

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS IN RELATION TO STUDY HABITS

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ABSTRACT

Emotional intelligence and study habits are important factors influencing the academic achievement of adolescents. Emotional intelligence helps students to manage emotions and cope with academic stress, while good study habits improve learning and academic performance. The present study aims to examine the relationship between emotional intelligence and academic achievement among adolescents in relation to study habits.

The study was conducted using descriptive survey method on a sample of 100 secondary school students. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2002) and Study Habits Inventory were used for data collection. Academic achievement was measured through students' previous examination marks. Mean, Standard Deviation and Pearson's correlation were used for data analysis.

The findings revealed a positive relationship between emotional intelligence, study habits and academic achievement. The study suggests that development of emotional skills and effective study habits can enhance students' academic success.

Keywords: Emotional Intelligence, Study Habits, Academic Achievement, Adolescents.

INTRODUCTION

Education plays an important role in the overall development of an individual and academic achievement is considered an important indicator of students' success. Traditionally, Intelligence Quotient (IQ) was considered the main factor affecting academic performance, but recent research shows that Emotional Intelligence (EI) and study habits also play a significant role in students' academic success.

Emotional intelligence refers to the ability to perceive, understand, manage and regulate one's own emotions as well as the emotions of others (Salovey & Mayer, 1990; Goleman, 1995). Students with high emotional intelligence are generally better at managing stress, maintaining positive relationships and adapting to the school environment. Emotional intelligence also helps students to improve concentration, problem-solving ability and classroom behaviour, which ultimately improves their academic achievement.

Adolescence is a crucial stage of life characterized by rapid physical, emotional and social changes. During this period students face academic pressure, competition and emotional challenges. Emotional intelligence helps adolescents to cope with stress, develop positive attitudes and maintain emotional stability. Research studies indicate that emotionally intelligent students tend to show better adjustment, motivation and academic performance.

Along with emotional intelligence, study habits also play a vital role in determining academic success. Study habits include regular study, time management, note-making, revision strategies and examination preparation. Students with effective study habits tend to achieve better academic results as compared to those with poor study habits. Therefore, academic

achievement is influenced not only by intelligence but also by emotional and behavioural factors like emotional intelligence and study habits.

REVIEW OF LITERATURE

Araujo Muñoz et al. (2024) reported that adolescents with higher EI exhibit improved academic motivation and coping strategies. Their systematic review indicated that emotional skills positively influence learning engagement, peer interactions, and problem-solving in school settings. Enhancing EI in students can therefore support academic success.

Singh and Goswami (2024) found that secondary school students with higher emotional intelligence (EI) tend to achieve better academically. Their study highlighted that students with strong EI skills, such as self-awareness and emotional regulation, manage stress and learning challenges more effectively. This enhances focus, motivation, and overall academic performance.

Singh and Kaur (2023) conducted a study on emotional intelligence and academic achievement among adolescents and found a positive and significant relationship between emotional intelligence, study habits and academic performance. The study emphasized that emotional intelligence helps students to develop positive learning behaviours.

Sharma and Kumar (2021) studied emotional intelligence and study habits among secondary school students and found that students with higher emotional intelligence possessed better study habits and showed higher academic achievement. The study highlighted the importance of emotional factors in learning.

MacCann et al. (2017) examined the influence of emotional intelligence on academic outcomes and found that emotional intelligence significantly predicted academic success beyond cognitive ability. The study concluded that emotional intelligence helps students in managing stress and improving learning behaviour.

Qualter et al. (2015) investigated the relationship between emotional intelligence and academic success among secondary school students. The study found a significant positive correlation between emotional regulation and academic achievement. The results suggested that emotionally stable students performed better in their examinations.

Petrides et al. (2013) conducted a study on adolescents to examine the role of emotional intelligence in academic performance. The findings revealed that students with higher emotional intelligence showed better academic performance and social adjustment as compared to students with lower emotional intelligence.

