



Role of Emotional Intelligence for Academic Achievement for Students

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Abstract

In the current competitive environment where students are expected to perform multi roles with efficiency and effectiveness, it is highly needed to develop their right attitude and emotional intelligence towards the unseen complexities of life and quality education. As emotional intelligence is a subset of social intelligence with the ability to understand and monitor one's own feelings and others too which allows a student to mine the required data for his academic achievement which is an outcome of education and the extent at which the educational goal has been achieved. The emphasis of this paper was to determine the factors which are affecting the development of emotional intelligence and its role in academic achievement for students. In this research secondary data has been collected out of which we find out the correlation between emotional intelligence and academic achievement and teaching emotional and social skills at school not only positively influence academic achievement during the year when these were taught but also leaves the impact in long term achievement. Findings of this paper present that academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicate the weak personality and ability to build relations at working place as well in schools and it is highly important for quality education.

Keywords: Academic achievement, emotional intelligence, social intelligence, quality education.

Introduction

In current system of education in India as well in globe is putting the future of children in a race where everyone would be searching for a short cut for success in his life. But then we would be in the struggle of dissemination of sweetness and light to develop his personality with an apt balance of emotional intelligence and competence. The student plays no active role in the attainment of knowledge. His entire education is passive and mechanical. Things are loaded on his mind which he cannot digest; he only crams and therefore they never become his own, which at the end puts him in the struggle for his academic achievement.

To bring the pupils in certainty of successful academic achievement it is highly important to develop their personality with emotional intelligence including stress handling instinct. It would not only make them competent but also able to analyze the reasons of failure. Being intelligent is usually associated with being high on academic and intellectual abilities and being emotionally intelligent is not only an issue of upbringing Years ago, when the first attempts were made to measure intelligence, it indeed took shape and began to be seen as synonymous with academic abilities. Later, when psychologists further explored the concept, it evolved into many other domains.

Present education world is making all efforts to provide quality education for the students in today's school. For that we can teach and improve some crucial emotional competencies among children such as emotional intelligence, intelligence quotient

which describes the ability of one to use emotions effectively and productively.

Before going in the depth of role of emotional intelligence in academic achievement it is important to understand the meaning and concept of emotional intelligence and academic achievement.

Emotional Intelligence: The subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide ones thinking and actions¹.

From the above definitions it is clear that Emotional intelligence is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. There are five elements identified as the components of emotional intelligence: self awareness, self regulation, motivation, empathy and social skills that comprise the field of emotional intelligence².

Emotional intelligence has four branches: Perceiving emotions, reasoning with emotions, understanding, motions, managing emotions

Emotional intelligence has four attributes: Self awareness, self management, social awareness, relationship management.

Importance and effects of Emotional Intelligence

Many researcher shows that the people who are academically brilliant and yet are socially inept and unsuccessful at work or in

their personal relationships. It has significant effect on other factors too in general life.

Performance at work: The student should be able to navigate the social complexities, lead and motivates others to excel in their career.

Physical health: They should be able to manage stress level, which can lead to serious health problems (blood pressure, suppress the immune system, increase the risk of heart attack and stroke).

Mental health: Uncontrolled stress can also impact mental health, making vulnerable to anxiety and depression, mood swings lonely and isolated due to incapability for controlling emotion.

Relationship: By understanding emotions and how to control them, they will better able to express, own feelings and other's feeling. This will help to communicate more effectively and forge stronger relationship, both at work and in personal life.

Academic Achievement: Academic achievement is the outcome of education –the extent to which a student, teacher and institution has achieved their educational goals. Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign³. Academic achievement can be referred here as academic intelligence, by academic intelligence means a typically defined by conventional definition and tests comprising so-called general ability and related abilities⁴. Students ability to express his or her personality and to enjoy rich and complex social relations depends largely on his mastery of academic matters⁵. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects is more important procedural knowledge such skills or declarative knowledge such as facts.

Achievement encompasses student ability and performances; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development it reflects the whole child

Emotional Intelligence and Academic Achievement

Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship through his research he showed that emotional intelligence is highly beneficial in the areas of education, work, and mental health⁶. He suggested as well as provided research evidences that when it comes to long-term success and success in varied life situations, being high in emotional intelligence is more important than being high in academic abilities.

It is claimed about IQ; we can teach and improve in children some crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake. Teaching emotional and social skills is very important at school; it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement⁷. In short emotionally intelligent student would have better academic achievement or through EI there is a possibility of improvement of academic achievement.

