



Research Article

A Comparative Study of Emotional Intelligence and Academic Achievement Among Differently-Abled and Able-Bodied Students

Nazeer Ahmad Khan ^{1*}, Dr. Deepak Shukla ²

¹ Research Scholar, Jiwaji University, Gwalior, Madhya Pradesh, India

² Principal, Shri Vasudev Basic Teacher Training, Morena, Madhya Pradesh, India

Corresponding Author: Nazeer Ahmad Khan*

DOI: <https://doi.org/10.5281/zenodo.16747578>

Abstract

This study aims to compare the levels of Emotional Intelligence (EI) and Academic Achievement (AA) among Differently-Abled and Able-Bodied Students. A sample of 200 students (100 Differently-Abled and 100 Able-Bodied) were selected using purposive stratified sampling. Quantitative methods were employed, using standardized tools to measure EI and academic records to assess achievement. The data were analyzed using descriptive statistics, t-tests, and Pearson correlation. The results revealed significant differences in EI and AA between the two groups, and a positive correlation between EI and AA in both groups. Educational implications are discussed to promote inclusive academic environments.

Manuscript Information

- ISSN No: 2583-7397
- Received: 12-06-2025
- Accepted: 19-07-2025
- Published: 05-08-2025
- IJCRM:4(4); 2025: 436-438
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- Plagiarism Checked: Yes
- Peer Review Process: Yes

How to Cite this Article

Khan NA, Shukla D. A Comparative Study of Emotional Intelligence and Academic Achievement Among Differently-Abled and Able-Bodied Students. Int J Contemp Res Multidiscip. 2025;4(4):436-438.

Access this Article Online



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KEYWORDS: Emotional intelligence, Academic Achievement, Differently-Abled Students, Able-Bodied students.

1. INTRODUCTION

Emotional intelligence is a form of intelligence relating to the intelligence, such as an ability to understand, control, recognize and manage the emotions. It is related to the ability to sense and understand one's own emotion as well as the emotions of others. It is to restrain impulses, and to handle interpersonal relationships effectively. Emotional Intelligence refers to- "The one of the parts of socio-psychological intellect that involves the capacity to control personal impulses and feelings and emotions." It is a fundamental fact that nobody can deny with that Emotional Intelligence (EI) is critical for overall personality development, interpersonal relationships and scholastic and overall academic achievement of the students. Emotional Intelligence is widely acknowledged and has been emerged as a critical psychological construct influencing student's academic performance and social functioning. Students with disabilities and those without any disability interact within the same learning environment, with diverse and varied emotional experiences may differ significantly. This study undertakes a quantitative comparison between these two groups to examine the relationship between EI and academic achievement. Numerous studies have explored this relationship in general populations; limited research addresses how EI and academic outcomes differ between students with disabilities and their non-disabled peers. Understanding these dynamics can guide educators in developing inclusive and supportive learning environments.

2. OBJECTIVES OF THE STUDY

1. To compare Emotional Intelligence among Differently-Abled and Able-Bodied Students.
2. To compare Academic Achievement among Differently-Abled and Able-Bodied Students.
3. To examine the relationship between Emotional Intelligence and Academic Achievement in both groups.

Hypotheses of the Study

H₀₁. There is no significant difference in Emotional Intelligence between Differently-Abled and Able-Bodied Students.

H₀₂. There is no significant difference in Academic Achievement between Differently-Abled and Able-Bodied Students.

H₀₂. There is no significant relationship between Emotional Intelligence and Academic Achievement among Differently-Abled and Able-Bodied Students.

3. REVIEW OF LITERATURE

Salovey and Mayer (1990) introduced EI as the ability to understand, perceive, and manage emotions. Goleman (1995) focused on its importance in personal and academic success. Later, some other studies have explored EI in special populations. Shanthakumari (2017) noted that children with disabilities often face emotional regulation challenges. Rao, M. S. (2020) found that inclusive educational settings can improve and develop EI in both groups but highlighted

differences in results. These results underscore the importance of comparative EI research within inclusive environments.

4. METHODOLOGY

Research Design: This study adopts a quantitative, descriptive-comparative research design.

Sample: The sample consists of 200 students (100 Differently-Abled and 100 Able-Bodied) selected from Gwalior city, MP. All the Differently-Abled included in this study were selected randomly without considering the type and severity of their disability. Moreover, researchers found maximum students having physical, visual, and hearing disabilities. While as equal number of Able-Bodied students were taken from the same or other schools keeping demographic similarity like age group, gender and school grade in view for proper comparability.

Sampling Technique

Purposive Sampling was used to include all available Differently-Abled students from selected schools.