NEED OF THE STUDY

Emotional intelligence is considered an important factor in the overall development of adolescents as it influences their emotional stability, behaviour and academic performance. Students with higher emotional intelligence are generally better able to manage stress, control their emotions and maintain positive attitudes towards learning. These qualities help students to develop effective study habits which may ultimately influence their academic achievement.

In the present competitive educational environment, academic success depends not only on intellectual ability but also on emotional maturity and proper study practices. Good study habits such as regular study, time management and proper concentration play a vital role in improving students' academic performance. Emotional intelligence may also help students to develop such positive study behaviours.

Although previous research has examined emotional intelligence and academic achievement separately, limited studies have examined emotional intelligence, academic achievement and study habits together, especially at the secondary school level. Moreover, very few studies have been conducted in the context of Ludhiana district of Punjab.

Therefore, the present study is needed to examine the relationship between emotional intelligence and academic achievement in relation to study habits among adolescents studying in secondary schools of Ludhiana district.

OBJECTIVES OF THE STUDY

1. To study the level of emotional intelligence among adolescents.
2. To study the level of academic achievement among adolescents.
3. To study the level of study habits among adolescents.
4. To find out the relationship between emotional intelligence and academic achievement in relation to study habits among adolescents.

HYPOTHESES

1. There is no significant relationship between emotional intelligence and academic achievement among adolescents.
2. There is no significant relationship between emotional intelligence and study habits among adolescents.
3. There is no significant relationship between study habits and academic achievement among adolescents.
4. There is no significant relationship between emotional intelligence, study habits and academic achievement among adolescents.

OPERATIONAL DEFINITIONS

1. Emotional intelligence refers to the ability of students to understand and manage their own emotions and to understand the emotions of others.
2. Academic achievement refers to the marks obtained by students in their previous class annual examination.
3. Study habits refer to the regular learning practices of students such as time management, concentration, revision and completion of homework.

DELIMITATIONS OF THE STUDY

1. The study is restricted to adolescents studying in secondary schools of Ludhiana district of Punjab only.
2. Only selected students from a limited number of schools have been included as the sample of the study.
3. The study is confined to three variables namely emotional intelligence, academic achievement and study habits.
4. Academic achievement of students is considered only on the basis of marks.

METHODOLOGY

1. **Research Method:** The present study was conducted by using the descriptive survey method. This method was considered appropriate as it helps in studying the existing relationship between emotional intelligence, academic achievement and study habits among adolescents without manipulating any variables.
2. **Sample:** The sample of the study consisted of 100 secondary school students of Ludhiana district of Punjab. The students were selected from different schools. Both boys and girls were included in the sample to ensure proper representation.
3. **Sampling Technique:** Random sampling technique was used for the selection of the sample to avoid bias and to give equal chance to all students to be selected.
4. **Tools Used:** The following tools were used for data collection:
 - a) **Emotional Intelligence Scale:** A standardized emotional intelligence scale was used to measure the emotional intelligence level of students.
 - b) **Study Habits Inventory:** A study habits inventory was used to assess the study habits of the students.
 - c) **Academic Achievement Record:** Academic achievement was measured through the marks obtained by students in their previous class examination.
 - d) **Statistical Techniques:** The collected data were analyzed by using appropriate statistical techniques. Mean and standard deviation were used to study the level of emotional intelligence, academic achievement and study habits. Pearson's coefficient of correlation was used to find out the relationship between emotional intelligence, study habits and academic achievement.

RESULTS AND ANALYSIS

The analysis was done to study the levels of emotional intelligence, academic achievement and study habits among adolescents. Further, the relationship among these variables was also examined. The results are presented in the following tables and figures.

Table 1: Level of Emotional Intelligence of Students (N=100)

Level	Number of Students	Percentage
High	28	28%
Average	52	52%
Low	20	20%
Total	100	100%

Table 1 shows that the majority of students (52%) fall in the average level of emotional intelligence. Further, 28% students were found to have high emotional intelligence whereas 20% students were found to have low emotional intelligence. This indicates that most adolescents possess moderate emotional control and social adjustment abilities.

