

A STUDY ON EMOTIONAL INTELLIGENCE AND ITS EFFECT ON ACADEMIC ACHIEVEMENT

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Abstract

Emotional intelligence is the ability to identify & manage your own emotions & the emotions of others. Emotional intelligence seems to be the key factor in understanding the students, regarding what motivates them, what they desire and how teachers can work better with them. Emotional intelligence contributes to creating lower levels of misconduct from the students directly and through attention to student needs, which acts as a mediator. The current study is an attempt to determine the role of emotional intelligence in identification of self-efficacy among students with different levels of academic achievement.

Keywords: Emotional Intelligence, Academic Achievement.

Introduction

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills:

1. Emotional awareness;
2. The ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions,
3. Which includes regulating your own emotions and cheering up or calming down other people?

Emotional intelligence, attention to student needs and student misconduct

Teachers high in emotional intelligence tend to be more caring of their students. They can better recognize student needs and they respond to these needs accordingly. They are also aware of their difficulties and their general emotions and they can promote them to make advances. Emotional intelligence seems to be the key factor in understanding the students, regarding what motivates them, what they desire and how teachers can work better with them. The students notice this and endeavor to work hard, in order to achieve their academic goals. They are, therefore, less likely to behave unacceptably. It seems that the more attention given by the teachers to the needs of their students, the less misconduct arises from their students. Emotional intelligence contributes to creating lower levels of misconduct from the students directly and through attention to student needs, which acts as a mediator. Dr. Salovey and Dr. Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability to reason using emotions, the ability to understand emotion and the ability to manage emotions.

1. Perceiving Emotions

The first step in understanding emotions is to

accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

2. Reasoning with Emotions

The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

3. Understanding Emotions

The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

4. Managing Emotions

The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspects of emotional management.

Review of Literature

S. Ramesh et al. (2010) [1]: Students are viewed as leaders of tomorrow and are expected to perform various roles with competence and efficacy. It is essential to develop the level of emotional intelligence right from the schooling as they have to get along with other people and to get things done through and with people. They should develop a right attitude towards working with people and be equipped with emotional intelligence to handle the intricacy of life. Our 15th and current Prime Minister of India Narendra Damodardas Modi is having a positive approach towards developing more entrepreneurs under various schemes like Make in India, which demands more

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level of emotional intelligence among the students who are the backbone of the future Indian economy. Entrepreneur plays an important role in the overall development of our country in general and economic development in particular. Entrepreneur is an individual who is often considered as a person who takes risks and starts his own business. He looks for opportunities and seizes opportunities mainly for economic gains. Entrepreneurs are action-oriented, highly motivated individuals who take risks to achieve goals (Samuel Thavaraj 2015). The present paper is an attempt to examine the relationship between the level of emotional intelligence and academic achievement of the students by review of the studies conducted in India and worldwide with particular emphasis on the impact of emotional intelligence on the academic achievements of the students in general

and college students in particular. The findings of the study reveal positive relationship between emotional intelligence and academic achievement among students.

M. C., Cloninger, C. R., et al. (2006) [2]: This review integrates 12 years of research on the relationship between academic self-efficacy and university student's academic performance, and known cognitive and motivational variables that explain this relationship. Previous reviews report moderate correlations between these variables, but few discuss mediating and moderating factors that impact this relationship. Systematic searches were conducted in April 2015 of psychological, educational, and relevant online databases for studies investigating academic self-efficacy and performance in university populations published between September 2003 and April 2015. Fifty-nine papers were eligible. Academic self-efficacy moderately correlated with academic performance. Several mediating and moderating factors were identified, including effort regulation, deep processing strategies and goal orientations. Given the paucity of longitudinal studies identified in this review, further research into how these variables relate over time is necessary in order to establish causality and uncover the complex interaction between academic self-efficacy, performance, and motivational and cognitive variables that impact it.

Ando, M., Asakura, T. (2007) [3]: This paper investigate the levels of students' academic self-efficacy beliefs and relationship between academic self-efficacy with students' academic performance among final year students' in one of Nigerian Colleges of education. Questionnaire was used as the means of data collection. A total sample of 339 respondents who were stratified and randomly selected from five faculties of the College participated in the research. The respondents were

between the age of 19 to 34 years old with mean age equals 23.19 (SD= 2.64). The findings revealed that, 80.82% of the respondents have higher levels of academic self-efficacy in the College. Also positive and significant relationship between academic self-efficacy beliefs with students' academic performance ($r=0.342$, $p<0.01$) were recorded. Therefore, it is recommended that students' should be exposing to the kind of self-efficacy intervention program in order for the students' to be having a kind of confidence to feel that, they can really perform well and deal with all academic related task positively, which in turn improve academic achievement of students' positively.

Components of Emotional Intelligence

Goleman broadened Dr. Mayer's and Dr. Salovey's four-branch system to incorporate five essential elements of emotional intelligence. Daniel Goleman developed a framework of five elements that define emotional intelligence:

1. Emotional Self-Awareness

Knowing what one is feeling at any given time and understanding the impact those moods have on others. People with high emotional intelligence are usually very self-aware. They understand their emotions and because of this, they don't let their feelings rule them. They are confident- because they trust their intuition and don't let their emotions get out of control. They are also willing to take an honest look at themselves. They know their strength and weakness. Many people believe that this self-awareness is the most important part of emotional intelligence.

2. Self-Regulation

Controlling or redirecting one's emotions; anticipating consequences before acting on impulse. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, Careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity and the ability to say no.

3. Motivation

Utilizing emotional factors to achieve goals, enjoys the learning process and perseveres in the face of obstacles. People with a high degree of emotional intelligence are usually motivated. They are highly productive, love a challenge, and are very effective in whatever they do.

4. Empathy

Sensing the emotions of others. This is perhaps the second most important element of emotional-intelligence. Empathy is the ability to identify with

and understand the wants, needs and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly and they live their lives in a very open, honest way.

5. Social Skills

managing relationships, inspiring others and inducing desired responses from them. It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skill are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

Conclusion

Teachers' emotional intelligence has an influence on the behavior of the students through their taking into account of the needs of their students. It might be important to share in collective activities at the school, in order to enhance teachers' emotional intelligence by concentrating on having greater interaction with the students and learning more about them and how they can help them to accomplish their aims. The team at the school might help the teachers regarding their problems with the curriculum by using and developing various methods and strategies to teach the students in a more convenient way. The supervisors have an impact on the teachers' abilities to cope with demands and leave them less likely to break down from reduced personal accomplishment. They need to be certain that they are interested in working together as they will benefit from this. The supervisors should take more care concerning the teachers, rather than monitoring or criticizing them. In addition to comparing the students' (with high and low academic achievement) level of access to emotional intelligence and self-efficacy

components, it clarifies whether emotional intelligence can explain self-efficacy, and if so, which components of emotional intelligence play a more important role in explaining self-efficacy in the above-mentioned groups. Answering these questions can improve the students' academic status through training workshops. Thus, the current research was an attempt to determine the role of emotional intelligence in identification of self-efficacy among students with different levels of academic achievement.

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