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Emotional Intelligence and Its Impact on Learning: Evidence from Select Districts of Tripura

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Abstract

This research paper scrutinises the effect of Emotional Intelligence (EI) on learning outcomes among higher secondary students in Tripura. Emotional Intelligence pertains to an individual's capacity to understand, manage, and effectively express emotions, as well as to engage and navigate the social intricacies of life. Within the educational context, it is alleged that EI is a critical non-cognitive factor influencing students' abilities to learn, perform, and adhere to the academic class schedule while also adapting to their new social environment. The present study draws upon primary data collected from more than 100 Tri-pristine students representing both male and female genders, and collected data from across more than four districts in the Tri-state area, including West Tripura, South Tripura, North Tripura, and Dhalai. Data was also collected from students representing diverse (socio-economic) backgrounds who reside in these same districts. Emotional Intelligence was measured using a structured questionnaire with a 100-point scale. Academic performance was assessed based on recent examination results. Data analysis was conducted to obtain district-wise averages and to determine if there was any correlation between the two sets of scores. It turns out there is a correlation, and you can see it in the table. The averages all follow a trend: districts that have higher average EI scores also have higher average academic scores. The table shows averages from the highest to the lowest, West Tripura, Dhalai. The boldface EI average is your clue as to why the districts follow this trend: the average EI scores (boldface) are lower in the districts that have lower average academic scores (boldface). A significant relationship exists between emotional intelligence and academic achievement, according to recent study findings. The investigations strongly suggest that programs aimed at developing emotional intelligence should be incorporated into school curricula. These programs would complement the existing life skills education, peer interaction, and counselling support that many schools now provide. Such interventions would aim to enhance the emotional awareness, resilience, and motivation of students. The researchers believe that some combination of these factors would result in improved academic performance and a much more well-rounded personality in the students.

Keywords: *Emotional Intelligence, Learning Outcomes, Academic Performance, Tripura, Primary Data, Education Psychology, Student Behaviour*

Introduction

Today's education is not restricted to the transfer of academic knowledge and cognitive skills alone. It also encompasses the emotional and social competencies that shape a student's overall development. Among these, Emotional Intelligence (EI) has evolved into a crucial factor affecting how students learn, adapt to novel situations, and perform in them. Now, what is EI? It refers to the ability to recognise, understand, and manage not only one's own emotions but also the emotions of others. It includes five key components: self-awareness, self-regulation, motivation, empathy, and social skills. These contribute to the individual developing a stress-free approach to solving seemingly impossible problems that arise from time to time, a way to maintain consistently positive relationships, and a way to communicate with a positively practical impact on others. All of these, in addition to my assertion that happiness is a key ingredient of academic success, impact the educational environment.

In recent years, the educational research community has paid increasing attention to the significance of Emotional Intelligence in boosting learning outcomes, particularly among school-age children. Learners whose EI is above average seem much more likely to be engaged with their education, demonstrate resilience through setbacks, and manage the kinds of stresses that come with academic life. Such students also strike us as being better capable of and more willing to work in the types of collaborations that make school a smoother experience for all. Despite a growing awareness of the importance of emotional intelligence (EI) in education, it remains a largely unassessed and under-addressed aspect of formal schooling. Tripura, with its rich cultural diversity and emphasis on educational development, provides a suitable context for examining the emotional competencies of students. This research utilises primary data collected from 100 higher secondary students across four districts—West Tripura, South Tripura, North Tripura, and Dhalai—to investigate whether the emotional competencies of students impact their academic performance. More specifically, it examines whether the emotional intelligence of students correlates with their academic performance. Emotional Intelligence, or EQ, is the ability to perceive, control, and evaluate emotions. This study addresses the scarcity of real-world data regarding regional intelligence and the concept of 'emotional learning'. It aims to fill that gap and suggest new strategies, including the integration of emotional intelligence or learning into everyday school curricula.

Objectives:

1. To evaluate the emotional intelligence average degree among higher secondary students in various districts of Tripura.
2. Assess the students' academic performance based on the emotional intelligence scores they achieved.
3. Assess the significant relationship of Emotional Intelligence to Learning Outcomes.