Figure 1: Level of Emotional Intelligence of Students.

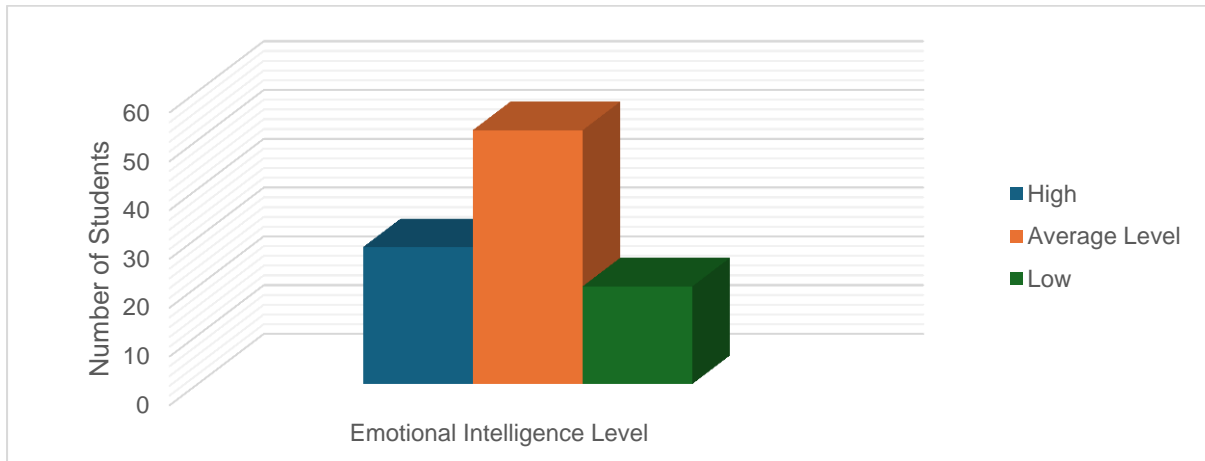


Table 2: Level of Academic Achievement (N=100)

Level	Number of Students	Percentage
High	25	25%
Average	50	50%
Low	25	25%
Total	100	100%

Table 2 reveals that half of the students (50%) have average academic achievement. While 25% students fall in high achievement category and 25% in low achievement category. This shows that most students perform at an average academic level.

Figure 2: Level of Academic Achievement.

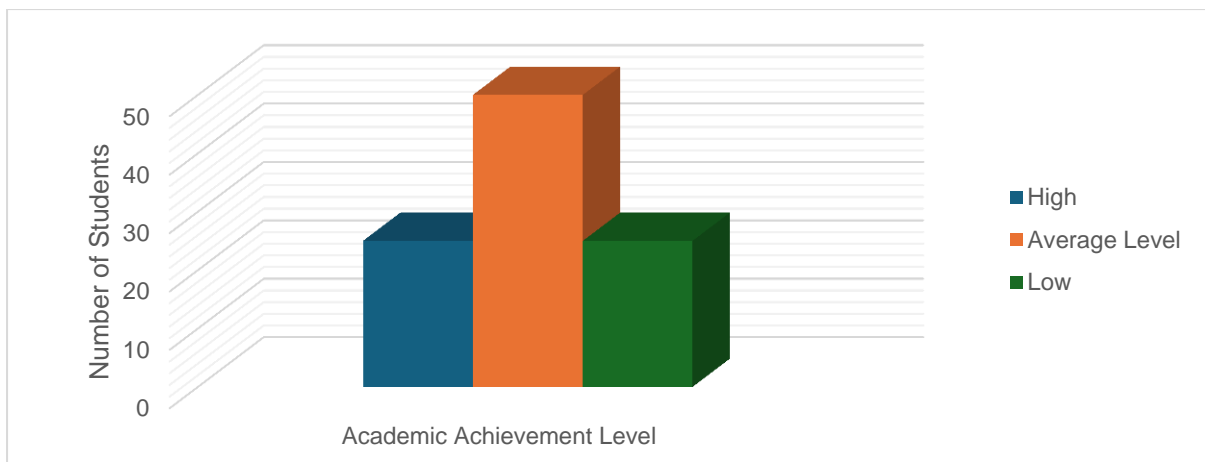


Table 3: Level of Study Habits (N=100)

