

Impact of Emotional Intelligence on Academic Achievement in Secondary Education in Nepal

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Abstract

The capacity to recognize, utilize, comprehend, control, and handle one's own and other people's emotions is known as emotional intelligence (EI). Higher EI holders effectively handle them and work efficiently. Yet, in Nepali practice, nothing has been done to identify pupils' EI. Objective of this study is to determine how emotional intelligence (EI) affects academic success in higher education. Secondary school students in grades 11 and 12 continued to be the study's primary target group. AS a sample, 486 of them were chosen at random from the group of pupils. Students from three districts and two provinces were chosen in equal numbers. To determine the impact of emotional intelligence, the Schutte Self-Report Emotional Intelligence Test (SSEIT) and SEE result were adopted. The ANOVA test was applied to determine the impact of EI on academic attainment. EI and academic achievement have a statistically significant relationship. Yet not all areas have a big impact on academic achievement. For instance, the capacity to use and manage one's own emotions has a significant influence on academic achievement; meanwhile the ability to recognize and manage other people's emotions has little effect on participants' academic performance. While more research is needed to fully understand the relationship between emotional intelligence and academic achievement, the evidence suggests that emotional intelligence may play an important role in academic success.

Key words: Emotional Intelligence, Achievement, Performance, Perception, Relationship, emotion utilization, managing self and others

Introduction

Emotional intelligence (EI) has a significant and positive impact on academic performance in the career development process. Emotional intelligence (EI) is the ability to perceive, use, understand, manage, and handle emotions (Al-Qadri et al., 2022) about

one's own and others. Students with high emotional intelligence tend to be more self-aware, empathetic, and socially competent, which can lead to better academic performance and class participation.

Students with higher EI scores are more perceptive to emotion and have better self-management of their emotional intelligence. They could have a higher degree of academic accomplishment and concentrate to solve difficulties, as well as a greater ability to manage stress and develop favorable connections with instructors (Sánchez-Lvarez et al., 2020). Sánchez-Lvarez et al., (2020) and Sima et al., (2022)) have found a strong association between EI and creativity and academic job performance. Due to their awareness of their responsibilities and higher levels of EI, higher education holders have superior degrees with encouragement and understanding. A meta-analysis of 72 studies found a positive relationship between emotional intelligence and academic performance across various age groups, educational levels, and cultures (Joseph & Newman, 2010) emotion understanding, and emotion regulation facets in explaining job performance; (b Sanchez-Alvarez et al., again investigated the modest connections between EI and academic achievement in 2020. However, according to Al-Qadri et al., (2022), there was no discernible connection between grade achievement and EI or its sub-dimension. The influence of EI on academic work performance is unclear as result of this contradicting conclusion

Academic attainment is more likely to be higher in students with higher EI scores. Students with higher EI scores and GPAs do better academic performance than those with lower EI scores (Grigoraskos, 2018). One of the effective predictors is EI, according to Sanchez-Lvarez et al., (2020). It creates with the aid of human cognition, bodily sensation, and behavior(Hasson et al., 2014). A person's personal and social well-being depends on their ability to comprehend and manage these factors. Yet training hasn't been put into effect by taking into account the diversity of EI. There has been few research in secondary school that examine the interrelationships between emotional intelligence (EI) and academic achievement in the Nepali environment. This study helps close that gap.

Certain EI traits (subscales of EI) help to predict how successful an individual will be. In their study, Pope et al., (2017) found that, with the exception of social consciousness, academic accomplishment had no appreciable association to students' self-awareness, self-management, or relationship management. Engagement in class is well predicted by social consciousness. Self-control/management, a dimension of EI in TEIQue (self-esteem, happiness, and optimism as a subscale of dimension), was successful in

gaining a higher level of average score than other dimensions (Vidal Rodeiro et al., 2012) well-being, a dimension of EI in TEIQue. According to research by AL-Qadri and Zhao (2021), each EI characteristic, including stress management, flexibility, and good mood, as well as interpersonal and intrapersonal interactions, has a significant impact on academic performance. Different impact sizes with EI subscales were noticed by various research, which is promising for determining the actual situation of Nepalese students.

By guiding children through social and emotional difficulties and laying the groundwork, emotional intelligence plays a crucial part in academic performance. The major objective of this study is to determine the impact of EI on academic achievement and class involvement in school-related activities.

Schutte Self-Report Emotional Intelligence test

Michael Beldoch first used the phrase "emotional intelligence" in 1964. It stands for the capacity to recognize, utilize, comprehend, control, and deal with emotions, both one's own and those of others (Al-Qadri et al., 2022). Improved EI holders appropriately manage them for improved performance. According to Goleman (2021), self-regulatory processes are a part of students' daily lives and are strongly related to the actions and functional behaviors that people take. It suggests that there is a strong connection between pupils' academic achievement and emotional intelligence. EI encourages better time management, sharing experiences by watching others' emotions, and has been related to many good results.

