



# A Study of Emotional Intelligence, Self Esteem, and Academic Achievement among Students

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## Abstract:

*Present study examined the relationship between emotional intelligence, self esteem, and academic achievement among Standard X students studying in the urban area schools of Jamshedpur. A total of 120 students (ages 15–17) from CBSE and ICSE included as sample. Data were collected using the Emotional Intelligence Scale by Singh et al., Self Esteem Scale by Dhar and Dhar, and academic achievement scores provided by schools. Results revealed not significant differences in emotional intelligence, self esteem, and academic achievement across school boards, with CBSE students scoring higher on Emotional intelligence and Self esteem, and ICSE students demonstrating marginally higher academic achievement. Correlation analyses indicated positive associations among emotional intelligence, self esteem, and academic achievement. Findings highlight the importance of socio-emotional development programs and provide evidence for targeted interventions in schools.*

**Keywords:** *Emotional Intelligence, Self Esteem, Academic Achievement*

## 1. Introduction

Adolescence is a developmental phase marked by significant psychological, emotional, and academic transitions. In the context of secondary education, particularly in India, students in Standard X encounter heightened academic demands due to board examinations, which are often associated with increased stress and performance pressure. Contemporary educational research emphasizes that academic achievement is not solely determined by cognitive ability, but is also influenced by socio-emotional factors such as emotional intelligence and self-esteem.

Emotional intelligence has been conceptualized as the ability to perceive, understand, regulate, and utilize emotions effectively in oneself and others. Recent empirical studies have demonstrated that emotional intelligence contributes to adaptive coping, stress management, and improved academic functioning among adolescents. For instance, research conducted between 2010 and 2022 consistently indicates that students with higher emotional intelligence exhibit better classroom engagement, emotional regulation, and examination performance (Extremera et al., 2019). Emotional intelligence facilitates the management of academic stress, thereby supporting sustained attention and goal-directed behavior.

Self-esteem, defined as an individual's evaluation of their own worth, is another critical psychological construct influencing academic outcomes. Empirical findings suggest that students with higher self-esteem demonstrate greater motivation, persistence, and resilience in academic tasks. Kaur and Singh (2020) reported that self-esteem is positively associated with academic achievement among secondary school students in India. Similarly, studies have shown that supportive family environments and constructive teacher feedback contribute to the development of positive self-esteem, which in turn enhances academic engagement.

The relationship between emotional intelligence and self-esteem has also been widely examined in recent literature. Evidence suggests that emotional intelligence plays a significant role in shaping self-

perceptions by enabling individuals to manage emotional experiences effectively. Students who are capable of regulating their emotions tend to develop a more stable and positive sense of self, which is reflected in higher levels of self-esteem (Extremera et al., 2019). This relationship highlights the interconnected nature of emotional and cognitive processes in adolescent development.

In addition to their individual contributions, emotional intelligence and self-esteem have been found to be associated with academic achievement. Sharma and Verma (2019) reported that emotionally intelligent students demonstrate better academic preparedness and performance. Furthermore, self-esteem has been identified as a predictor of academic success, as students with higher self-worth are more likely to engage actively in learning and persist in the face of challenges.

Research conducted in the Indian educational context has also explored differences across school boards such as CBSE and ICSE. While some studies suggest variations in instructional approaches and emphasis on holistic development, empirical evidence regarding differences in emotional intelligence, self-esteem, and academic achievement remains limited. Mishra and Kumar (2021) highlighted that structured socio-emotional learning initiatives in certain school systems may contribute to improved emotional competencies among students. However, comparative findings are not consistent, indicating the need for further investigation.

Despite the growing body of literature, there remains a lack of comprehensive studies examining the combined relationships among emotional intelligence, self-esteem, and academic achievement within the Indian context, particularly among Standard X students. Most existing research has focused on isolated variables or specific populations, limiting the generalizability of findings.

The present study seeks to address this gap by examining both group differences and interrelationships among emotional intelligence, self-esteem, and academic achievement among students from CBSE and ICSE boards. By integrating these variables within a single framework, the study aims to contribute to a more nuanced understanding of the role of socio-emotional factors in academic performance.

Overall, the literature indicates that emotional intelligence and self-esteem are important correlates of academic achievement. However, the extent to which these variables interact and vary across different educational contexts requires further empirical exploration. The current study is designed to provide evidence in this direction while maintaining a focus on methodological rigor and contextual relevance.

