



Emotional Intelligence and Academic Achievement of Muslim Girl Students at Secondary level in the District of Birbhum

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Abstract: This article aims to analyze two basic parameters one is emotional intelligence and another is academic achievement which are interconnected with the education of Muslim girl students. Various factors affect the academic achievement of students. However, the emotional intelligence is one of the major factors which are having the positive impact on academic achievement. The objective of this study is to find out the level of emotional intelligence and academic achievement of the students and to find out the relationship between emotional intelligence and academic achievement of Muslim girl students of Birbhum district. Descriptive survey method was used in this study. Findings reveal that the majority of Muslim girl students belong to average emotional intelligence category, as a result the academic achievement of those girl students were very low. And there is a positive correlation between emotional intelligence and academic achievement of Muslim girl students at secondary level in Birbhum District. The researcher expects that the article would highlight the impact of emotional intelligence on academic achievement of girl students who are belonging in Muslim community.

Keywords: Emotional Intelligence, Academic Achievement, Muslim Girl Students.

1. INTRODUCTION

A person's future is significantly impacted by education, a fundamental right. Many of the Muslim families are less interested to send their girl child for education in schools due to poor economic conditions and many other social constraints. Another issue is very pertinent for declining per capita income of Muslims and the rising poverty rate in society is the very low labor force participation rate of Muslim women than Muslim men. This is because of the rate of education of Muslim girls is declining, specially at the higher level. The Muslim girl students are also unable to make them fit in competitive situation with the girls of other communities. It is also due to the lack of proper education at the higher school level & university levels. Many findings reveals that the percentage of Muslim girl students at the higher education level is very scratchy.

Thinking skills help students use their imagination and use it to solve problems. It is a complex set of cognitive skills that is directly related to an individual's performance. The development of emotional intelligence is important for character building, emotional maturity, and the ability to cope with stress and competitive anxiety. It encourages self-directed learning, increases motivation, improves communication skills, and enhances decision-making abilities. These qualities play a vital role in improving the quality of academic achievement of students.

2. Literature Review

- ❖ Ana Nieto-Carracedo, Consuelo Gómez-Iñiguez, L. A. Tamayo, and J. Igartua (2024) conducted a study titled "Emotional Intelligence and Academic Achievement Relationship: Emotional Well-being, Motivation, and Learning Strategies as Mediating Factors".



- ❖ Emotional intelligence is linked to school performance via intermediary factors such as emotional well-being, motivation, and learning strategies, as shown by a cross-sectional study of 96 high school students.
- ❖ **Rupa Das (2024)** conducted a study on “*Relationship among emotional intelligence meta cognition and academic achievement of secondary students in West Bengal*”. The findings of the study revealed a significant positive correlation between Emotional Intelligence and Academic Achievement, indicating that students with higher Emotional Intelligence tend to perform better academically. This can be attributed to the enhanced emotional regulation skills that help students manage stress, stay motivated, and maintain a positive attitude towards learning.
- ❖ **Barnali Rabha, Polee Saikia (2019)** has studied on “*Emotional intelligence and academic performance of higher secondary school students: A study in Kamrup district, India*”. The objective of the study is to investigate the relationship between emotional intelligence and academic performance of the students at the higher secondary level. Results show a positive significant correlation between emotional intelligence and academic performance among the students of higher secondary level.
- ❖ **P. Raj and V. Chandra Mohan (2015)** conducted a study titled “The Relationship Between Emotional Intelligence and Academic Achievement among University Students.” Emotional intelligence is an important indicator of academic achievement. A study conducted on 300 undergraduate students showed a positive correlation with it, indicating a strong relationship between emotional intelligence and academic achievement.

3.Objectives

- To find out the Academic Achievement of Muslim Girl Students at Secondary level in the District of Birbhum
- To find out the Emotional Intelligence of Muslim Girl Students at Secondary level in the District of Birbhum.
- To find out the relationship between Emotional Intelligence and Academic Achievement of Muslim Girl Students at Secondary level in the District of Birbhum.

