Impact of Classroom Emotional Intelligence on Self-Esteem and Academic Achievement of Students at Secondary Level

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Abstract

Emotional intelligence in the classroom is a crucial area of research in many academic disciplines regarding secondary students' academic achievement and self-worth in the Dera Ismail Khan district of Pakistan. The study's main objective was to assess CEI's impact on students' SE. The second objective was to ascertain the effects of emotional intelligence in the classroom on the academic performance of secondary school students. A total of 20 secondary schools were selected from both rural and urban areas of Dera Ismail Khan. The population consisted of 49000 secondary school students. The sample of study 490 was comprised of 276 science students and 215 art students. Two questionnaires were constructed, i.e., the classroom emotional intelligence questionnaire (CEIQ) and the self-esteem questionnaire (SEQ). Fifteen educational experts validated all items of both CEIQ and SEQ. Still, the reliability of the data was assessed using the Cronbach alpha test. The dependability of the EI was 0.811, and the SE was 0.801. The findings of the study reveal that there is a positive relationship between classroom emotional intelligence with self-esteem (r=.06**) and the academic achievement of students (r=.58**). The study recommended that students be given more resources and encouragement to express their destructive emotions before they label them with any undesirable characteristics.

Keywords: Classroom Emotional intelligence, Self-esteem, Quality Education.

Introduction

Individual intelligence is believed to be a conscious competition (personal performance). Emotional intelligence can predict attainment by addressing how individuals apply their knowledge to accomplish particular objectives. Emotional intelligence is one kind of social intelligence that can be used to predict performance in specific areas, such as academic and professional settings. Stated differently, it can ensure the individual's and others' happiness and feelings. Positive emotional intelligence is believed to be a strong predictor of enhanced psychological adjustment and high self-esteem, whereas low or negative emotional intelligence is closely associated with depression. According to Bahreinian et al. (2013) having a thorough understanding of emotional intelligence enhances one's ability to evaluate their knowledge base, providing new light on human insight. Emotional intelligence (EI) is another term for the human qualities of empathy, consciousness, creativity, discernment, and people skills. While knowledge research has traditionally concentrated on the adaptable application of insight, new inclusive approaches to knowledge conceptualization have been proposed recently by academics. Emotional

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intelligence, for instance, is positively correlated with authority, responsibility, behaviour, and the adequacy of teachers. Because of this, educators, in general, association directors, and principals understand the value of emotional intelligence (EI). According to Kang (2014), there is a widespread belief that emotional intelligence (EI) confers a substantial benefit to individuals in both their personal and professional spheres, resulting in elevated levels of enjoyment and productivity. While emotional intelligence (EI) has been the subject of much debate and attention in recent years, it is crucial to remember that the ideas found in deep knowledge are familiar. They go back to the nineteenth century. According to a 2015 study by psychologist Dr. Carroll L. Shartle of the University of Michigan's Institute for Social Research, college students who place too much emphasis on things other than themselves, such as their grades, may experience increased levels of stress and anxiety as well as a higher frequency of drug or alcohol use. On the other hand, students who focused on internal sources—like morality and upholding moral principles—got higher scores, according to Crocker. According to Crocker, the secret to improving college students' self-esteem is to encourage them to develop goals that centre on something greater than themselves, such as how they might help others. On the other hand, some argue that well-crafted goals prioritise the process over the result, lower stress levels, and boost the chances of success. "Setting up the goals that work to improve self-esteem" can give people a feeling of purpose and motivation to achieve their goals, according to Healthy Place. Encouraging college students to set attainable objectives can boost their self-worth and personal growth (Casino et al., 2021).

According to a survey of related literature, industrialized countries conduct much research on students' emotional intelligence and self-esteem. Even so, many studies we examined were intended to assess the relationship between students' academic performance, sense of self and emotional intelligence in the classroom. Thus, to obtain a more profound comprehension of the relationship between academic success and emotional intelligence, a study was conducted in secondary schools in the southern regions of Pakistan's Khyber Pakhtunkhwa Province.

