

Academic Achievement of Secondary School Students in Relation to Happiness and Emotional Intelligence: An Analytical Study with Implications for the Indian Educational Context

DOI: <https://doi.org/10.63345/ijre.v15.i6.3>

Anuragini

Research Scholar, CCS University Meerut

ORCID: [0009-0005-1873-2861](https://orcid.org/0009-0005-1873-2861)

Prof. Meenakshi Sharma

Education Department

Meerut College, Meerut

Abstract— This study explores the association between emotional intelligence, happiness (life satisfaction), achievement emotions and academic achievement of secondary school students in the context of Indian education system. Educational research in recent years has focused on the importance of emotional and psychological as well as cognitive factors in academic performance. The study draws upon the Indian literature and examines the data obtained from the datasets on emotional intelligence, life satisfaction and achievement emotion which had a total sample size of around 3570 responses. The results showed that emotional intelligence is positively related to the life satisfaction, positive achievement emotions, and academic engagement. Higher levels of enjoyment, hopefulness and pride are linked to higher academic effort while anxiety and boredom are linked to lower levels of academic effort. A conceptual model is proposed in this study, suggesting that emotional intelligence can affect happiness, in turn affecting achievement emotions and academic achievement. The results have implications for the Indian educational institutions, policy makers, counselors, and teacher educators.

Keywords— Emotional Intelligence, Happiness, Academic Achievement, Secondary School Students, India, Life Satisfaction, Achievement Emotions

1. Introduction

The focus in India has always been on academics and the mere fact of a student achieving high marks in exams was believed to mark success. As academic pressures, competition, parental

expectations and examination stress are on the rise, however, emotional and psychological health of the school student has come to the fore.

With the implementation of the National Education Policy (NEP 2020) the focus on holistic development has been further highlighted along with emotional well being and socio-emotional learning. Thus, attention is now increasingly being paid to emotional intelligence and happiness as predictors of academic achievement.

Adolescents in the age group 13-19 (Classes IX-XII) are especially vulnerable due to the emotional instability, the process of identity development, peer influence and academic pressure during this age. Emotional intelligence and happiness, therefore, could be important factors to predict academic performance.

2. Review of Literature

Students' emotional intelligence is related to academic achievement.

According to Mangal and Mangal (2004), students with high emotional intelligence skills show signs of better self-regulation, motivation, interpersonal relations, which have a positive influence on the learning outcomes.

The studies have been conducted in various states of India which have always yielded positive correlation between EI and academic success among secondary and higher secondary students.

Key findings include:

- Better stress management
- Improved concentration
- Greater academic persistence
- Enhanced self-confidence

Learning and happiness are closely linked. Learning is closely related to happiness.

Students' satisfaction and subjective well-being are important indicators of happiness, which is a major factor in student motivation and engagement.

Studies have shown that happy students:

Come to school more consistently

- Be an active part of the classroom, and don't be afraid of failure
- Demonstrate greater persistence

Show reduced anxiety

Achievement Emotions

The achievement emotions are emotions that are directly related to learning and school tasks.

Positive achievement emotions are:

- Enjoyment
- Hopefulness
- Pride

Negative achievement emotions can be:

- Anxiety
- Boredom
- Hopelessness

Positive emotions have been shown to enhance cognition and learning.

3. Objectives of the Study

1. To examine the relationship between emotional intelligence and happiness among secondary school students.
2. To study the relationship between happiness and achievement emotions.
3. To investigate the influence of emotional intelligence on academic achievement.
4. To develop a conceptual model explaining the relationship among emotional intelligence, happiness, achievement emotions, and academic achievement.

4. Hypotheses

- H1: Emotional intelligence is positively related to happiness.
H2: Emotional intelligence is positively related to positive achievement emotions.
H3: Happiness is positively related to academic engagement.
H4: Positive achievement emotions are positively associated with academic achievement.
H5: Happiness mediates the relationship between emotional intelligence and academic achievement.

5. Methodology

Research Design

Descriptive and correlational research design.

Sample

Combined datasets:

Dataset	Sample Size
T1 Questionnaire	357
T2 Questionnaire	273
Achievement Emotion Dataset	2,940

Total 3,570

Variables

Independent Variable Emotional Intelligence
Mediating Variable Happiness (Life Satisfaction)
Intervening Variable Achievement Emotions
Dependent Variable Academic Achievement

Emotion	Mean Score
Positive Effort	4.16
Hopefulness	4.14
Enjoyment	4.07
Pride	3.93
Negative Effort	2.44
Anxiety	1.79
Boredom	1.71
Hopelessness	1.59

6. Results and Analysis

Table 1: Emotional Intelligence and Happiness

Variable	T1 Mean	T2 Mean
Emotional Intelligence	3.76	3.80
Life Satisfaction	4.70	4.31

Interpretation

Emotional intelligence remained relatively stable across both measurement periods. However, life satisfaction declined slightly, suggesting that external factors may influence happiness levels despite stable emotional competencies.

