



## RELATIONSHIP OF EMOTIONAL INTELLIGENCE AND ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

J. ANITHA <sup>1</sup> | MR.R. VADIVELU <sup>2</sup>

<sup>1</sup> M.Ed Research Scholar, GRT College of Education.

<sup>2</sup> Asst Professor in Education, GRT College of Education.

### ABSTRACT

#### Keywords:

#### INTRODUCTION

Education may be defined as the integration of cognitive, affective and behavioural dimensions of learning across intrapersonal, interpersonal and social contexts. It refers to the process of holistic learning involving body, mind and emotion. In a restricted sense, education consists of methods of teaching traditional subjects such as languages, mathematics, science, social studies, physical educational and fine arts by applying cognitive, affective, introspective, intuitive (body or mind) and kinesthetic type of activities to the lessons being taught.

The core components of Mahatma Gandhiji's Basic Education emphasise the development of body, mind and spirit. He criticized the overemphasis on knowledge acquisition alone. In this context, he says, "Unless the development of the mind and body goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lop-sided affair". To him, briefly, education means "all round drawing out of the best in child and man-body, mind and spirit". Revisiting the educational ideas of Swami Vivekananda echoes the similar man making, character building education for India.

Educationists and policy makers today are becoming aware of the importance of providing all children with educational opportunities that develop their body, mind, emotion and spirit and thereby enhancing their emotional and social competence, along with scholastic achievement. Effective efforts to address students' emotional and social needs would promote academic performance and responsible citizenship, as strongly advocated by Secondary Education Commission (1952). Ultimately this harmonious blending of cognitive, affective and behavioural dimensions of education will result in the wholesome development of personality of students.

#### SECONDARY EDUCATION

Secondary education is the education of adolescents. It is a formative education for them and herein lies its need and importance. It is a connecting link between the primary and the higher education, but in any country only a handful of students join higher education and it is for the reason

that the education of the secondary level is developed as a complete unit. It provides them with that minimum knowledge and understanding of the world around them which is essential for their successful participation in social, economic, political and the other areas of life. It facilitates occupational mobility and social mobility and it is the stage of education which is considered as minimum level of attainment for people to survive in modern technological world. At the secondary level, students are made complete men, their ability to think and judge and to do work is cultivated and in this way the manpower of a country is developed. It is a very crucial phase in human development. It is the period which makes the growth of human being. If the feeling of responsibility for the society and country is developed among them at this age level, many prove to be good members of the society and good citizens of the country. To provide proper direction to restless adolescents and to help them proceed in proper direction is one of the most important tasks of the secondary education.

Secondary education is the basis of higher education, after its completion the students enter into higher education and prepare themselves to work in different specialized area of life. In case of their mental level is not developed through secondary education and the habit of study and hard work is not inculcated among them, they fail to achieve higher education. For a vast mass of population, in any country secondary education is a complete education and only the intelligent and able students go for higher education. It is for the reason that secondary education in most countries of the world is developed as a complete unit, such that it may develop the personality of children and may make them proficient in some vocation and prepare them as responsible citizens.

#### EMOTIONAL INTELLIGENCE (EI)

Emotional Intelligence is the set of abilities, how the people's emotional reports vary in their accuracy and how the more accurate understanding of emotion leads to better problem solving in individual's emotional life. More formally, it is defined as the ability to perceive and express emotion, assimilate emotion in thought, understand and

reason with emotion and regulate emotion in the self and others, "Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships". He redefines it by adding some more attributes like self-awareness, impulse control and delaying gratification, and handling stress and anxiety. He further elaborates the concept by saying that, there is an old-fashioned word for the body of skills that emotional intelligence represents, character emotional intelligence as "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". Personality characteristics that appeared related to life success and identified the following five areas with specific skills functioning relevant to success:

### 1. *Intra-personal skills*

- Emotional self-awareness
- Assertiveness
- Self-regard
- Self-Actualization
- Independence

### 2. *Inter-personal skills*

- Interpersonal relationships
- Social responsibility
- Empathy

### 3. *Adaptability skills*

- Problem solving
- Reality testing
- Flexibility

### 4. *Stress management skills*

- Stress tolerance
- Impulse control

### 5. *General mood*

- Happiness
- Optimism

#### 1. *Intrapersonal*

The intrapersonal components deal with abilities present within one. They are self-regard, emotional self-awareness, assertiveness, independence and self-actualization.