The researcher focused on the relationship between students' self-esteem in the Dera Ismail Khan secondary school area and classroom emotional intelligence. This chapter was followed by the study's backdrop, which examined the development of emotional intelligence in the classroom. The study gap made it clearer that a lot more work has to be done, especially in the classroom's emotional intelligence area. The researcher felt it was critical to investigate how classroom emotional intelligence affects students' academic progress and sense of self-worth in secondary school in the Dera Ismail Khan district because the issue statement made apparent how essential classroom intelligence is to students' learning. While emotional intelligence in the classroom gives a person's intelligence a fresh lease on life, recognition intelligence is a strategic talent (long-term capability).

Problem Statement

In the classroom, self-worth and emotional intelligence are significant concepts linked to students' learning goals. The researcher has looked at the short relationship between secondary school student's academic achievement in the Dera Ismail Khan district and CEI and SE. Individuals in the class with low SE, or emotional quotient, are more prone to mental health problems. The purpose of this study was to compare the CEI and SE of science and art students in Khyber Pakhtunkhwa between those studying in rural and urban areas.

Research Objectives

The following were the primary objectives of the research:

- To find out the impact of CEI on SE of secondary school students of the district Dera Ismail Khan.
- To investigate the impact of CEI on academic achievement in secondary school students of district Dera Ismail Khan.
- To identify the significant difference between science and arts students regarding the relationship between CEI and their academic achievement.
- To find out the significant difference between rural and urban students regarding the relationship between CEI and their academic achievement.

Hypotheses of the Study

The hypotheses of this particular research study were followed.

H01: There is no significant impact of CEI on SE of secondary school students of district Dera Ismail Khan.

H02: There is no significant impact of CEI on academic achievement of students in secondary schools of district Dera Ismail Khan.

H03: There is no significant difference in science and art students' CEI on their academic achievement at secondary schools of District Dera Ismail Khan.

H04: There is no significant difference between rural and urban students on CEI and students' academic achievement.

Significance of the Study

According to Gardner (2011) what makes classroom management successful or unsuccessful is the EI approaches and relevant components that either promote or obstruct effective classroom management. Academic success largely depends on a teacher's ability to manage the classroom well. Jerylene and Relton (2016) mentioned that the aspects of CEI associated with academic achievement and self-esteem. This study closes the gap because there is currently no pertinent research, mainly to confirm the association between students' academic achievement and SE. Emotional intelligence (EI) offers many benefits in the classroom, such as improving peer relationships, encouraging student motivation, and supporting learning. The CEI helps students in this field become more successful through more excellent praxis and performance, which directly affects educational outcomes, the improvement of the educational system, and the social advantages for the entire community. A positive understanding of EI and SE can improve life satisfaction and career success. Finding out someone's self-perception can be done with the help of SE—Self-worth and how to improve what one offers others. Respecting oneself and having a healthy self-concept might help one see the positive aspects of a potentially tricky situation. People with SE relationships can better cope with changes in their lives, like moving or starting a new career. A person is committed to taking on and conquering that task, even if it means exerting extra effort and dedication (Hung & Hyun, 2016).

Literature Review

Emotional intelligence (EI) is the capacity to recognize one's feelings and those of others, inspire oneself and others, and successfully control emotions in both situations. Emotional intelligence is the most critical component affecting leadership, happiness in life, professional success, and personal accomplishment. Though this assertion may be overstated, several studies show a strong correlation between an individual's emotional intelligence (EI) and their success in both their personal and professional lives. Emotional intelligence is neither a trait nor a behaviour. It is an

intelligence model that considers a person's capacity for emotional recognition, understanding, and regulation (Salovey & Mayer, 2014). Its foundation is the same as that of the IQ model.