Hypothesis

- There is no significant relationship between Emotional Intelligence and Academic Achievement of Muslim Girl Students at Secondary level in the District of Birbhum.

4.Methodology

Descriptive survey method was adopted as the methodology of study. The target population of this study is the Muslim girl students at secondary level in the district of Birbhum. A sample of 60 Muslim girl students in grades 9 and 10 were selected from the target population using simple random sampling. The Emotional Intelligence Scale was used to collect emotional intelligence scores and previous year’s marks were collected for academic achievement.

Analysis & Interpretation

Analysis of Objective 1:

[To find out the academic achievement of Muslim Girl Students at Secondary level in the District of Birbhum.]

Table-1: Distribution of group on Academic Achievement

Obj. 1	N	High (≥65%)	Average (46-65) %	Low (<45%)	Mean	Remarks
No. of Girls	60	4	17	39	44.07	Low Academic Achievement
Percentage (%)		7	28	65		

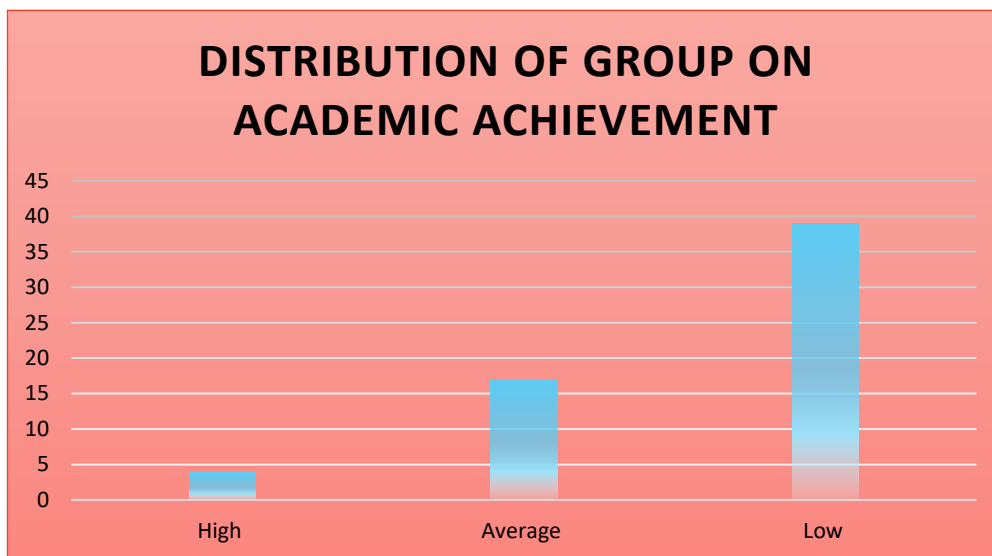


Fig. 1: Bar Graph shows the distribution of group on Academic Achievement

Interpretation:

It can be seen from Table-1 that the average academic achievement of Muslim girls is not at all hopeful, which is below 45% marks (39 students out of 60). Very few Muslim girls have scored more than 65% marks (4 students out of 60). And 17 students are in average category. The academic achievement of most of the girls is at a low level.

Analysis of Objective 2:

[To find out the academic achievement of of Muslim Girl Students at Secondary level in the District of Birbhum.]