Objectives of the study: i. To understand the relationship between EI and academic achievement, ii. To understand the role of teachers, parents and education curriculum for developing emotional competencies in students, iii. To explore the factors from secondary data which can affect the academic achievement and development of emotional Intelligence, iv. To open the new vistas for the further research in the related field

Review of Literature: The purpose of this study was to see whether there is a relationship between emotional intelligence and academic success. Do high achievers in 11th grade have a high emotional intelligence level or isn't there any relationship between their achievement and their emotional intelligence? So, the population of this study was the 11th graders in Montgomery, Alabama. The sample was 500 11th graders-- boys and girls-- from public and private schools in Montgomery, Alabama. The sampling was stratified, making sure that schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. The sample was given the Bar On Emotional Quotient Inventory (EQ-i) They calculated the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards they had compared these grades with the Emotional Intelligence level of each student, to see whether there is a relationship between emotional intelligence and academic achievement or not⁸.

This paper examines the role of trait emotional intelligence ('trait EI') in academic performance and in deviant behavior at school on a sample of 650 pupils in British secondary education (means age \approx 16.5 years). Trait EI moderated the relationship between cognitive ability and academic performance. In addition, pupils with high trait EI scores were less likely to have had unauthorized absences and less likely to have been excluded from school. Most trait EI effects persisted even after controlling for personality variance. It is concluded that the constellation of emotion-related self-perceived abilities and dispositions that the construct of trait EI encompasses is implicated in academic performance and deviant behavior, with effects that are particularly relevant to vulnerable or disadvantaged adolescents⁹.

He had looked at the relationship between trait emotional intelligence, academic performance and cognitive ability found

that emotional intelligence moderated the relationship between academic performance and cognitive ability. In their study they concluded that various elements of emotional intelligence used as Predictors of academic success. They found that highly successful students scored higher than the unsuccessful group on three subsets of emotional intelligence (interpersonal ability, stress management and adaptability)¹⁰. A study conducted predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, majority of academic work is self directed, requiring high levels of self management. Therefore individuals with high emotional intelligence would perform better academically¹¹. Suggest the need to incorporate emotional intelligence training into secondary education curricula, due to significant relationship between emotional intelligence and academic achievement¹².

In the present study an attempt was made to find out whether there is a relationship between emotional intelligence and academic achievement of school children who have not yet reached the adolescent age. The sample consisted 200 children (100 boys and 100 girls) of class 4th having age range 9-10 years from various schools of Patna High and low achievers (50 boys and 50 girls in each) were differentiated based on their percentage in the last two consecutive examinations results. Multifactor Emotional Intelligence Scale developed by Dr. Vinod Kumar Shanwal was used which measured four components of emotional intelligence viz., perceiving, assimilating, understanding, managing emotions. The result revealed positive correlation between emotional intelligence and academic achievement of school children in all the four areas. Significant differences were also found between boys and girls high and low achievers¹³. This study investigated the relationship among emotional intelligence and academic achievement of undergraduate students in a public sector university. One hypothesis was tested for significance. Results showed that emotional intelligence could predict academic achievement. Similarly, there was significant positive relationship between emotional intelligence and academic achievement¹⁴.

The purpose of this study is to examine the impact of the five emotional intelligence elements identified as self-awareness, emotional management, self motivation, empathy, interpersonal skills towards secondary school students' academic achievement. This study also aims to identify whether the five elements of emotional intelligence have been able to contribute to academic achievement. Research also presented a model designed to reflect the relationship between the elements of emotional intelligence and academic achievement. These studies imply that the level of emotional intelligence contributes to and enhances the cognitive abilities in student. Thus, to produce a competent generation and successful country in line with the philosophy of education, persistence of the emotional intelligence in student is essential¹⁵.

In this review of the literature, we briefly examined the development of intelligence theories as they lead to the emergence of the concept of emotional intelligence(s). In our analysis, we noted that only limited attention had been focused on the emotional intelligence skills of school administrators. Accordingly, we examined the role of emotional intelligence in improving student achievement. Because principals as educational leaders are responsible for the successful operation of their respective schools, we contend it is important to examine the link between effective leadership skills and practices and student achievement¹⁶.

The present paper was an attempt to explore emotional intelligence in relation to academic motivation. The objectives of the study were- to study the relationship between emotional intelligence and academic motivations and to compare the emotional intelligence of students with high and low academic motivation. Sample for the study included 156 (78 boys and 78 girls) class XI of Allahabad city. 'Test of Emotional Intelligence (Student-Form)' of K. S. Misra, and 'Academic Motivation Inventory' developed by J. P. Srivastava were used as tools for the study. The data were analyzed with the help of product moment coefficients of correlation and ANOVA. The findings of the study revealed positive relationship between emotional intelligence and academic motivation. The study also revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence¹⁷.