According to Alumran and Punamaki (2018) an emotion is a complex psychological state comprising three distinct parts: a subjective experience, a physiological response, and a behavioural or expressive response. In addition to trying to define emotions, researchers have also tried to classify and distinguish the many types of emotions. The justifications and realizations have changed over time. Psychologist Paul Eckman suggested that there are six basic emotions that all human societies have in common, according to Parker (2016). By connecting emotional intelligence (EI) to behaviour and general well-being, Bar-On built on the findings of Salovey and Mayer's research (Bar-On, 1997; Goleman, 1995). Bar-On's paradigm offers a more thorough grasp of emotional intelligence than Salovey and Mayer's. His paradigm considers both social and emotional factors while creating and evaluating EI. He contends that social and emotional intelligence are entwined and determine our ability to relate to and engage with others, look after ourselves, and overcome the challenges we confront daily. The basis of the Bar-On model is that psychological wellness is favourably connected with high levels of social and emotional functioning (Bar-On, 2007).

Social competence and personal skills were the two primary areas into which emotional intelligence competencies were split. Each contains numerous domains or clusters, according to Goleman (1998). Goleman's (1998) model, also called the competency model of emotional intelligence, looked at emotional intelligence as various social and emotional competencies. Developed with workplace applications in mind, the hybrid model was designed by Mayer and Salovey (2012). Emotional intelligence is not a concept that Daniel Goleman invented. However, Goleman balanced his careers as a journalist and psychologist to make the elements of emotional intelligence accessible to a broad audience. His best-selling books, beginning with "Emotional Intelligence," have already changed how some managers hire employees and how specific businesses interact with their clients. Even more of an impact has he had on schooling.

According to Bryman and Camer (2012) a complete grasp of emotions in the classroom is necessary to comprehend student motivation and learning patterns. Emotional experience is essential to all educational activities and critical to learning and long-term success. In academic settings, there is a correlation between an individual's self-perceived emotional intelligence (EI) and enhanced psychological and social adjustment, in addition to social adaptation. The collective construct of group emotional intelligence (EI) has been widely used and discussed in other fields of psychology as a fundamental source of variability for several variables related to individual and group behaviour, such as team effectiveness and performance. Many measures of group EI have been developed. The group emotional intelligence measurements developed for "intact teams" are not tailored to meet the specific needs of educational institutions.

Alves et al. (2010) conducted a study on academic achievement and SE with secondary school students. The main objective of this study was to investigate the tactics employed to protect SE from injury when it is threatened. In the self-evaluation of school competency, 838 secondary school students, spanning grades seven through nine, make up the sample size. A scale measuring attitudes towards education and student self-perception profiles was used to determine the SE level. The findings show that successful and unsuccessful children differ significantly in the seventh-grade SE; these differences disappear in the eighth and ninth grades. They also demonstrate success-related differences in domain-specific self-evaluation. The findings also showed that students with poor academic achievement levels accorded school-related subjects less weight.

A study was conducted on the representations of the relationships between academic motivation and SE. The sample consisted of 606 early adolescents. Illustrations of connections to teachers here, school adjustment, motivation, and SE were assessed, along with the relationships between parents and friends. The results show significant communication between parents and teachers but not between friends and teachers. There is a relationship between academic achievement, SE, and CEI. For our survival and well-being, SE is crucial. Individuals with low SE are more likely than individuals with high SE to experience emotional problems. They are also more likely to report experiencing worry, despair, dissatisfaction, and similar emotions in other domains. They said that people with higher levels of emotional intelligence use their ability to regulate and cope with their emotions to avoid difficult situations. This emotional capacity may enable a person to maintain higher levels of SE and a sense of worth or value. Higher emotional intelligence was connected with a positive mood state and a higher state SE. Academic achievement and SE have a weak relationship, whereas happiness and confidence are substantially linked with SE. SE can predict academic achievement and grades. Success and achievement are contingent upon the critical component of the educational domain, namely CEI. Enhancing students' emotional intelligence (EI) abilities can help them succeed academically (Ghorveh, 2013).