**a) Self-regard** – To accurately perceive, understand and accept oneself.

**b) Emotional Self-awareness** – To be aware of and understand one's emotions.

**c) Assertiveness** – To effectively and constructively express one's emotions and oneself.

**d) Independence** – To be self-reliant and free of emotional dependency on others.

**e) Self-actualization** – To strive to achieve personal goals and actualize one's potential.

#### 2. *Interpersonal*

The interpersonal components deal with abilities of humans with their immediate environment. They are empathy, social responsibility and interpersonal relationship.

**a) Empathy** – To be aware of and understand how others feel.

**b) Social Responsibility** – To identify with one's social group and cooperate with others.

**c) Interpersonal Relationship** – To establish mutually satisfying relationships and relate well with others.

#### 3. *Adaptability*

Adaptability components desire how one adjusts himself or herself with surroundings. They are reality testing, flexibility and problem-solving.

**a) Reality Testing** – To objectively validate one's feelings and thinking with external reality.

**b) Flexibility** – To adapt and adjust one's feelings and thinking to new situations.

**c) Problem-Solving** – To effectively solve problems of a personal and interpersonal nature.

#### 4. *Stress Management*

Stress management components explain how one manages stress and overcomes a conflict or difficult situation. They are stress tolerance and impulse control.

**a) Stress Tolerance** – To effectively and constructively manage emotion.

**b) Impulse Control** – To effectively and constructively control emotion.

#### 5. *General Mood*

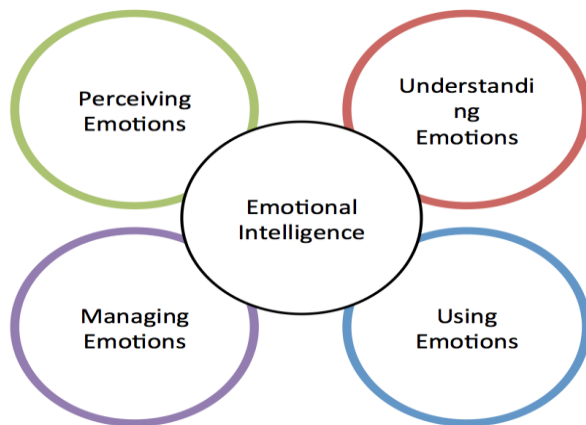
General mood components portray the state of feeling of humans. They are optimism and happiness.

**a) Optimism** – To be positive and look at the brighter side of life.

**b) Happiness** – To feel content with oneself, others and life in general.

Emotional self-awareness with other characteristics that are considered separable from mental ability, such as personal independence, self-regard and mood; this makes it a mixed model. Despite the breadth of his model, Bar-On is relatively cautious in his claims for his model of emotional intelligence. Although his model predicts success, this success is "the end-product of that which one strives to achieve and accomplish. Moreover, his Emotional Quotient Inventory (EQ-i) relates to the potential to succeed rather success itself". At a broader level, he believes that Emotional Quotient (EQ), along with Intelligence Quotient (IQ), can provide a more balanced picture of a person's general intelligence.

Critics of emotional intelligence claim that it is a type of personality miscast as intelligence. Still others would argue that emotional intelligence, if it were to be taken as a form of intelligence, would be subsume by general intelligence. However, as it can easily be seen, the concept of EQ is a broad umbrella term that refers to inter and intra personal skills, being aware of emotions and using emotional and social activities. Most of the authors on this topic note that in order to function fully as a member of society, one has to possess both IQ and EQ models of emotional intelligence appear to contain a mixture of different in composition, emotional and social skills and empathy seem to be the skills that appear in most models.