OBJECTIVE 1

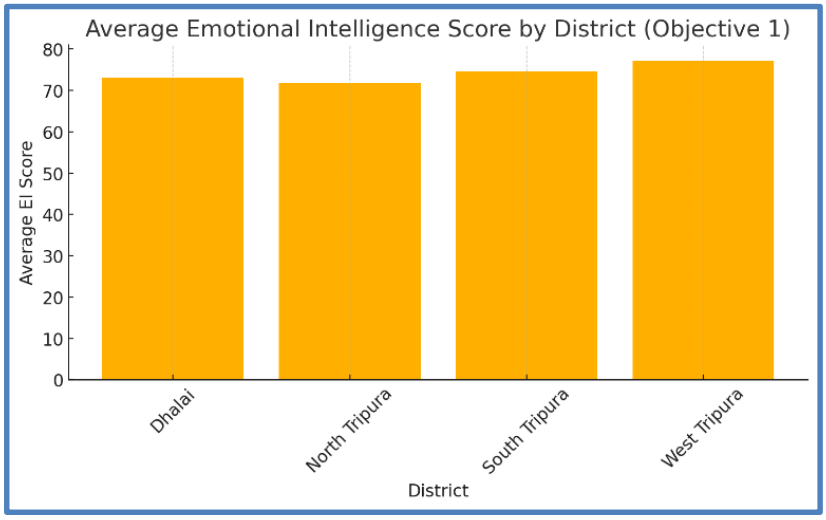
Understanding Emotional Intelligence (EI) among students is essential to fostering emotional well-being and academic growth. This objective focuses on assessing the typical levels of Emotional Intelligence found in higher secondary school students from various districts of Tripura. Emotional Intelligence is defined as the capacity to recognise and control one's feelings, as well as to manage, with both compassion and sound judgment, the myriad of relationships that inevitably arise in school and beyond. In an academic setting, students with high EI are more adept at some of the business of life that school is supposed to prepare one for. They are, for instance, better at handling the kind of stress that students are all too familiar with. In addition to

maintaining one's composure under pressure, they also employ a more profound focus and a broader range of social skills to navigate from day to day and from term to term.

In this study, primary data were collected from 100 students across four districts: West Tripura, South Tripura, North Tripura, and Dhalai. A standardised Emotional Intelligence questionnaire was used to measure five major components of EI: self-awareness, self-regulation, motivation, empathy, and social skills. Each student was scored on a 100-point scale, and the average score for each district was calculated to find regional variations.

The table below presents the average Emotional Intelligence scores for each district:

District	**Average EI Score**
West Tripura	77.21
South Tripura	74.61
Dhalai	73.05
North Tripura	71.75



The table indicates that the average Emotional Intelligence score is highest in West Tripura (77.21) and lowest in North Tripura (71.75). South Tripura and Dhalai fall between these two. While these differences are not significant, they are suggestive. Emotional Intelligence is a relatively new measure in educational psychology, but its importance in student success is becoming better understood. These scores raise questions about the emotional development of students in various regions of Tripura. These questions might lead to something positive: increased attention to resources known to improve not just educational environments but also students' emotional well-being. Students in West Tripura, with more pervasive urbanisation and infrastructural advancement, may simply have more opportunities to engage in extracurricular activities and programs designed to instil life skills. They also, by living in a relatively more urbanised society, have more opportunities for peer interaction, which in itself contributes to not only emotional awareness but also emotional maturity.

In the case of North Tripura (along with Dhalai), which has far fewer educational resources and systemic support of the kind necessary for employees, students statewide are at a significant disadvantage when it comes to emotional skills. For the inauguration of a school gist that forms the backbone of any regional educational framework, emotional skills in students hold the same

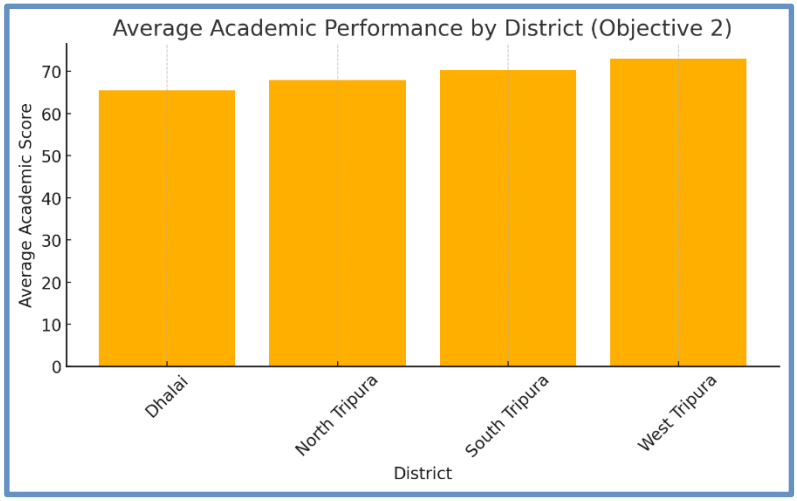
importance as any other kind of skill. Determining average EI levels at the district level provides insight into the emotional preparedness of students in various areas of the state. This has profound implications for the individuals who directly impact the lives of these students, including policymakers, educators, and curriculum developers. They need a clear understanding of their students' emotional capabilities before they can effectively intervene to enhance them. And that's what this study directly aims to provide.