Research Methodology

The nature of the current study is descriptive, and a survey was used to gather data. The study employed a quantitative approach to investigate the correlation between secondary school student's academic achievement and SE and CEI. Ten schools from the rural and ten from the urban districts of Dera Ismail Khan were selected. In the study sample, 490 students were selected out of 49,000 using the Rule of Thumb algorithm (Curry, 2007). Respondents said it would be good to test the EI and SE of secondary school pupils. Statistical analysis complies with statistical procedures to assess the data and test hypotheses. The survey items were entered using the SPSS software. The effects of teaching EI in the classroom were evaluated using regression analysis and the t-test. The correlation coefficient was used to find the association between SE and CEI. The two surveys developed were the Self-Esteem Questionnaire (SEQ) and the Students' Classroom Emotional Intelligence (CEIQ). Fifteen educational professionals validated every item on the CEIQ and SEQ. The reliability of the data was assessed using the Cronbach's alpha test. For this purpose, pilot testing was conducted, and questionnaires were distributed to 40 respondents. Reliability ratings for SEQ and CEIQ were both 0.801.

Results and Analysis

The table below is showing the details of CEI mean and SD of students belongs to rural and urban areas with respect to science and arts students.

Table 1: Classroom Emotional Intelligence (CEI)

Rural students		Urban Students		Mean	S.D
Science	Arts	Science	Arts	3.66	0.32
102	100	173	115		

The accompanying table shows the mean values of secondary school science and art students for both urban and rural pupils. According to the data analysis, 102 students from the sciences and 100 students from the arts participated in the poll. Nonetheless, 173 students studying science and

115 students studying the arts focused on metropolitan areas. Given this, it is clear that scientific students whether in rural or urban settings have higher emotional intelligence scores in the classroom than do their peers in the arts. S.D. = 0.32 and M = 3.66, in other words.

Figure 1: Mean value and standard deviation value with reference to CEI
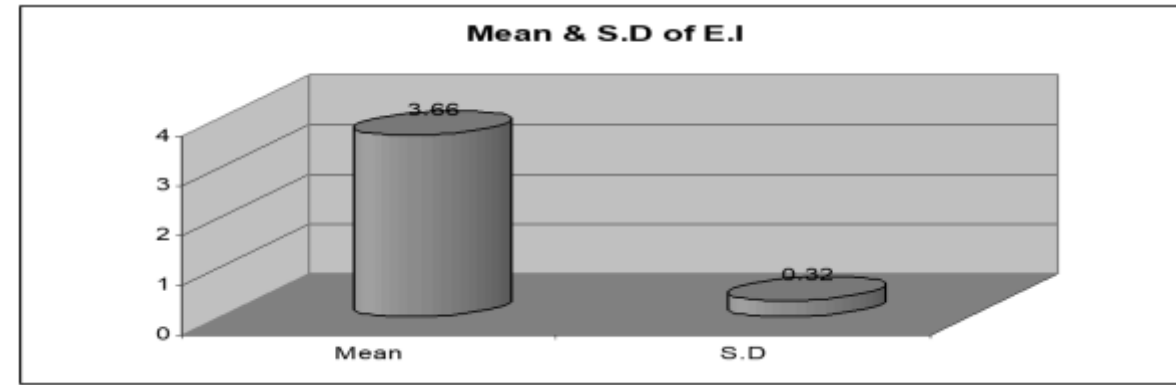

Table 2: Relationship between CEI and SE focus to science and arts students

Variable	N	Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference		R	d.f	Sig. (2 Tailed)
					Lower	Upper			
Science and arts students	490	3.22	0.301	.456	16.21	18.33	0.06	398	0.00

The table above illustrates the relationship between CEI and SE for secondary science and art students. The table indicates that there is a positive and statistically significant correlation (r=0.06) between CEI and SE. Furthermore, the evidence supports the rejection of H01 by showing a significant connection (p=0.00<0.05) between CEI and SE.

