



## EMOTIONAL INTELLIGENCE OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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### ABSTRACT

#### Keywords:

#### INTRODUCTION

The education that today focuses much on the cognitive aspect and we seldom give importance to the affective aspect. It has been accepted by all that education should help the individual to confidently meet the challenges of life and make successful adjustment in life. The purpose of education should not be simply providing food for the brain but it should replenish the heart as well. Swami Vivekananda had rightly pointed out, "It's the heart which takes one to the highest plane which intellect can never reach". So the emotional intelligent students can deal with emotional problems and also solve the learning problems.

Parents and teachers focus always on the academic performance through nurturing and they give least importance to emotional intelligence. Emotional intelligence of a student can affect one's life in many ways. An emotionally less intelligent student cannot afford to move to a higher ladder when compared to an emotionally stronger counterpart. The future citizens are shaped within the four walls of a class room. So, it is the teacher who shapes the destiny of the nation in the classroom.

*"By education I mean an all-round drawing out the best in child and man, body, mind and spirit" – Mahatma Gandhi.*

Through this saying we can clearly understand that the emotional intelligence of a person occupy a core part in the integrated development of an individual.

#### EMOTIONAL INTELLIGENCE

Emotional intelligence (E.I) has raised a very great deal of interest in the field of psychology, management and education. Although the roots of emotional intelligence can be traced back to over 2000 years, the famous psychologist E.L. Thorndike through his concept of social intelligence laid down a solid foundation of the essence of emotional intelligence in 1920. Thorndike defined social intelligence as "the ability to understand and manage men and women, boy and girls – to act wisely in human relations." There has been a growing interest in the concept of emotional intelligence (EI). The first comprehensive study and written account of the expression of emotions and is still

valid today. Other researchers who discovered "something emotional about intelligence" include.

- 1920 – Edward Thorndike (social intelligence; emotional factors)
- 1940 – David Wechsler ("non-intellective aspects of general intelligence")
- 1948 – R.W. Leeper (emotional thought)
- 1983 – Howard Gardner (multiple intelligence; interpersonal intelligence – people smart; Intrapersonal intelligence- self-smart)
- 1980 – Reuven Bar-on (emotional quotient)
- 1990 – Peter Salovey and Jack Mayer (emotional intelligence)

Emotional intelligence is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It's being able to manage distressing hopeful and optimistic when you have setbacks in working towards goals. Its empathy; knowing what the people around you are feeling. And its social skill-getting along well with other people, managing emotions in relationships, being able to persuade or lead others", Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it. According to this definition, every one of us may be found to have varying capacities and abilities with regard to one's dealing with emotions. Depending upon the nature of this ability, he or she may be said more emotionally intelligent or lesser, in comparison to others in the group. Emotional intelligence means being intelligent about emotions or being smart. It is the ability to acquire and apply knowledge from one's emotions and the emotion of other in order to be successful and lead a fulfilling life. "Emotional intelligence is the ability to perceive emotions to access and generate emotions so as to assist thought; to understand emotions and emotional knowledge; and to effectively regulate emotions so as to promote emotional and intellectual growth". It is an intelligence based on emotion, and people who have this capacity are less

depressed, healthier, and more employable and have better relationships.

**CHARACTERISTICS OF EMOTIONS**

- Emotions are prevalent in every living organism.
- They are present at all stages of development and can be aroused in young as well as in old.
- Emotions are individualistic, and they differ from person to person.
- Same emotion can be aroused by a number of different stimuli-objects or situations.
- Emotions rise abruptly but subside slowly. An emotion once aroused, tends to persist and leave behind, an emotional mood.
- Emotions have the quality of displacement. The anger aroused on account of one stimulus gets transferred to another situation. The anger resulting from being rebuked by the boss, gets transferred to beating the children at home.
- One emotion can give birth to a number of similar emotions.

**Self-Awareness**

People with high EI are usually very **self-aware**. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control. They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of EI.

**Self-Regulation**

This is the ability to **control emotions** and impulses. 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.

**Motivation**

People with a high degree of EI are usually **motivated**. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.