Matched Pair Sampling was applied to select Able-bodied students based on age, gender, and grade level.

Tools used: The Emotional Intelligence Scale by Hyde, Pethe, and Dhar (2002) was used. It contains 34 items measuring ten dimensions of EI and has high reliability ($\alpha = 0.88$). Academic Achievement was assessed by using the previous year's final examination scores (percentage).

Statistical Techniques

Mean and Standard Deviation

Independent Samples t-test

Pearson's Coefficient of Correlation

5. RESULTS AND INTERPRETATION

Table 1: Comparison of Emotional Intelligence among Differently-Abled and Able-Bodied Students

Group	N	Mean	SD	t-value
Differently-Abled	100	105.60	12.2	4.12
Able-Bodied	100	144.50	9.87	

$t=4.12 > 0.05$ and 0.01 level of confidence

Inferential Statistics

Independent t-test: A significant difference was found between the groups ($t=4.12 > 0.05$ and 0.01 level of confidence) indicating that Able-bodied students scored higher in Emotional Intelligence mean score 144.50 with SD 9.87 as against mean score 105.60 and SD 12.2 of Differently-abled students.

Interpretation: There is a statistically significant difference in EI among Differently-Abled and Able-Bodied Students leading to the rejection of H₀₁. "There is no significant difference in Emotional Intelligence between Differently-Abled and Able-Bodied Students".

Table 2: Comparison of Academic Achievement among Differently-Abled and Able-Bodied Students

Group	N	Mean	SD	t-value
Differently-Abled	100	67.6	14.1	3.45
Able-Bodied	100	82.95	9.8	

$t=3.45>0.05$ and 0.01 level of confidence

4.2 Independent t-test: A significant difference was found between the groups ($t=3.45>0.05$ and 0.01 level of confidence) indicating that Able-bodied students scored higher in Academic Achievement with mean score 82.95 and SD 9.8 as against mean score 67.6 and SD 14.1 of Differently-abled students.

Interpretation: There is a statistically significant difference in Academic Achievement among Differently-Abled and Able-Bodied Students leading to the rejection of H_02 "There is no significant difference in Academic Achievement between Differently-Abled and Able-Bodied Students".

Table 3: Correlation between EI and AA Differently-Abled and Able-Bodied Students

Group	Correlation Coefficient (r)
Differently-Abled	0.65
Able-Bodied	0.89

4.3 Interpretation: A strong positive correlation exists between EI and AA among Differently-Abled and Able-Bodied Students with Pearson's Correlation Coefficient $r=0.65$ and 0.89 respectively leading to the rejection of H_03 . "There is no significant relationship between Emotional Intelligence and Academic Achievement among Differently-Abled and Able-Bodied Students"

6. DISCUSSION

The findings align with previous studies suggesting that Emotional Intelligence positively impacts academic success. On the basis of above study, it has been found that students having higher emotional intelligence tends to have high academic achievements scores. While as the students scoring lower EI scores have shown lower academic achievement scores. Moreover, comparatively lower EI and achievement among Differently-Abled students may be due to factors like environmental, instructional, or emotional support factors. Additionally, the strong positive correlation in both groups reinforces the role of EI as a crucial element and factor in academic performance regardless of disability status. This highlights the need for socio-emotional skill development programs in schools. In addition of this, inclusive atmosphere, not in terms of infrastructure only but with proper love, acceptance and care is the need of the time.

Educational Implications

- Schools should integrate EI training into the curriculum for all students.
- Special attention should be given to developing emotional and social competencies in students with disabilities.

- Teachers must be trained to address emotional and academic needs inclusively.
- More focus should be given on co-curricular activities.
- Teacher-Parent meetings should be organised to address the emotional needs of the students.
- Proper training towards sublimation and channelization of emotions should be given to the students.
- Teachers should carry case study of students while facing emotional disturbances.

7. CONCLUSION

This comparative study confirms that Able-Bodied Students exhibit higher levels of Emotional Intelligence and Academic Achievement compared to their peers with disabilities (Differently-Abled) However, the strong positive correlation between EI and AA in both groups emphasizes the universal importance of emotional competence in educational settings. These findings call for inclusive interventions that foster both emotional and cognitive development among the learners.


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About the Corresponding Author



Nazeer Ahmad Khan holds a Master's degree in Education (M.Ed) from the University of Kashmir and an M.Phil in Education from Jiwaji University. He is currently pursuing a Ph.D. in Education at Jiwaji University. A UGC-NET qualified scholar, he possesses strong expertise in educational research methodology, statistics, and both foundational and advanced domains of education. With a robust academic background and practical experience, he is dedicated to advancing the field of education through research, teaching, and continuous professional development