414	1.621	NS
(Emotional intelligence total)	Science	50	194.18	18.047		

The table 1 provides an evident and organized presentation of the descriptive statistics for each dimension of emotional intelligence, separated on the basis of their stream i.e. Arts and Science, along with the calculated t-values for the comparison between the streams. The provided data includes variables measured for both Arts and Science students with 50 students in each stream. The data given consists of descriptive statistics and t-values for various psychological variables which are categorized by stream of the students.: The mean score of science students is higher (44.64) compared to that of arts students (41.20) in Self-Awareness (SA). The level of statistical significance between both of the streams can be determined by the t-value of 3.202. Science students continue to achieve better results (44.04) than Arts students (41.10) in Self-Management (ME) The statistically significant difference between the streams is indicated by the t-value of 2.397. Arts students have a greater average

mean score (37.02) than Science students (33.02) in terms of motivation (MO). The t-value of 3.961 suggests a statistically significant difference between the streams, with Arts students demonstrating a higher level of motivation. The empathy scores of Arts students and Science students are nearly identical, with Arts students scoring 18.66 and Science students scoring 18.70. The t-value of 0.050 indicates that there is no statistically noteworthy variance in empathy between the groups. Science students achieve a marginally higher score (53.78) than Arts students (51.8) in Human Relations (HR). The statistically significant difference in human relations between the streams is indicated by the t-value of 2.178. Emotional Intelligence Total (EIT) results are Science students have a marginally higher total EI score (194.18) than Arts students (189.16). Nevertheless, the t-value of 1.621 indicates that the variance cannot be considered significant. The research demonstrates that there are notable variances between Arts and

Science students in the areas of Self-Awareness, Self-Management, Motivation, and Human Relations. Science students normally achieve higher scores in most of these areas, with the exception of Motivation,

where Arts students excel. Nevertheless, there is no discernible difference between both streams in terms of the overall Emotional Intelligence Total score and Empathy.

Table 2: To compare the emotional intelligence dimensions of the gender

Variable	Gender	N	Mean	Std. Deviation	t-value	Result
SA (Self-awareness)	Male	44	43.36	5.549	0.698	NS
	Female	56	42.57	5.695		
ME (Self-management)	Male	44	43.77	6.785	0.700	NS
	Female	56	41.63	5.732		
MO (Motivation)	Male	44	35.45	5.912	1.715	NS
	Female	56	34.68	5.009		
EM (Empathy)	Male	44	18.82	3.731	0.306	NS
	Female	56	18.57	4.195		
HR (Human relations)	Male	44	53.36	6.538	1.292	NS
	Female	56	51.79	5.659		
EIT (Emotional intelligence total)	Male	44	194.77	16.023	1.780	NS
	Female	56	189.23	14.981		

The table 2 illustrates the results of a research investigation that compared the emotional intelligence (EI) of male and female participants in terms of a variety of dimensions. Self-Awareness (SA), Self-Management (ME), Motivation (MO),

Empathy (EM), Human Relations (HR), and the Emotional Intelligence Total (EIT) are the five components of emotional intelligence that are listed in the table. The table contains statistical information for each component, such as the mean score, standard

deviation for both males and females. Also included are the number of participants (100). Furthermore, the t-value is included to denote the importance of the differential between the scores of males and females.

The t-value of Self-Awareness (SA) is 0.698 indicates that there is little difference between the genders, despite the fact that males have a slightly larger mean score (43.36) than females (42.57). The t-value of Self-Management (ME) is 0.700 indicates that there is an insignificant gender difference, as males continue to score higher (43.77) than females (41.63). Males exhibit a higher mean score (35.45) in Motivation (MO) than females (34.68). The t-value of 1.715 is relatively nearby to the threshold for significance, suggesting a possibility but not conclusive variance among genders. The empathy scores (EM) of both genders are comparable, with males at 18.82 and females

at 18.57. The t-value of 0.306 indicates that there is no statistically noteworthy gender difference. Males (53.36) achieve a marginally higher score compared to females (51.79) in Human Relations (HR). The t-value of 1.292 indicates that there is no statistically significant difference in interpersonal interactions between genders. Emotional Intelligence Total (EIT) shows males have a marginally higher total EI score (194.77) than females (189.23). The t-value of 1.780 implies a potential difference, nevertheless a difference that isn't statistically significant. Overall, the outcomes reflect that there are certain variations in the mean scores of emotional intelligence components for males and females, but the t-values show that absolutely none of the differences are considered statistically significant.