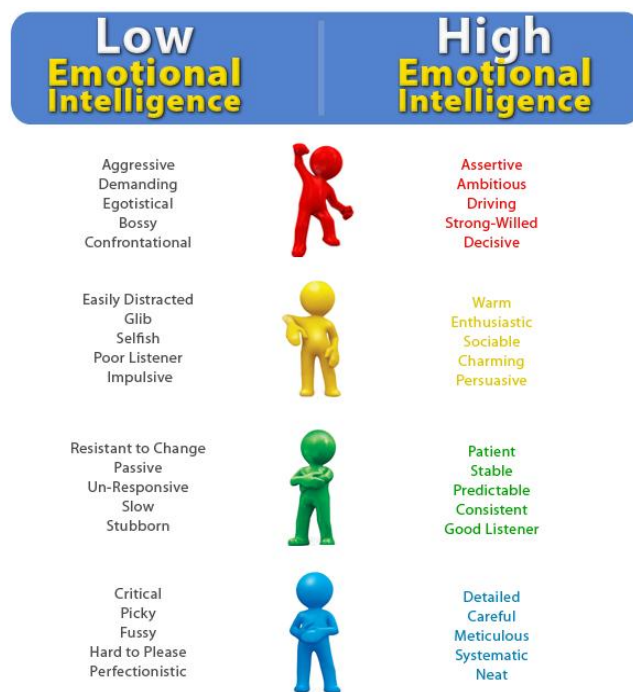
**Empathy**

This is perhaps the second-most important element of EI. **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.

**Social Skills**

It's usually easy to talk to and like people with good social skills, another sign of high EI. Those with strong social skills 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. As we have probably determined, EI can be a key to success in your life – especially in your career. The ability to manage people and relationships is very important in all leaders, so developing and using your EI can be a good way to show others the leader inside of you.



**EMOTIONS THE SECRET BEHIND SUCCESS**

Learning is an activity with an emotional dimension and before students can turn their attention to cognitive learning or the prescribed curriculum, they must feel physically safe and emotionally secure. How a student 'feels' about a learning situation determines the amount of time and effort they devote to it. Developing Emotional Intelligence could provide the 'missing link' to achievement in our schools. EI plays an important role in promoting academic progress and creating positive, lasting changes that will help learners in both school and non-school settings.

**EMOTIONAL QUOTIENT (E.Q)**

Emotional Quotient represents the relative measure of a person's emotional intelligence similar to intelligence quotient (I.Q.). We know that one's intelligence is an innate as well as acquired intellectual potential. Every child is born with some intellectual potential which grows and develops with the help of maturity and experiences.

Similarly, one is also born with some innate emotional intelligence in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. This potential (unlike intelligence) is liable to be developed or damaged as a result of one's experiences. The difference here is between the development pattern of innate emotional intelligence and general intelligence as a result of maturity and experiences. This potential of one's emotional intelligence is relatively measured through some tests of situations in life, resulting in one's emotional quotient (E.Q.) a relative measure of one's emotional intelligence potential. Consequently, the term emotional quotient (E.Q.) may be defined as a relative measure of one's emotional intelligence possessed by him at a particular period of his life.

### **RAISING EQ AMONG TEACHERS AND STUDENTS**

Studies have shown that IQ is inherent but EQ can be developed. For raising EQ one should concentrate on building skills in these five areas, identified by Yale psychologist, Peter Salovey:

- **Knowing emotions:** Increasing self-awareness i.e. the ability to recognize a feeling as it happens, developing the habit of monitoring feelings from moment to moment.
- **Regulating emotions:** Improving ability to handle feelings and to recover quickly from upsets and distress.
- **Motivating oneself:** Learning to marshal emotions in order to reach goals applying self-discipline, delaying, gratification and stifling impulsiveness.
- **Cultivating empathy:** Putting oneself in the order person's shoes, trying to recognize, identify and feel what others are feelings.
- **Managing relationship:** Responding appropriately and in helpful ways to the feelings of others, striving for social competence and including leadership qualities.

