

Relationship Between Emotional Intelligence and Academic Performance among Middle School Students

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Abstract: *The present study provides a comprehensive examination of the relationship between emotional intelligence (EI) and academic performance among middle school students. Emotional intelligence, recognized as a multidimensional construct, significantly influences students' ability to regulate emotions, manage stress, maintain interpersonal relationships, and adapt to academic demands. In contemporary educational environments characterized by increasing academic pressure and social complexity, EI has emerged as a critical determinant of student success beyond traditional cognitive intelligence.*

A descriptive correlational research design was employed to investigate this relationship. The sample comprised 100 students from Grades 6 to 8, selected using a random sampling technique. Standardized instruments were utilized to assess emotional intelligence, while academic performance was measured through official school records. Statistical analyses, including mean, standard deviation, and Pearson's Product-Moment Correlation, were conducted.

The results indicated a moderate yet statistically significant positive correlation ($r = 0.48, p < .01$) between emotional intelligence and academic performance. These findings suggest that students with higher levels of emotional intelligence are more likely to achieve better academic outcomes. The study underscores the importance of integrating emotional intelligence development into educational curricula to promote both academic excellence and holistic student development..

Keywords: *emotional intelligence*