Table 3 To compare the emotional intelligence dimensions of the type of school

Variable	Type of Schools	N	Mean	Std. Deviation	t-value	Result
SA (Self-awareness)	Government	50	44.64	5.598	3.202	S
	Private	50	41.20	5.135		

ME (Self-management)	Government	50	44.04	7.146	2.397	S
	Private	50	41.10	4.912		
MO (Motivation)	Government	50	33.02	5.486	3.961	S
	Private	50	37.02	4.569		
EM (Empathy)	Government	50	18.70	4.127	0.050	NS
	Private	50	18.66	3.868		
HR (Human relations)	Government	50	53.78	6.572	2.178	S
	Private	50	51.18	5.298		
EIT (Emotional intelligence total)	Government	50	194.18	18.047	1.621	NS
	Private	50	189.16	12.414		

The table summarizes the conclusions of a study that investigates similarities and differences in emotional intelligence (EI) across several dimensions between students enrolled in government and private institutions. The table comprises five components of emotional intelligence: Self-Awareness (SA), Self-Management (ME), Motivation (MO), Empathy (EM), Human Relations (HR), and the Emotional Intelligence Total (EIT). The table contains the t-values, mean scores, standard deviations, and number of those who

participated (100) for each component. Additionally, it indicates whether the difference between the types of institutions is significantly different (S) or not statistically significant (NS). Self-Awareness (SA): The mean score of students from government institutions is higher (44.64) than that of students from private schools (41.20). The statistically significant difference between each of the categories of schools is indicated by the t-value of 3.202. Government learners continue to achieve a higher score (44.04) than pupils from private schools (41.10) in

managing their own self. The statistically significant difference between the two different groups is indicated by the t-value of 2.397. The mean score of private school students is significantly greater in comparison to that of government school students, at 37.02. in motivation. The t-value of 3.961 suggests a statistically significant difference, with private school adolescents demonstrating a higher level of motivation. The empathy scores of both categories are extremely comparable, with government school students at 18.70 and private school students at 18.66. However, the t-value of 0.050 indicates that there is no statistically significant difference in empathy between the two categories. In human relation, students attending government schools achieve a somewhat greater score (53.78) than those attending private schools (51.18). The statistically significant difference in human

relations between the two kinds of institutions is indicated by the t-value of 2.178. Emotional Intelligence Total (EIT): The total EI score is a bit greater for pupils in government schools (194.18) than in private schools (189.16). Still, the t-value of 1.621 indicates that this disparity is not statistically significant. In a nutshell the study demonstrates that there are substantial disparities between students from government and private schools in the areas of Self-Awareness, Self-Management, Motivation, and Human Relations. Government school students generally achieve higher scores in most of these areas, with the exception of Motivation, where private school students excel. Nevertheless, there is no apparent variation among the two separate groups in terms of the overall Emotional Intelligence Total score and Empathy.

Table 4 To compare Academic Achievement on the basis of stream, gender and type of schools

Academic Achievement	Category	N	Mean	Std. Deviation	t	Result
Stream	Arts	50	76.36	11.969	.874	NS
	science	50	78.60	13.598		
Gender	Male	44	78.84	12.710	.942	NS
	Female	56	76.41	12.872		

Type of Schools	Government	50	78.60	13.598	.874	NS
	Private	50	76.36	11.969		

The following table 4 illustrates the differences of academic achievement based on three variables: gender (Male vs. Female), discipline (Arts vs. Science), and type of educational institution (Government vs. Private). The table provides the number of participants (N), mean scores, standard deviations, t-values, and whether the

differences are statistically significant (S) or not significant (NS) for each category. The arts students mean score is 76.36, and the standard deviation is 11.969 and Science students mean score is 78.60, with a standard deviation of 13.598. A t-value of 0.874 suggests that there is no significant difference (NS) in academic achievement between students of art and science. The male students mean score is 78.84, Standard Deviation =

12.710 and females mean score is 76.41, with SD 12.872. The t-value of 0.942 indicates that there is no significant difference (NS) in academic achievement between male and female pupils. The mean of government students is 78.60, and the standard deviation is 13.598 and private students mean scores is 76.36, with SD 11.969. A t-value of 0.874 indicates that there is no significant difference (NS) in academic achievement between students from private and government institutions. The study's overall conclusion is that there are no statistically significant differences in academic achievement between pupils based on stream gender or type of school. Although there are some variations in mean scores, these discrepancies are not substantial enough to indicate that one group consistently outperforms the other.

Table 5 Relationship between academic achievement and emotional intelligence of senior secondary students

Variables	N	Pearson Correlation	Sig. (2-tailed)
Emotional Intelligence (EIT)	Total 100	.701**	.000

Academic Achievement

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson's correlation coefficient is employed to demonstrate the significant relationship between academic achievement and emotional intelligence among the senior secondary students in the table 5. The study evaluates academic achievement and the total Emotional Intelligence (EIT) score. The sample size (N) is 100. The Pearson correlation coefficient between academic achievement and emotional intelligence total (EIT) is 0.701.

This suggests that there is a robust positive correlation between the two variables, indicating that academic achievement among senior secondary students is positively correlated with emotional intelligence, the correlation is statistically significant at the 0.01 level, which confirms that the correlation between academic achievement and emotional intelligence is not a result of coincidence. In summary, there is a statistically significant and robust positive correlation between academic achievement and emotional intelligence in senior secondary students. This implies that pupils who possess a higher level of emotional

intelligence tend to demonstrate superior academic performance.

Discussion and Interpretations**1. Self-awareness (SA) and Self-management (ME):**

Science students score significantly higher in Self-awareness and self-management as compared to Arts students. It often encourages reflection and systematic problem-solving skills. (Durleck, 2011) found that educational programs focusing on self-management and awareness significantly improve emotional and social skills among students.