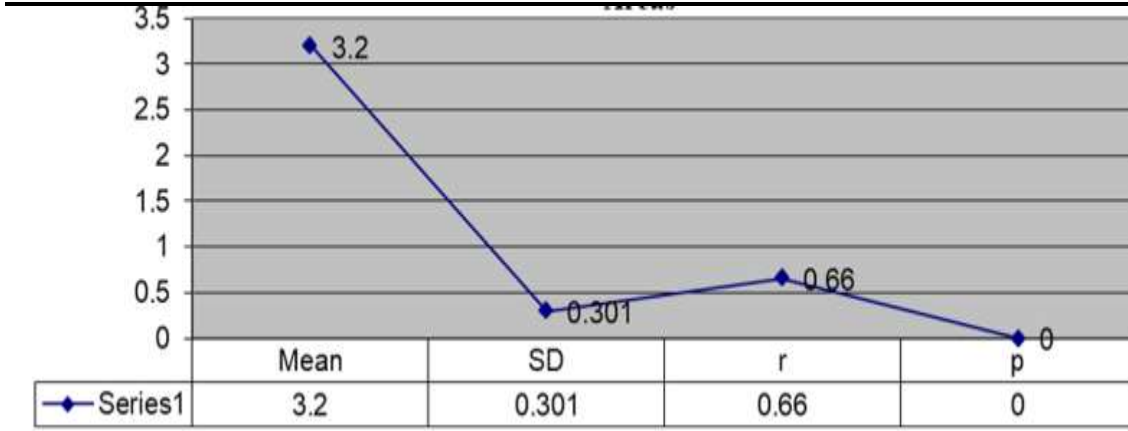**Figure 2: Relationship between CEI and SE with respect to rural and urban areas**

	Mean	SD	r	p
Series1	3.2	0.301	0.66	0

Table 3: Association CEI and Academic Achievement focus to science and arts students

Variable	N	Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference		R	d.f	Sig. (2 Tailed)
					Lower	Upper			
Science & arts students	295	3.72	0.341	.412	16.33	18.34	0.58	398	0.001

The relationship between C.E.I. and S.E. secondary scientific and arts students is depicted in the above table. The association between C.E.I. and S.E. is rather positive, as the table demonstrates (r=0.588). The table also demonstrates the strong correlation between secondary school students studying the arts and sciences and C.E.I. and S.E. P=0.001 so $H0_1$ is rejected.

Figure 3: Relationship between CEI Academic Achievement w.r.t science and arts students

	Mean	SD	r	p
Series1	3.72	0.341	0.588	0.001
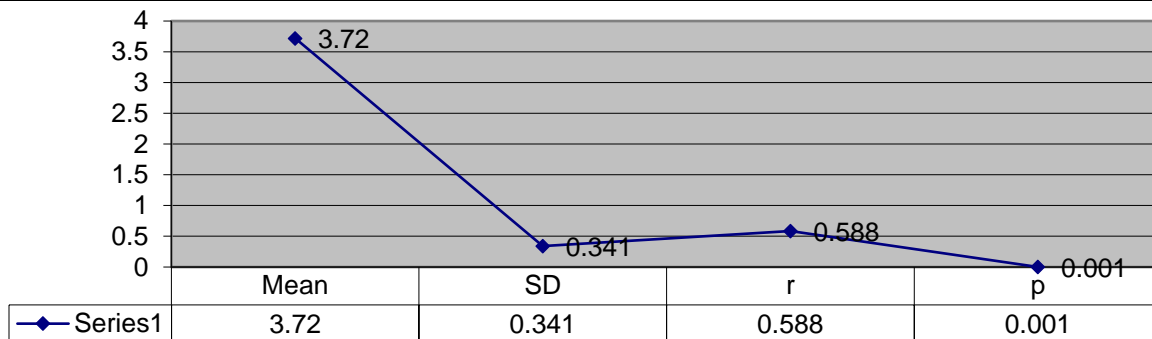
Table 4: Relationship between SE and Academic Achievement focus to rural and urban students of secondary classes