❖ Scale interpretation:

- i. The scale included total No. of items: 20
- ii. Rating scale used to quantify the qualitative responses: 5 points
- iii. Hence, Maximum projected score: 100 (20x5)
- iv. Minimum projected score: 20 (20x1)
- v. Average projected score: 60 (20x3)

Table-2: Distribution of group on Emotional Intelligence scores

Obj.2	N	High (≥80)	Average (Below 80-40)	Low (<40)		Remarks
No. of Girls	60	9	28	23	54.3	Level of Emotional Intelligence below average (54.4<60)
Percentage (%)		15	46.67	38.33		

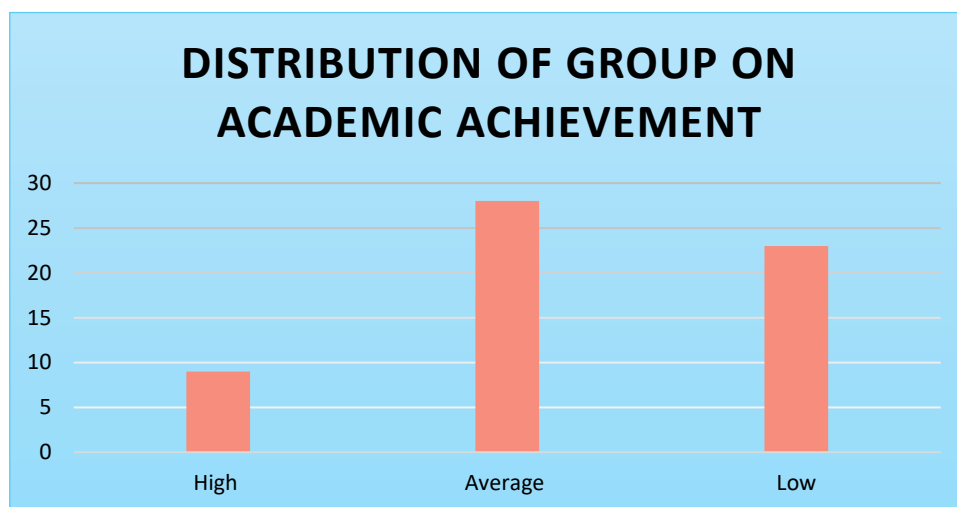


Fig. 2: Bar Graph shows the distribution of group on Emotional Intelligence scores

Interpretation:

It can be seen from Table-2 that the mean of emotional intelligence level of Muslim girl students of secondary school is 54.3 which is less than the average value of the emotional intelligence scale. Which leads to conclude that average emotional intelligence of Muslim girl students are not at all satisfactory.

Analysis of Data on H₀₁ [Ref. Objective-3]

[H₀₁: There is no significant relationship between Emotional Intelligence and Academic Achievement of Muslim Girl Students at Secondary level in the District of Birbhum.]

It is believed that emotional intelligence controls the outcome of an individual's behavior. In this study, the researcher attempted to examine the nature of the relationship between emotional intelligence and academic achievement of Muslim girl school students to test hypothesis H₀₁.

Table-3: Analysis of Correlation Coefficient Between Emotional Intelligence and Academic Achievement.

	N	M	SD	r	tr	Level of Significance
EMI	60	54.3	22.24	0.90	16.09	0.01**
Academic Achievement	60	44.07	12.62			

**Significant at 0.01 level

Interpretation

Above table reveals the significant relationship between emotional intelligence score and academic achievement score of Muslim girl students of secondary school in the district of Birbhum. Result indicates that the value of 'r' in terms of 'tr' is significant at 0.01 level. This shows that both the variables are positively and significantly related. The results indicate that the academic achievement of students with higher emotional intelligence will undoubtedly be better. In the case of Muslim girls in Birbhum area, the results indicate that emotional intelligence is a strong predictor of academic achievement. Therefore, the hypothesis H₀₁ is rejected.



5. Conclusion

This study was conducted to get an overview about the scenario among the education of Muslim girl children in relationship to their emotional intelligence. Findings of the present study revealed that the majority of Muslim girl students belong to average emotional intelligence category, as a result the academic achievement of those girl students were very low. Research has demonstrated a strong positive correlation between emotional intelligence and academic achievement, representing that students with high emotional intelligent generally perform better in academic. These students are better able to regulate their emotions, manage academic pressure, and maintain their motivation - all essential elements for achieving their academic goals.

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