Findings of the Study: From the thorough study of review of literature on emotional intelligence and academic achievement the outcomes are the factors which are significantly related to emotional intelligence and their effect on academic achievement and by emphasizing on those we can improve the quality of education for high academic achievement and social intelligence as well by students.

Factors affecting emotional Intelligence and its effect on academic achievement:

Emotional Literacy: Before understanding the concept of emotional intelligence student should be aware about the emotional literacy how to convert the feelings of fear, aggression, and anger, into hope, courage and willing cooperation. It is observed after the thorough study of secondary data that emotional literacy has been ignored at the initial age of human being specifically in Indian scenario. As classes on moral science and other subjects on social issues should not be added for a mere formality but the lessons should be given in practice or by stimulation technique to develop literacy level of emotional understanding at an initial age. Studies undertaken shown that those who have emotional literacy are better able to handle personal relationships.

Academic Understanding: In the Indian scenario academic understanding has been a matter of stress and social recognition of a student in the society for example what is the grade or

percentage which a student is getting in particular standard which is very unfortunate. There is a need of different approach to inculcate academic understanding which should be beyond the percentage race amongst the student. A well formulated criterion should be introduced so that the understanding without cramming should be developed to learn the application of concepts.

Affective Domain building: As learning is a permanent change in one's behavior, it is important for a mentor to evaluate the receiving and responding behaviors of a child after the demonstration of any lecture. For that there must be a democratic arrangement for the questions asked by children to enhance their curiosity. The effective feedback on value creation at personal, social and emotional level can also be helpful in domain building to lead the academic achievement with emotional intelligence.

Self Assessment: When a person becomes able to identify his strengths and weaknesses it becomes easier for him to work upon them to improve his performance. The same concept should be adopted by school children in the supervision of their mentors to assess their strengths and weaknesses so that the academic achievement would be a successful accomplishment of the desired outcomes. Children who have an understanding of the role that emotion play in their life will have a better foundation on which to build successful futures.

Pressure Handling: As studies indicates that academic achievement without EI does not indicate future success. Achievement oriented behavior at times leads to the over estimation of success which creates an unwanted pressure on child's mind which influences the emotional state of mind of a person. For example it is easy to prepare for the exam but it is difficult to sit and handle the pressure of exam which can be reduced with help of humor, self confidence and self management after that student can be relaxed and give better performance for academic achievement.

Parental Guidance: Many of children in India do not have access to wise and knowledgeable mentors and parents who would be willing or able to pay specific attention to the area of emotional intelligence while raising their children. Many of them cannot control their own emotions and emotional behavior very well. Many instructors expressed an opinion that it was too late to teach 18 to 24-year-olds emotional intelligence in an applied sense because the foundation to students' emotional behavior was laid at the age of 3-15. While some of it may be true and students do have some sort of emotional coping experiences based on communication with their parents, teachers and peers, it is only a small part of what can be done to help them learn to become aware of their feelings and those of others, to be able to control their feelings, and treat others with empathy.

Performance Evaluation: A study conducted by Rode et al.(2007) predicted that emotional intelligence was related to

academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, majority of academic work is self-directed, requiring high levels of self-management. Therefore, individuals with high emotional intelligence would perform better academically¹⁹.

Academic Motivation: From the review of literature it has been observed that academic achievement is not only driven by EQ or IQ but there is a significant role of academic motivation also in it. The studies revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence which ultimately affects the academic achievement.

Suggestions

As emotional intelligence is not only a part of student life or on the world of education it is also becoming a significant factor of one's recruitment in corporate life and in social life too, which is beyond his academic achievement. The corporate world is recruiting leaders who display EI. The practice of reflective thinking is a powerful tool in bringing about understanding, competency and mastery into one's life. It is suggested to education world that mentors should now focus on the factors revealed in the study to develop highly emotionally intelligent youth to with such competencies where the academic achievement and social intelligence can be achieved and applied as well at the most. Emotional Intelligence is not, in itself, sufficient to create optimal outcomes for youth. However, the way emotional intelligence is used, both by youth and those who support them has a powerful effect on the children's lives.

Conclusion

As emotion is an important aspect of one's' life and its disturbance creates fears, worries, anxieties, annoyance, anger, resentment and irritability and makes it hard to achieve the desired goal. Mostly the academic achievement is less what they are expected to achieve. These negative feelings must be replaced by feelings of hope, courage and willing cooperation so that they can excel more. The present study reveals the factors Emotional Literacy, Academic understanding, Affective Domain Building, Self Assessment, Pressure Handling, Parental Guidance, Performance Evaluation, Academic Motivation which if emphasized may help the mentors, parents and academicians to motivate the children for the understanding of emotions in their lives. As we are educating not only the academic portion of the child, but also the affective (emotional) portion of the child is what it's all about. That's the whole child²⁰.

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