Variable	N	Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference		r	d.f	Sig. (2 Tailed)
					Lower	Upper			
Rural & urban areas students	490	2.12	0.311	.434	15.32	17.45	0.47	489	0.045

The accompanying table illustrates the relationship between academic success and self-esteem for secondary school students in rural and urban areas. The table shows a substantial correlation (r=0.47) between students' academic achievement and self-esteem in both rural and urban settings. The data also shows that academic achievement and self-esteem are significantly correlated for secondary school students in both urban and rural areas. p=0.045<0.05, which means that $H0_4$ is rejected.

Figure 4: Relationship between SE and Academic Achievement w.r.t rural and urban areas

	Mean	SD	r	p
Series1	2.12	0.311	0.47	0.045
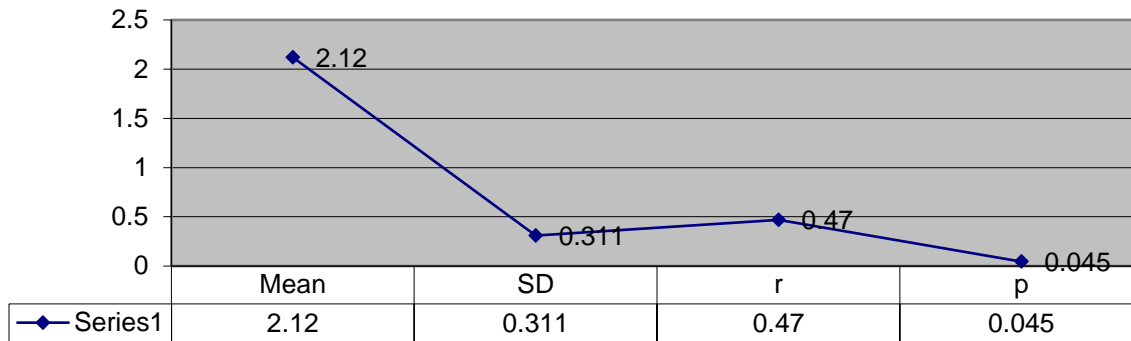
Results

Table 2 above shows a partial link between CEI and S.E. and secondary school pupils studying science and the arts. The findings showed a strong positive correlation (r=0.06) between CEI and S.E. The results showed a significant relationship between CEI and S.E. H01 is rejected because p 0.00 is less than 0.05.

Focused on the results shown in Table 3, the relationship between CEI and S.E. with respect to science and art students of secondary classes was illustrated. The table shows a moderate positive correlation between CEI and S.E. (r=0.588). The table also shows the significant relationship between S.E. concerning science and art students of secondary classes. (p=0.001<0.05) thus, H02 is rejected.

The relationship between academic achievement and S.E. for secondary school pupils in urban and rural environments is displayed in table 4. The table shows a significant correlation (r=0.47) between academic achievement and S.E. for students in rural and urban environments. The data also shows a substantial relationship between academic achievement and S.E. for secondary school students in both urban and rural environments. As p=0.045<0.05, H04 is not deemed valid.

Discussion

In the southern areas of Khyber Pakhtunkhwa, Pakistan, this study aimed to ascertain the impact of emotional intelligence instruction in the classroom on secondary students' academic achievement and sense of self-worth. The second objective of this study was to determine the impact of emotional intelligence in the classroom on the academic achievement of secondary school students in the Dera Ismail Khan district. The results demonstrate how difficult it is for educators and students to understand, discuss, and manage their emotions.