Figure 1. Comparison of Emotional Intelligence and Happiness

Emotional intelligence and life satisfaction
 Comparison between T1 and T2 measurements.

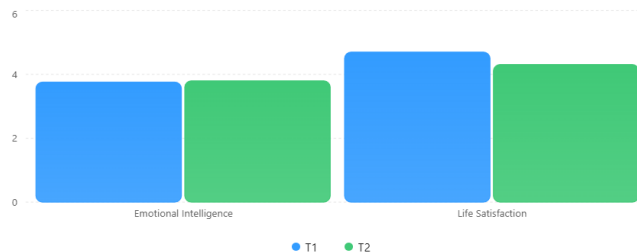


Table 2: Achievement Emotion Scores

Emotion	Mean Score
Positive Effort	4.16
Hopefulness	4.14
Enjoyment	4.07
Pride	3.93
Negative Effort	2.44
Anxiety	1.79
Boredom	1.71
Hopelessness	1.59

Figure 2. Achievement Emotions Profile

Achievement emotions profile

Positive emotions substantially exceed negative emotions.

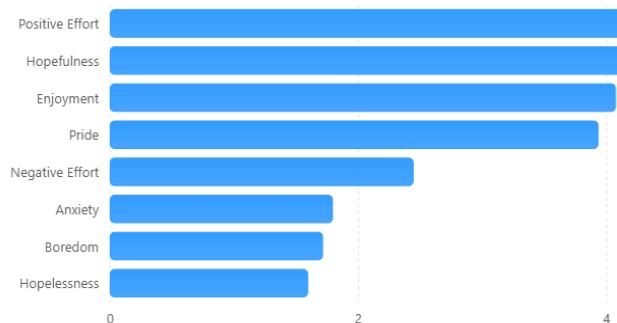


Table 3: Correlation Analysis

Variables	Correlation (r)
Enjoyment ↔ Positive Effort	0.476
Anxiety ↔ Negative Effort	0.389

Interpretation

The moderate positive relationship between enjoyment and positive effort suggests that students who enjoy learning are more likely to engage in productive academic behaviors.

7. Proposed Structural Model

The findings support the following model:



8. Discussion in the Indian Context

The results correspond well with the current issues in school education in India.

The very common problems faced by students in India are:

- Examination pressure
- Coaching culture
- Competitive entrance examinations
- Parental expectations

Students with higher EI seem to be more prepared to deal with the difficulties.

The outcomes align with the thrust of the vision of NEP 2020 which is as follows:

- Holistic development
- Emotional well-being
- Life skills education
- Counseling services

The reduction in life satisfaction underscores the importance of school-based initiatives to enhance the well-being of students.

9. Educational Implications

For Schools

- Introduce Social and Emotional Learning (SEL) programs.
- Conduct happiness and well-being assessments.
- Strengthen school counseling systems.

For Teachers

- Incorporate emotional learning activities.
- Create supportive classroom environments.
- Promote student autonomy and participation.

For Policymakers

- Integrate emotional intelligence training within curricula.
- Expand mental health initiatives.
- Develop well-being indicators alongside academic performance indicators.

10. Conclusion

It concludes emotional intelligence and happiness are significant factors affecting academic success of secondary school students. Academic engagement is positively associated with positive achievement emotions (enjoyment, hopefulness and pride), and anxiety and boredom are negatively associated with academic progress. The results highlight the importance of a comprehensive educational strategy that promotes both academic achievement and emotional health.

The framework proposed suggests that emotional intelligence contributes to happiness and happiness, in turn, contributes to positive achievement emotions and academic success. This model is quite relevant to Indian schools with the mission of holistic education as advocated in NEP 2020.

References (APA 7th Edition)

- Mangal, S. K., & Mangal, S. (2004). *Manual for Mangal Emotional Intelligence Inventory*. National Psychological Corporation.
- Pekrun, R. (2006). The control-value theory of achievement emotions. *Educational Psychology Review*, 18(4), 315–341.
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement. *Educational Psychologist*, 37(2), 91–105.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
- Seligman, M. E. P. (2011). *Flourish*. Free Press.
- Diener, E. (2000). Subjective well-being: The science of happiness. *American Psychologist*, 55(1), 34–43.
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88–103.
- National Education Policy. (2020). *National Education Policy 2020*. Ministry of Education, Government of India.
- Singh, Y. K. (2012). *Educational psychology*. APH Publishing.