(Zeidner, 2009) also suggests that students in rigorous academic programs, such as those in sciences, often develop better self-regulatory skills, contributing to higher scores in these areas. (Durleck, 2011) emphasize that emotional and social learning programs do not show significant gender difference in outcomes, aligning with the findings here where both genders exhibit similar self-awareness and self-management levels.

2. Motivation (MO)

Our students exhibit significantly higher motivation compared to their science

counterparts. This could be due to the intrinsic motivation often associated with creative fields, where personal expression and passion play a significant role. (Amabile, 2018) highlighted that intrinsic motivation particularly high among students engaged in creative and artistic pursuits.

(Ryan, 2013) emphasized that environments supporting autonomy and creativity, common in Arts education, foster higher levels of intrinsic motivation. (Ryan, 2013) suggests that motivation can be influenced by internal and external factors, which might explain the slight but no significant difference in motivation levels between genders observed in this study.

3. Empathy (EM)

No significant difference in empathy scores between Arts and Social science was found. This suggests that both groups possess similar levels of empathy, which could be influenced by common social and developmental factors during adolescence. (Goleman, 2015) emphasized that empathy is a fundamental component of EI that can be nurtured in various educational settings. (Bar-on, 2000) supports the idea that empathy development is not necessarily stream specific but rather influenced by broader social interaction. (Bar-on, p. 2005)

argues that while there are social stereotypes about gender difference in empathy, empirical evidence often shows minimal differences, consistent with the findings here.

4. Human Relation (HR)

Science students score higher in Human Relations, which could be due to the collaborative and often teamwork-based nature of scientific studies, enhancing interpersonal skills. (Johnson, 2003) found that cooperative learning strategies, more prevalent in science education, improved students' interpersonal skills. (Watkins, 2002) noted that group work and collaborative projects in science curricula foster better human relations skills. (Watkins, 2002) note that collaborative learning environments benefit both genders equally in developing interpersonal skills, supporting the findings that there is no significant gender difference in human relations scores.

5. Emotional Intelligence Total (EIT)

(Mayer, 1990) emphasized that EI is a multifaceted construct, with various dimensions potential to compensate with each other. There is no significant difference in the overall EI scores between Arts and Science students. This suggests that while specific components of EI may vary between the streams, the cumulative EI remains

comparable. (Petrides, 2004) found that overall, EI tends to be balanced across different educational streams, with specific strengths in specific areas. (Petrides, 2004) that while males and females may score differently on certain subscales of EI, overall scores often show minimal differences, which is reflected in the near significant difference found in this study. (Petrides, p. 2001) suggests that overall, EI can be influenced by various life experiences and environmental factors.

Comparative Analysis of Academic Achievement and Emotional Intelligence

1. Academic Success and Emotional Intelligence:

The robust correlation emphasizes the significance of emotional intelligence as a critical predictor of academic performance. Students who are more self-aware, capable of managing their emotions, and adept at comprehending and influencing the emotions of others are more likely to effectively deal with academic challenges. These emotional abilities may facilitate academic success by enhancing focus, persistence, and resilience.

2. Effect on Educational Strategies: The substantial correlation between academic achievement and emotional intelligence (EI) implies that educational institutions should

incorporate emotional intelligence training into their curricula. Not only could programs that increase academic outcomes, but they could also promote personal growth by fostering self-awareness, self-regulation, empathy, and social skills. Schools can establish a more supportive and emotionally intelligent learning environment by prioritizing the development of emotional intelligence.

3. Implications for Teachers and Educators:

Teachers are essential in the development of emotional intelligence in students. Educators who have received training in emotional intelligence (EI) have the ability to establish classroom environments that are emotionally supportive, model emotionally intelligent behavior, and equip students with the necessary tools to effectively manage their emotions. Ultimately, this method can result in enhanced academic performance, improved student engagement, and improved classroom behavior.

4. Gender, Stream, and School Type Considerations:

While the primary emphasis is on the relationship between EI and academic achievement, it is crucial to acknowledge that prior research has not demonstrated any substantial disparities in

academic achievement based on gender, stream (Arts vs. Science), or school type (Government vs. Private). This implies that the positive influence of emotional intelligence on academic performance is consistent across these demographic variables.

Future Research and Limitations:

Although there is a robust correlation between academic achievement and emotional intelligence (EI), it is crucial to recognize that correlation does not necessarily imply causation. Additional research could investigate the causal mechanisms that underlie this relationship. Furthermore, longitudinal studies may offer valuable insights into the long-term effects of emotional intelligence on academic and life outcomes and the manner in which it evolves over time. Another potential area for future research is the examination of specific components of emotional intelligence (e.g., self-awareness, empathy) to ascertain which aspects are most strongly correlated with academic success.

Conclusion

The research underscores the indispensable function of emotional intelligence in the academic success of senior secondary

students. The strong, positive correlation between these two variables indicates that emotional intelligence is not merely an ancillary skill, but a foundational element that can considerably improve academic performance. Student success, both academically and beyond, could be significantly influenced by educational strategies that emphasize the cultivation of emotional intelligence.

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