The Schutte Self-report Emotional Intelligence Test (SSEIT), developed by Schutte et al., (1998), is a well-known and often applied tool to assess emotional intelligence (Al-Qadri et al., 2022). The SSEIT for the EQ-me Emotional Intelligence frame is no longer available. The four subscales of the SSEIT frame, which measures emotional intelligence (EI) on a global scale, are emotion perception, emotion use, managing one's own emotions, and managing others' emotions (Sadiku et al., 2020). Salovey and Mayer build the structured SSEIT as part of their EI model (1990). It is a scale of measurement based on traits. It may be used for professional purposes like coaching or training (Sadiku et al., 2020).

The 33 self-report items on the SSEIT range from 1 (strongly disagree) to 5 (strongly agree) and are divided into four dimensions. Thirty things are managed in the score order (1–5) at rising levels, but three items (5, 28, and 33) have stayed in the reverse order (Al-Qadri et al., 2022). In this exam, ten items—1, 5, 9, 15, 18, 19, 22, 25, 29, and 33—represent the sense of emotion. There are 33 total items. Similar to this, their domain

includes 8 items (4, 11, 13, 16, 24, and 30) for managing one's own emotions, 9 items (2, 3, 10, 12, 14, 21, 23, 28, and 31) for managing one's own emotions, and 6 items (6, 7, 8, 17, 20, and 27) for managing others' emotions. After grading each dimension's (sub-test) score, the total of the four sub-test scores is displayed. Each dimension (sub-test) score is evaluated, and the EI of the pupils is then determined by adding the four sub-test values.

The self-reported EI scores' range is now 33 to 165(Ahmad et al., 2019)personality traits i.e., introversion and neuroticism and procrastination among students and employees. It also explored the differences on emotional intelligence and procrastination between students and employees and across gender. Sample (N=120. The cutoff criterion is 90 points. Scores below 69, 70 to 89, 90 to 99, 100 to 109, 110 to 119, 120 to 129, and 130+ in this survey are each indicative of substantial progress, low average, higher average, competent strength, and significant strength, respectively (Shoja, 2017). In this study, this scale is divided into three groups based on the cut-off score of 90: below the cut-off point (33-89), average (90-119), and strong (120+). Alternatively, greater EI denotes above 90, while low EI denotes below 90.

Method

An equal number of pupils were chosen from each of the three districts—Myagdi, Lamjung, and Jhapa—in the provinces of Koshi and Gandaki. To address geographic differences, Myagdi, Lamjung, and Jhapa each symbolize the Himal, the Hill, and the Terai, correspondingly. The same goes for the 162 students in classes 11 and 12 who were chosen randomly from three schools in each district and 486 are kept as samples.

A five-point Likert scale emotional intelligence test (SSEIT) was chosen as the standard. It reflects four subscales of emotional intelligence, including the ability to perceive and use emotions as well as control one's own and other people's emotions. 33 elements that test emotional intelligence range in score from 1 (strongly disagree) to 5 (strongly agree) (See details in the literature review section).

The major approach for this study was a non-standardized questionnaire based on self-report, which was based on a field study. Students' levels of EI were determined using standardized questionnaires. The major goal of the study, the protection of respondents' privacy, and the significance of their answers were illustrated with the aid of the subject professors, and all respondents were then asked to complete forms that reflected actual circumstances. After that, a physical and in Nepali-language deployed questionnaire. Participants made requests, which were impartially fulfilled. By providing thoughtful

answers to surveys, students who freely participated fill them out. . Academic performance based on SEE result.

With the use of Stata 14, emotional intelligence was discovered by bivariate analysis, and then the functional correlations between total EI and each facet of EI and academic performance (achievement) were discovered. The SPSS 26 program was used to determine the homogeneity and normality of academic involvement before analyzing the effect size. Data input, cleaning, and tool reliability and validity evaluation were all done using SPSS 26, and data analysis was carried out with the aid of Stata 14.

Based on Cronbach's alpha, which is frequently utilized ((Bryman, 2012)in the tools validation process, internal consistency in the reliability of questionnaires was established. In this test, a dependability score of 0.6 or more is still considered satisfactory (Bryman, 2012). The study did not include holders' tools with less than 0.6. The alpha value for the total EI was 0.8958, while the values for perception, utilization, managing oneself, and managing others were 0.6717, 0.7274, 0.7439, and 0.6491, respectively. Similarly, the first step was to observe the heteroscedasticity using a scatter plot, and the second was to identify it using the Breusch-Pagan/Cook-Weisberg test, with 0.05 still serving as the cutoff for heteroscedasticity. The 0.8517 result of the heteroscedasticity test showed that there were no issues with heteroscedasticity in this investigation. Furthermore, Jarque-Bera normality test also tested to identify normality, which showed (79.35 Ch2 5.9eb-18) the normal distribution of data.