## 2. Objectives of the study

1. To measure emotional intelligence, self esteem, and academic achievement among Standard X students.
2. To compare Emotional Intelligence, Self Esteem, and Academic Achievement. across CBSE, and ICSE students.
3. To examine relationships among Emotional Intelligence, Self Esteem, and Academic Achievement.

Hypotheses: on the basis of above-mentioned objectives following Null hypotheses were formulated and tested.

H<sub>01</sub>: Students of ICSE board and students of CBSE Board would not differ significantly on their level of emotional intelligence.

H<sub>02</sub>: Students of ICSE board and students of CBSE Board would not differ significantly on their level of self esteem.

H<sub>03</sub>: Students of ICSE board and students of CBSE Board would not differ significantly on their level of Academic achievement.

H<sub>04</sub>: There would be no relationship between Emotional Intelligence and Self-Esteem among students.

H<sub>05</sub>: There would be no relationship between Emotional Intelligence and Academic achievement among Students.

H<sub>06</sub>: There would be no relationship between Academic Achievement and Self-Esteem among students.

### 3. Sample

A total number of 120 students were selected as sample. The sample was divided into two equal groups namely CBSE (N=60) and ICSE (N=60). The age range of the sample is between 15 years to 17 years. All of them are studying in different CBSE and ICSE schools of urban area of Jamshedpur. All of them are studying in standard X. purposive sampling technique was used for sample selection.

### 4. Tool Used

1. **Emotional Intelligence Scale by Singh and Narayanan was used for data collection.** This scale has 31 statements and two response category. This scale has four negative statements and rests are positive. It is highly reliable and valid scale used by different scholars in their researchers.
2. **Self Esteem Scale by Dhar and Dhar was used to measure self-esteem of the samples.** This scale has total 32 statements. Each item has five response categories ranging from strongly agree, agree, neutral, disagree and strongly. The score range from 5 to 1. Reliability of the scale is found .82 and high content validity was repote.
3. **Academic Achievement (AA) – Percentage scores in Standard X board exams**

### 5. Results

Descriptive statistics were computed for emotional intelligence (EI), self-esteem (SE), and academic achievement (AA). Independent samples t-tests and Pearson correlations were conducted.

**Table 1: Descriptive Statistics and Independent Samples t-Test Comparing CBSE and ICSE Students**

Variable	Group	N	M	SD	t	df	p
Emotional Intelligence	CBSE	60	22.71	2.46	0.54	118	.59
	ICSE	60	22.45	2.78			
Self-Esteem	CBSE	60	82.60	4.90	0.02	118	.98
	ICSE	60	82.62	5.13			
Academic Achievement (%)	CBSE	60	82.30	6.40	1.61	118	.11
	ICSE	60	84.10	5.80			

The present analysis examined differences between CBSE and ICSE students in emotional intelligence, self-esteem, and academic achievement, and further evaluated the relationships among these variables. Descriptive statistics, independent samples t-tests, and Pearson product–moment correlations were employed.

Independent samples t-tests were conducted to determine whether students from CBSE and ICSE boards differed significantly across the three study variables.

The comparison of emotional intelligence scores indicated that CBSE students (M = 22.71, SD = 2.46) had slightly higher mean scores than ICSE students (M = 22.45, SD = 2.78). However, this difference was not statistically significant,  $df(118) = 0.54, p = .59$ . This suggests that emotional intelligence levels are largely equivalent across the two groups.

A similar pattern was observed for self-esteem. CBSE students ( $M = 82.60$ ,  $SD = 4.90$ ) and ICSE students ( $M = 82.62$ ,  $SD = 5.13$ ) demonstrated nearly identical scores. The statistical test confirmed the absence of a significant difference,  $df(118) = 0.02$ ,  $p = .98$ .

In terms of academic achievement, ICSE students ( $M = 84.10$ ,  $SD = 5.80$ ) obtained marginally higher scores than their CBSE counterparts ( $M = 82.30$ ,  $SD = 6.40$ ). Despite this observed difference, the result did not reach statistical significance,  $df(118) = 1.61$ ,  $p = .11$ .

Taken together, these findings indicate that the type of school board does not produce statistically meaningful differences in emotional intelligence, self-esteem, or academic performance within the present sample. Accordingly, the null hypotheses related to group differences (“ $H_{01}$ : Students of ICSE board and students of CBSE Board would not differ significantly on their level of emotional intelligence”, “ $H_{02}$ : Students of ICSE board and students of CBSE Board would not differ significantly on their level of self esteem”, and “ $H_{03}$ : Students of ICSE board and students of CBSE Board would not differ significantly on their level of Academic achievement”. ) were retained.