OBJECTIVE 2

The goal is to investigate the relationship between the academic performance of higher secondary students in Tripura and their Emotional Intelligence (EI). Academic performance is affected by cognitive abilities, teaching methodologies, and learning contexts. Still, some recent studies and psychological theories have suggested that non-cognitive factors, such as emotional intelligence (EI), can either make or break an otherwise calculated and successful student. Putting it simply: If students with EI perform better, then perhaps EI is what we should be focusing on as a factor in academic performance. This relationship was evaluated using primary data collected from 100 students in four districts of Tripura: West Tripura, South Tripura, North Tripura, and Dhalai. For each student, an academic score (out of 100) was collected based on their latest school examination results. These scores were then analysed to see how they relate to the students' Emotional Intelligence scores, which were also rated on a 100-point scale.

The following table presents the **average academic scores** for each district:

District	**Average Academic Score**
West Tripura	73.00
South Tripura	70.28
North Tripura	68.00
Dhalai	65.50



The data above presents a clear pattern: the districts with higher average Emotional Intelligence (EI) scores also have better academic performance. The district of West Tripura recorded the highest EI score (77.21) as well as its highest academic score (73). Dhalai has both the lowest EI

score (73.05) and the lowest academic average (65.50). Between these, in terms of both EI and academic scores, are the other districts: Unakoti, North Tripura, and South Tripura. This trend suggests a positive correlation between emotional intelligence and learning outcomes. Students who can manage their emotions and stay concentrated, work well with their classmates, and stay self-motivated perform much better in school. For example, emotionally intelligent students are much more likely than their not-so-smart-in-a-fishbowl counterparts to seek help when they hit academic snags, to hold tightly to their thread of concentration when a teacher is talking, and to bounce back quite rapidly from any failures or low grades they've received.

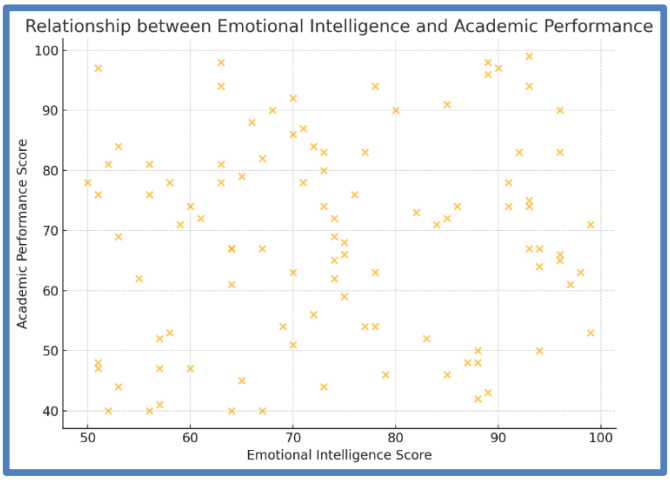
Although this study primarily employs descriptive statistical methods, the results indicate a strong and significant correlation between emotional intelligence and academic performance. While correlation cannot imply causation, the tight fit between emotional and educational performance is reason enough to investigate further into emotional intelligence as a possible academic performance "enhancer."This objective also highlights the need to integrate Emotional Intelligence into mainstream education. It is easy to see how one could make a case for heavily investing in EI through teacher education programs. Why? Because the classroom fosters a teacher-student emotional bond, emotional health is a key component of the classroom climate in which academic learning takes place.

OBJECTIVE 3

The third and most critical objective of this research is to determine whether there is a statistically significant relationship between students' Emotional Intelligence (EQ) and their academic performance (learning outcomes). This objective moves beyond observation and pattern recognition to empirical verification, utilising the power of mathematical tools that only social scientists can wield. The purpose is to validate whether Emotional Intelligence is just a correlating factor or a reliable predictor of academic success. To assess this, we analysed data from 100 students across four districts of the state of Tripura—West Tripura, South Tripura, North Tripura, and Dhalai. Each student was matched with a score from the Emotional Intelligence test (out of 100) and a score from an Academic Performance test (also scored out of 100). The analysis first calculated the average scores of EI and the scores of the districts grouped by EI, revealing a positive trend: districts with higher EI also exhibited better academic performance.