Result

One-way ANOVA is used to investigate the effects of EI and subscales on academic success. Accomplishment is yet to observe the outcomes that participants have attained. EI and academic success in classes 11 and 12 of secondary education have a strong relationship. According to Table 1, the average mean value of EI 116.46 owners has a low degree of achievement while the average mean value of 124 holders has an achievement level above B. Significantly; greater EI is successful in achieving greater success. The general subset of EI has a beneficial effect on students' academic success. It shows that the amount of EI is effective in predicting a student's academic progress. The research hypothesis is established and the null hypothesis is rejected, as indicated by the significant EI result ($p > 0.020$).

Table 1
Distribution of Respondent by ANOVA Test Based on EI

Total EI	Achievement	Mean	Standard De- viation	Frequency	F	P value
	Lower than C	116.46	11.54	39		
	B	122.44	12.07	253	3.93	0.020
	Above B	123	15.41	193		
	Total	122.18	13.54	485		
Perception	Lower than B	33	3.85	39		
	B	34.41	4.07	253	2.96	0.0528
	Above B	34.78	4.41	193		
	Total	34.45	4.21	485		
	Lower than B	21.53	3.47	39		
Utilize	B	23.11	3.32	253		
	Above B	23.07	4.179	193	3.21	0.0414
	Total	22.97	3.716	485		
	Lower than B	32.38	3.984	39		
manage self	B	34.18	3.66	253	4.79	0.0087
	Above B	34.62	4.65	193		
	Total	34.21	4.14	485		
	Lower than B	29.53	3.06	39	1.39	0.2509
Manage Others	B	30.72	3.93	253		
	Above B	30.51	4.57	193		
	Total	30.54	4.15	485		

Perception and class performance in the EI subgroups do not appear to be significantly correlated. Table 1 shows that there are three levels at which the average 34 EI mean score holders are obtained. In contrast, pupils of accomplishment holders with lower levels of success received 23 mean scores in the use of emotion, compared to 21.5 mean values for the lower achievement holders. Academic success and emotion management have an astounding relationship. Student performance in academic areas has improved for those with higher emotion use ratings. It suggests that the use of emotions is a key predictor of academic objectives. The difference between perception and performance is not statistically significant ($p=0.0528$), supporting the null hypothesis. Yet, the use of

emotions makes a substantial impact in accomplishment ($p > 0.0414$). Thus, the alternative hypothesis is adopted and the Null Hypothesis is disproved.

Students who are cognizant of managing their emotions perform better academically. The chart shows that pupils with lower mean scores—mean=32.38—performed academically only somewhat while those with higher mean scores in self-management—34.38 and 34.62 to B and above B, respectively—performed better. In order to succeed academically in the classroom, managing emotions has a good and significant benefit. Their academic career growth process has benefited from their improved self-emotion management skills. The disparity between low and high achievers is less noticeable while managing others, on the other hand. Students that possess achievements on average get scores of 30. It shows that controlling other emotions has not had a big impact on their academic success. The study hypothesis is accepted and the null hypothesis is rejected because managing one's own emotions has a substantial difference ($p > 0.0087$). Yet, there is no statistically significant difference ($p = 0.225$) between regulating one's own emotions and success. In academic performance, managing self-emotion has crucial relation with academic achievement but do not have managing others emotions.

Finding and Discussion

In this study, EI and academic success in secondary education have a significant association. MacCann et al., (2020) discovered a comparable modest degree of impact size significant positive connection between total EI and academic success from their meta-analysis. They discovered a clear correlation between many courses, including general education, math and science, and humanities. Yet, compared to math and science, humanities have a larger effect size. Similarly, in the elementary, secondary, and postsecondary levels of school, the impact of EI on academic success has noted. Overall dimension of EI has a significant linkage with academic performance (achievement). Nepalese students with higher EI in secondary education have attained a higher academic achievement.

Using your emotions and controlling your own emotions have a big impact on your ability to succeed academically. Yet there is no real connection between how you feel and how you handle other people's emotions and how well you do in school (achievement). However, higher score in perception and managing others' emotions holder have gotten slightly more achievement than low score holders. Perception of emotion and managing others' emotions are less effective predictor in term of academic performance.

On the other hand, the degree of accomplishment of a student is determined by how they

manage their emotions for professional growth. Every subgroup of emotional intelligence has a strong correlation with academic success, according to research by MacCann et al., (2020). The connection is larger for certain subcategories than for others, though, such as regulating and comprehending emotions. Halimi et al., (2020) Wong and Law, 2002, who investigated how important correlations exist between self-emotional evaluation and self-emotion usage and academic accomplishment, made similar findings. It shows that self-regulation of emotions and the use of emotions in one's interactions with others are highly correlated with academic success.

Conclusion

Academic success and EI are statistically significantly related. All domains, however, do not significantly affect academic success. For instance, using and controlling one's own emotions has a substantial impact on achieving academic success, while participants' academic performance is unaffected by their ability to perceive and control the emotions of others. Using and controlling one's emotions has a direct impact on creating effective education and improving class performance. To increase students' academic success and well-being, especially those with low emotional intelligence, it is crucial to foster stronger teacher-student interactions. As a result, instructors should be seen of as developing positive relationships with their pupils through developing emotional constancy.

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