Level	Number of Students	Percentage
Good	30	30%
Average	48	48%
Poor	22	22%

Total	100	100%
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Table 3 indicates that 48% students have average study habits, while 30% students have good study habits and 22% students have poor study habits. This suggests that most students follow moderate study practices but there is scope for improvement.

Figure 3: Level of Study Habits.

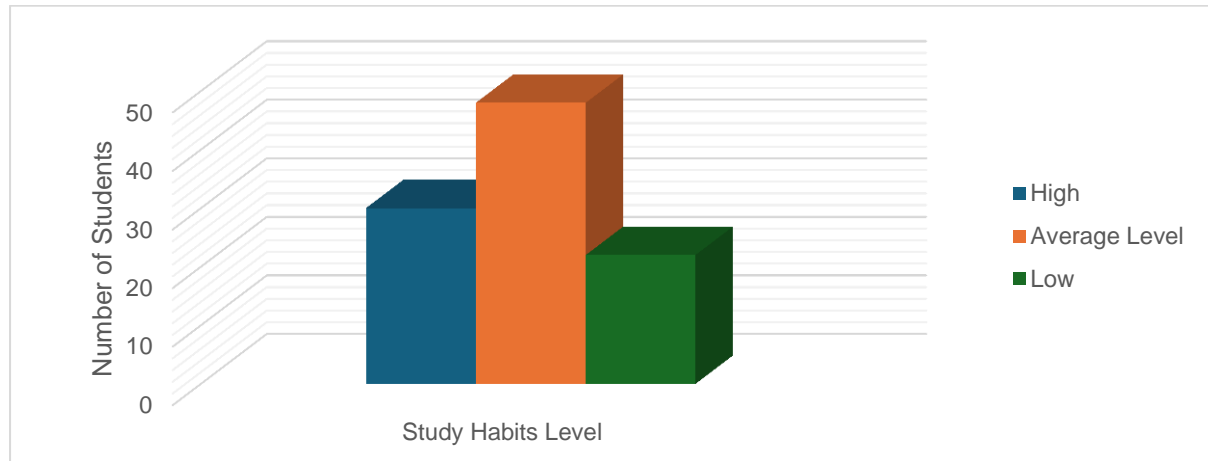


Table 4: Correlation between Variables

Variables	Correlation (r)	Result
Emotional Intelligence & Academic Achievement	0.42	Significant
Emotional Intelligence & Study Habits	0.46	Significant
Study Habits & Academic Achievement	0.51	Significant

Table 4 shows a positive correlation between emotional intelligence and academic achievement ($r = 0.42$). This indicates that students with higher emotional intelligence tend to perform better academically.

A positive relationship was also found between emotional intelligence and study habits ($r = 0.46$), which suggests that emotionally stable students tend to develop better study practices.

Further, study habits and academic achievement also showed a positive relationship ($r = 0.51$), indicating that students with good study habits tend to achieve better academic results. Overall, the findings indicate that emotional intelligence and study habits both play an important role in academic success.

CONCLUSION

The present study concludes that emotional intelligence and study habits play an important role in the academic achievement of adolescents. Students with better emotional control, motivation and positive study habits tend to perform better in academics. The study also indicates that academic success is not only dependent on intellectual ability but also on emotional and behavioral factors. Therefore, schools and teachers should focus on developing emotional skills and effective study habits among students for their overall academic development. Further research can be conducted on a larger sample to get more comprehensive results.

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