### **COMPONENTS OF EMOTIONAL INTELLIGENCE**

In essence, Emotional Intelligence (EI) is about recognizing and managing your emotions and those of others. There is a solid research basis from the fields of psychology, neuroscience, and business leadership. There are four fundamental aspects of EI (as measured by the Emotional Competence Inventory, published by The Hay Group): Self-Awareness, Self-Management, Social Awareness, and Relationship Management.

#### **Self-Awareness**

This is how aware we are and how accurately we can assess our emotions. Most of us are so busy with the daily grind that we rarely take a step back and think about how we're responding to situations and how we come across. The other source of self awareness is recognizing how

others respond to us. This is often challenging because we tend to see what we want to see. And we tend to avoid the uncomfortable action of asking others for feedback. To grow in our self awareness, consider building time for reflection into our day. Also consider getting into the routine of collecting specific feedback from people who will be honest and whose ideas value. A large study that compiled thousands of data points found that leaders who sought out *negative* feedback were much more self-aware and effective than those who sought out positive feedback.

#### **Self-Management**

Self-management is our ability to control our emotions. This component also includes our transparency, adaptability, achievement, and optimism. A key factor is whether we react or respond to situations. Answer these questions:

- When you get an irritating email, do you write back right away?
- Do you sometimes find yourself regretting how you handled yourself, wishing that you had been more calm and poised?
- Do you lose patience or rush others?

If we said yes to any of these questions, we may be in the habit of reacting rather than responding. When you react, you do what comes naturally, which is going with the emotional part of your brain. When you respond, you act against what is natural, which is why it is difficult. We engage the rational part of our brain and select the best response.

#### **Social Awareness**

Our organizational awareness, focus on service, and level of empathy compose our social awareness. Improve our organizational awareness by fine-tuning your radar for the emotional climate in groups, and recognizing power dynamics. Improve our service orientation by fine-tuning our radar for your customers' or clients' needs. Do this by first and foremost, always taking personal responsibility even when things aren't going well. Other strategies to enhance your service orientation include being as available and responsive to our customers as possible, and coming up with a system to regularly gather feedback.

#### **Relationship Management**

Developing others, serving as an inspiring leader and catalyst for change, collaborating with a high-performing team, and managing conflict are part of relationship management. We are high on this characteristic if others perceive as likeable and we are able to work well with diverse groups, even in the face of stress and conflict. As we can imagine, to do this requires the 3 characteristics we just discussed, plus finesse in dealing with others.

### **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 health. 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. 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 achievement. In short emotionally intelligent student would have better academic achievement or through EI there is a possibility of improvement of academic achievement.

### **EDUCATIONAL IMPLICATIONS**

1. Excellent performance in academic is the key target and goal for each student regardless of ethnic group. In order to obtain good results, apart from effective learning techniques, students should be able to recognize themselves in particular of self emotions, so that it does not become a stumbling to success. Hence the need to identify oneself, emotional intelligence should be noted not only for academic interest but also for success in life.

2. The key to obtain success of learning is to give full attention and concentration during the process of teaching learning. High level of emotional intelligence can help calm the mind and thus to increase the absorption of information received. As a result it will contribute to their academic achievement. It is recommended that students' academic achievement should be enhanced with the use of emotional intelligence training.

3. The inclusion of emotional intelligence as part of the curriculum could lead to a variety of positive personal, social and societal outcomes. Increasing emotional intelligence may not only facilitate the learning process and improve career choice and likelihood of success, but could also enhance the probability of better personal and social adaptation in general. The educational experience would be more balanced or holistic as it would focus on educating the whole person. There could also be beneficial effects for the institutions, improving the environment in which the educational experience occurs.

4. Students need the ability to appraise a situation correctly, react appropriately in difficult circumstances and exercise stress tolerance or display impulse control when making judgments about academic decisions. Students need activities and advising sessions that help establish proactive patterns that increase awareness about emotional intelligence. The goal is to foster skills that lead to academic success.

### **SUGGESTION FOR FURTHER STUDY**

The following are a few suggestions for the future researches to take up.

- i) Similar studies may be conducted in higher secondary students and various college students.
- ii) The study may also be extended for the students of professional colleges.
- iii) This study may be conducted in primary level.
- iv) A comparative study may be conducted in emotional intelligence in different areas.

### **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.

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