According to Driscoll (2017) when emotional intelligence was first proposed, efforts were attempted to forecast how various people would react in similar or different circumstances. Thus, the relationship between E.I. and S.E. is examined in this work. Casino-García et al. (2021) investigated the relationship between students' E.I. in the classroom and their self-esteem as they move from high school to a university setting. It has been discovered that various traits and components of academic success are significantly correlated with emotional intelligence. However, the research study's conclusions are comparable in focusing on the E.I. and S.E. of secondary school pupils. The study's results supported those of Mohzan et al. (2012) who found a

substantial correlation between the academic success of secondary school pupils and their level of emotional intelligence and self-worth in the classroom.

More precisely, a study by Rahimi (2016) examines the relationship between students' emotional intelligence in the classroom and their sense of self-worth when moving from high school to college. Additionally, this study shows a significant relationship between ninth and tenth-graders self-esteem and emotional intelligence in the classroom in Khyber Pakhtunkhwa institutions. This study found a significant relationship between student's emotional intelligence and their sense of self-worth in the classroom. As a result, the outcomes were consistent with the previously reported studies. There was no difference in the means of secondary school students studying the arts and sciences, as evidenced by the insignificant results for self-esteem and classroom emotional intelligence based on class. It has been observed that being exceptionally intelligent is not a guarantee of academic success. Self-esteem is the subjective evaluation of one's overall value or worth. Like self-respect, it describes confidence in students' abilities and attributes. Compared to science students, artistic students had higher levels of emotional intelligence.

This research lends credence to the idea that self-efficacy matters to college students and that personality types vary. Because of this, scientific students can better interact with people, understand their needs and emotions, and help them solve problems. This causes them to become more emotionally intelligent. In the end, it was shown that there was a favourable correlation between students' emotional intelligence and academic achievement. In the classroom, those with higher emotional intelligence scores also did better. This implied that emotional intelligence is a reliable student performance indicator. This demonstrates the importance of the affective domain, cognitive domain and environmental factors, creativity, emotions, and interpersonal skills to academic performance.

Conclusion and Recommendations

It is concluded that in secondary schools, emotional intelligence and self-esteem are parallel in the classroom and function like two wheels on a single car. Social and regional circumstances seldom affect self-esteem, although they occasionally affect emotional intelligence in the classroom. Students' academic achievement is impacted by the emphasis placed on science and the arts by secondary school students in various educational settings. Emotional intelligence is a significant psychological component in comprehending human behaviour, especially regarding behaviours that are challenging to predict with conventional I.Q. testing scales. Emotional intelligence connects an individual's general performance and academic achievement. The findings confirmed that emotional intelligence was a strong predictor of academic achievement. Engaging with others helps a student become more conscious of who they are. Emotionally intelligent students can recognize, understand, and monitor their feelings. They may also be at ease in social situations. As a result, they would have stability, psychological serenity, and mental clarity, enhancing their emotional health and motivating them to raise their academic standing. The study's findings significantly impact how we perceive emotional intelligence and self-worth as predictors of academic performance. Even though the coefficient of correlation test's results were deemed insignificant, the independent test results for classroom emotional intelligence based on rural and urban areas indicate a difference in the emotional intelligence of science and art students' classrooms. The results of the two class-based variables, self-esteem and classroom emotional intelligence, do not show statistical significance, suggesting that the mean of secondary school students studying the arts and sciences is similar. In light of the findings and recommendations of the investigation, the following recommendations were made as;

1. Give students resources and encouragement so they can express their destructive emotions before you label them any undesirable characteristics.
2. More research is suggested to expand our knowledge of the elements of emotional intelligence among secondary school students, given the relative youth of emotional intelligence and self-esteem.
3. The curriculum must include emotional intelligence and self-esteem instruction since these are essential to academic success.
4. A longitudinal research might be conducted to examine the relationship between students' academic success and the growth of their emotional intelligence.
5. A cross-sectional study may yield important information about how emotional intelligence and self-esteem are distributed globally in various cultural contexts.

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