#### **FOUR DIMENSIONS OR DOMAINS OF EMOTIONAL INTELLIGENCE**

##### ***i. Self-awareness***

Self-awareness means knowing what one feels. It is a capacity for understanding one's emotions, one's strength and one's weaknesses, knowing one's feeling at that moment and using those preferences to guide our decision making having a realistic assessment of one's own abilities and a well grounded sense of self confidence. Identifying one's state of mind and feeling becomes a very important skill that all of us have to master in order to lead happy and fulfilling live. It improves one's ability to communicate and reduces the incidence of misunderstanding in relationship

##### ***ii. Self-management***

It is a capacity for effectively managing one's motives and regulating one's behaviour. It is important to manage one's own emotions, but this does not mean masking or hiding them. It is less impulsive but more rational. It just means being able to control the unhealthy expression of negative emotions, so that they are not harmful to one's own well being or that of others.

A person who is able to manage himself will be more responsible and is capable of planning and organizing himself and his daily routine activities. Further a person is able to focus on tasks at hand and long term goals and achieves the set objective.

##### ***iii. Social awareness***

It means the capacity for understanding what others are saying and feeling, and why they feel and act so. Social awareness is the ability to accurately read the emotions of others and understand their mood or the experiencing emotion. This skill is valuable in many social situations. If one identifies the emotions of others, then our interpersonal relationships will grow. A person who recognizes and understands others emotions will respect different viewpoints, will be a good listener and will be more sensitive and can imagine himself in others shoes.

##### ***iv. Relationship management***

It refers to the capacity for acting in such a way that one is able to get desired results from others and reach personal goals. It gives the capacity to handle emotions in relationship and social situations well and smoothly interact in the relationship **networks**. Using this skill, one can persuade and lead, negotiate and settle disputes, and win co-operation in team works. Some people seem to have a knack of getting along with others. These people become popular easily, and others feel like being around them. They have many friends and usually live an enthusiastic life.

#### **IMPORTANCE OF EMOTIONAL INTELLIGENCE**

Emotional intelligence allows one to think more creatively and use one's emotions to solve problems. Daniel Goleman (1998) believes that emotional intelligence appears to be an important set of psychological abilities that relates to success in one's life. Empathy and communication skills as well as social and leadership skills will be central to one's success in life and personal relationships. Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships. It describes abilities distinct from but complementary to thinking process. Emotional intelligence totally depends on the thinking process. Education is promoting thinking ability that is important for developing emotional intelligence which becomes a prime concern of teacher education. To ensure quality teacher education, these two variables emotional intelligence and adjustment are considered as vital areas.

#### **THE IMPORTANCE OF ACHIEVEMENT IN HIGHER SECONDARY STUDENTS**

Higher secondary students are a critical juncture in achievement. New social and academic pressures force adolescents toward different roles that often involve more responsibility. Achievement becomes a more serious business in adolescence, and adolescence begins to sense that the game of life is now being played for real. They even may begin to perceive current success and failures as predictors of future outcomes in the adult world. And as demands on adolescents' social interests may cut into the time they need to pursue academic matters or ambitions in one area may undermine the attainment of goals in another as when scholastic achievement leads to social disapproval.

How effectively adolescents adapt to these new academic and social pressures is determined in part, by psychological, motivational and contextual factors. Indeed, adolescents' achievement is due to much more than their intellectual ability. Students who are less bright than others may show an adaptive motivational pattern being persistent at tasks and confident about their ability to solve problems and turn out to be high achievers. In contrast, some of the brightest students have maladaptive achievement patterns giving up easily and not having confidence in their academic skills, and turn out to be low achievers. Thus, if a student has emotional intelligence, adjustment and self concept their achievement will automatically increase.

### **SUGGESTIONS FOR FURTHER RESEARCH**

The following are the suggestions for further research studies.

1. A similar study may be undertaken for college students, student teachers and polytechnic students.
2. This study can be extended to school and college teachers.
3. The sample is taken from Thiruvalluvar districts only. It can be extended to other districts.
4. Emotional intelligence may be undertaken for school teachers.
5. Some more dimensions are included in emotional intelligence, and can be taken into account for further investigation.