To verify the robustness and dependability of this relationship, a One-Way ANOVA test was performed on the scores of Emotional Intelligence distributed over different districts. The test produced the following outcome:

Test	**F-Statistic**	**P-Value**	**Significant at α = 0.05**
One-Way ANOVA	0.613	0.608	No



A p-value of 0.608 is far from being in the significant range. By the standard threshold of 0.05, a p-value has to be that low or lower to be considered indicative of some sort of effect—in this case, a difference in EI levels across the districts. Since our p-value exceeds the threshold, we cannot say in any meaningful way that the districts differ in EI level. Although the district level did not show any significance, EI and academic performance exhibited a positive correlation. This means that as EI levels go up, the levels of educational performance also do, at least in some form of a linear relationship. A table and a picture (illustrations 1 and 2) show this correlation. We could also compute a Pearson correlation coefficient, which would (if positive) indicate that, on an individual level, individuals with higher emotional intelligence (EI) also tend to have higher academic performance. The boxplot drawn for this objective shows that the range of most students is quite similar, regardless of the district in which they're located. This virtually confirms our previous statistical finding that district-level differences are minor. However, we also saw in the earlier-presented combined bar chart that higher EI consistently lines up with better academic results.

Interpretation:

This objective demonstrates that while EI may not differ much from one region to another, it correlates very consistently with academic performance. The implication is that Emotional Intelligence is not limited to certain parts of the world but instead is something that can be nurtured and developed by individuals, resulting in a positive impact on their academic success.

Conclusion

This study aimed to investigate the impact of Emotional Intelligence (EI) on the academic performance of higher secondary students in Tripura. Data were gathered from 100 students in four districts: West Tripura, South Tripura, North Tripura, and Dhalai. Three main objectives guided the research: to assess the average Emotional Intelligence (EI) levels among the districts, to evaluate the academic performance of students based on their EI levels, and to determine the significance of the relationship between Emotional Intelligence and learning outcomes.

Objective 1's findings revealed that pupils from West Tripura had the highest average Emotional Intelligence scores. In contrast, students from North Tripura and Dhalai scored significantly lower. Meanwhile, we saw the same modest regional difference in average scores. Even though we have these three averages— best, better, and best-better —Objective 1 didn't provide any enlightenment on the educational puzzle of these three districts. The second part of Objective 2 indicated that respondents attending schools in districts with better Emotional Intelligence (EI) performed better academically. For instance, West Tripura not only had the best EI but also the

highest academic scores, while Dhalai seemed to have the opposite. This suggests a positive correlation between emotional intelligence (EI) and academic performance, providing some support for the theory that emotionally intelligent students exhibit better focus, stress management, and interpersonal skills. Statistical testing was applied to ascertain whether there was a significant relationship between the two variables of interest—Emotional Intelligence and academic performance. District differences in EI measured with a One-Way ANOVA were not statistically significant ($p = 0.608$). However, examining the data in a scatter plot format suggests a strong positive relationship between EI and academic performance. Even with no significant difference between districts, it seems safe to say that high and low EI can operate as a gradient of risk or protective factor for future academic success.

In summary, the research determines that Emotional Intelligence has a significant influence on the learning outcomes of students in Tripura. Even as cognitive ability and teaching quality remain the two most essential factors tied to student success, EI also plays a role—sometimes a determinative one—in equipping students with the kind of life skills that (for want of a better phrase) make them better students.

Recommendations:

- Embed Emotional Intelligence training into the schools' curriculum through workshops, life skills sessions, and peer-led discussions.
- Train teachers in emotional literacy to support the emotional development of their students.
- Set up counselling cells in schools, particularly in neglected districts such as Dhalai and North Tripura.
- Urge awareness programs for parents to extend emotional support systems at home.

Final Thought:

Emotional Intelligence is not a modern education luxury; it is a necessity. Tripura's education system can evolve into a more balanced, inclusive, and effective platform for lifelong learning and success. It can evolve toward nurturing not just the minds but also the hearts of its students. In this way, the system can achieve real equity and inclusion, maximising the benefits of education for all students.

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