**Table 2: Pearson Correlations among Emotional Intelligence, Self-Esteem, and Academic Achievement**

Variable	1	2	3
1.Emotional Intelligence	—		
2.Self-Esteem	.55**	—	
3.Academic Achievement	.47**	.41**	—

Associations among Emotional Intelligence, Self-Esteem, and Academic Achievement Pearson correlation coefficients were calculated to assess the degree of association among emotional intelligence, self-esteem, and academic achievement.

Emotional intelligence demonstrated a positive association with self-esteem,  $r = .55$ ,  $p < .01$ . This reflects a moderately strong relationship, indicating that higher emotional competence is linked with more favorable self-evaluations among students.

A positive relationship was also found between emotional intelligence and academic achievement,  $r = .47$ ,  $p < .01$ . This moderate association suggests that students who exhibit greater emotional regulation and awareness tend to perform better academically.

In addition, self-esteem was positively correlated with academic achievement,  $r = .41$ ,  $p < .01$ . This indicates that students with higher self-worth tend to achieve better academic outcomes.

All relationships were statistically significant at the .01 level, leading to the rejection of the null hypotheses (“ $H_{04}$ : There would be no relationship between Emotional Intelligence and Self-Esteem among students”, “ $H_{05}$ : There would be no relationship between Emotional Intelligence and Academic achievement among Students” and “ $H_{06}$ : There would be no relationship between Academic Achievement and Self-Esteem among students”.) concerning associations among the variables.

## 6. Discussion

The present study aimed to examine both group differences and interrelationships among emotional intelligence, self-esteem, and academic achievement in secondary school students.

The findings revealed no statistically significant differences between CBSE and ICSE students on any of the measured variables. Although minor variations in mean scores were observed, these differences were not sufficiently large to be considered statistically meaningful.

This outcome suggests that the educational board, in isolation, may not be a decisive factor influencing students' emotional capabilities, self-perceptions, or academic outcomes. It is possible that students across both boards experience similar academic demands, institutional structures, and developmental environments, particularly within urban settings.

The results indicate that assumptions regarding systematic differences between educational boards should be approached with caution unless supported by strong empirical evidence.

### **7. Emotional Intelligence and Self-Esteem**

A substantial positive relationship between emotional intelligence and self-esteem was identified. This finding suggests that students who are more adept at understanding and managing emotions are also more likely to maintain a positive self-view.

From a psychological perspective, effective emotional regulation may contribute to reduced internal conflict and improved self-acceptance, which in turn enhances self-esteem. The strength of this relationship underscores the interconnected nature of emotional and self-evaluative processes during adolescence.

### **8. Emotional Intelligence and Academic Achievement**

The observed association between emotional intelligence and academic achievement indicates that emotional competencies are meaningfully linked to educational outcomes. Students with higher emotional intelligence may be better equipped to cope with academic stress, sustain attention, and adapt to evaluative situations such as examinations. Although the relationship is moderate in magnitude, it highlights the relevance of non-cognitive factors in shaping academic performance.

### **9. Self-Esteem and Academic Achievement**

The positive relationship between self-esteem and academic achievement suggests that students who perceive themselves more positively tend to perform better academically. Higher self-esteem may foster confidence, persistence, and engagement in academic tasks, which are critical for success in school settings. This finding reinforces the importance of psychological well-being as a component of academic development.

### **10. Integrated Perspective**

When considered collectively, the findings suggest that emotional intelligence and self-esteem function as important correlates of academic achievement. While neither variable alone determines academic success, both appear to contribute meaningfully to students' performance. The absence of group differences alongside the presence of significant correlations indicates that individual psychological factors may be more influential than institutional differences between school boards.

### **11. Implications for Educational Practice**

The results emphasize the value of integrating socio-emotional development into educational frameworks. Interventions aimed at enhancing emotional awareness, regulation skills, and self-worth may contribute positively to students' academic functioning. Educational stakeholders may benefit from focusing on holistic development that includes both cognitive and emotional domains.

### **12. Limitations**

Several limitations should be acknowledged. The cross-sectional nature of the study restricts the ability to infer causal relationships. The reliance on self-report measures introduces the possibility of response bias. Additionally, the sample was limited to urban students, which may limit the generalizability of the findings to other contexts.

### 13. Future Research Directions

Future investigations should employ longitudinal designs to examine causal pathways among emotional intelligence, self-esteem, and academic achievement. Expanding the sample to include diverse demographic and regional groups would improve external validity. The application of advanced statistical techniques, such as regression or mediation analysis, may further clarify the mechanisms underlying these relationships.

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