### **CONCLUSION**

A number of important implications for learning and teaching and those ideas are considered within the context of emotional intelligence, which impact on the achievement that students might employ during learning. Although much of the research on emotional intelligence, and achievement has been conducted with children, the literature on adult education is cited to prove evidence. In today's materialistic and highly competitive world, man seems to be losing their identity and direction. Fast growing technological changes have put a lot of pressure on them that blinds their vision for other alternatives of growth and survival.

It is evident that the level of emotional intelligence, achievement of the higher secondary students are positively correlated. The recommendations given by the investigator may be very helpful for improving the level of emotional intelligence, and achievement among higher secondary students. This study will be more fruitful when suggestions given by the investigator are applied for further study and it will be of a great help for those who want to study further in this field.

From the above discussion we can understand the importance and relationship of emotional intelligence and scholastic achievement of the higher secondary students.

### **REFERENCES**

1. Agarwal, J. C. (2003). *Basic Ideas in Education*. New Delhi: Shipra Publications.
2. Agarwal, J.C. (1996). *Theory and principles of Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Agarwal, J.C. (2005). *Development of Education System in India*. New Delhi: Shirra Publications.
4. Agarwal, Y.P. (1988). *Statistical Methods*. New Delhi: Sterling Publishers Pvt. Ltd.
5. Annaraja, P. and Jose, S. (2005). *Emotional Intelligence of B.Ed. Trainees. Research and Reflections*, 3 (2).
6. Bar-on, R. (1997). *The Emotional Quotient Inventory (EQ-i) a Test of Emotional Intelligence*. Toronto, Canada Multi-Health Systems.
7. Best W. John. (2006). *Research in Education*. New Delhi: Prentice Hall of India.
8. Best, John, W. and Khan James, V. (1992). *Research in Education*. New Delhi: PHI Learning Private Limited.
9. Bhatnagar, R. P. (1985). *Readings in Methodology of Research in Education*. New Delhi: Metropolita.
10. Biranchi Narayan Dash, (2004). *Teacher in Education in the Emerging Indian Society*. Vol. I, New Delhi: Neel Kamal Publications Pvt. Ltd.
11. Kothari, C. R. (2008). *Research Methodology, Methods and Techniques*. New Delhi: New Age International Pvt. Ltd.
12. Kulbir Singh Sidhu, (2001). *Research in Education*. New Delhi: Sterling Publishers Private Limited.
13. Mangal, S. K. (2008). *Advanced Educational Psychology*. New Delhi: Tata M.C.Grow publication Company limited.
14. Manju Mishra, (2007). *Education in Emerging Indian Society*. New Delhi: Alfa Publications.
15. Mehta, D. D. (2006). *Development of Education System in India*. Ludhiana: Tandon publications.
16. Mishra, B. K. (2009). *Fundamentals of Educational Research*. Merut: R. Lall book depot.
17. Arati, C. Prabha and Rathna, C. (2004). *Influence of Family Environment on Emotional Competence of Adolescents*. *Journal of Community Guidance and Research*, XXI (2), 213-222.
18. Ashforth, E. (2001). *The Hand Book of Emotional Intelligence (Book Review) Personal Psychology*, 54 (3): 721-725.

19. Dash, D. N., and Behera, N. P. (2004) *Teacher Effectiveness in relation to their Emotional Intelligence. Journal of Indian Education, 30 (3).*
20. Devi, Uma, L. and Mayuri, K. (2004). *The Relationship between Emotional Intelligence and Personality of Adolescents. Journal of Education and Psychology, LXII (1,2), 2-10.*
21. Jadhav, V. V. and Patil, A. B. (2011). *Emotional Intelligence among Student Teacher in Relation to General intelligence and Academic Achievement. Asian journal of Psychology and Education, 44 (56), 8-11.*
22. Monica Mahajan, (2011). *Academic Achievement in Relation to Emotional Intelligence and spiritual Intelligence, Edutracks, 10 (9), 32-36.*
23. Sasi Priya, R. (2013). *A Study of Emotional Intelligence and Academic Achievement of Higher Secondary Students. International Journal of Psychology and Education, 1 (2), ISSN: 2321 - 8606.*