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## GRT EMOTIONAL INTELLIGENCE AND EDUCATIONAL ACHIEVEMENT



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**Abstract:** Goleman defines emotional intelligence as: I knowing one's feelings and using them to make good decisions in life; I being able to manage moods and control impulses; I being motivated and effectively overcoming setbacks in working towards goals. Emotional intelligence includes empathy, knowing what others are feeling, managing emotions in relation to others, and being able to persuade and lead others (3).

**Key words:** Emotional Intelligence, Educational Achievement.

### INTRODUCTION:

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.

The term emotional intelligence and academic writing exists in a series of John D. Mayer and Peter Salovey in 1990, 1993 and 1995. Mayer and Salovey (1993) was the first to present an academic about their findings in the field of emotional intelligence. They define emotional intelligence as a kind of social intelligence that involves the ability to control the emotions of self and others, to distinguish between types of emotion, using information to guide thinking and actions of a person. According to them, emotional intelligence can be categorized into five aspects of the dominance of self-awareness, emotional management, self motivation, empathy and interpersonal skills.

- (i) Self-awareness of the self-observation and identification of a feeling when it appears.
- (ii) Emotional management is the feeling that it is sufficient to handle the behavior, recognizing the feelings behind.
- (iii) Self-motivation is a move to the goal of positive emotions, better self-control and to delay gratification and impulse weakens.
- (iv) Empathy is sensitive to the feelings of others, caring and accepting their perspective and appreciate the differences that exist in the feelings of others.
- (V) Interpersonal skills to control the emotions of other people, have social competence and social skills.

### How do you 'teach' Emotional Intelligence?

Emotional Intelligence departs from traditional conceptions of intelligence in two ways. First, as we have seen, it values different ways of being bright. It asserts that understanding someone else's point of view, or knowing how to deal with stress, are forms of intelligence, just as useful – indeed, quite possibly more so – than being able to solve logical brainteasers fast under pressure. The second difference is just as important. Where many versions of IQ theory focus on its fixed, even inherited, character, Emotional Intelligence focus on the extent to which emotional competence can be developed. Whereas a child of 'low (intellectual) ability' tends to be seen as a prisoner of their genes, Emotional Intelligence is of interest to so many teachers because they believe they can do something to help.

### Triggers and emotional reactions

Trigger	Feeling	Reaction	Signal	Resolution	Pathology
Alarm	Distress	Wiggle/cry	'Help!'	Comfort	Hysteria
Threat (escapable)	Fear	Fight/focus	'Look there!'	Safety	Phobia
Threat to resource	Anger	Fight/intimidate	'Back off!'	Triumph	Chronic aggression
Irretrievable loss	Sadness	Withdraw/mope	'Leave me alone!'	Acceptance	Depression
Depletion	Tiredness	Rest	'Do not disturb!'	Energy	Exhaustion
Toxicity	Disgust	Close senses/repel	'Avoid this!'	Relief	Compulsion
Novelty	Interest	Investigate/learn	'Look at this!'	Mastery/power	Recklessness
Disruption	Anxiety	Startle/vigilance	'Trouble!'	Clarity/purpose	Anxiety disorder
Resource	Desire	Appropriate/consume	'That's mine!'	Satiation	Obsession

### ACADEMIC ACHIEVEMENT

Nowadays, educators are very concerned with the achievement outcomes of their educational programs. It is necessary for educational institute to establish plans for being safe and drug free, close the achievement gap between high- and low-performing students, close the achievement gap between disadvantaged children and their more advantaged peers, prevent at-risk students from dropping out of school, and implement prevention programs that are grounded in scientific research and provide evidence of effectiveness.

It seems as if people sometimes forget their own lived experience when they step into the world of Emotional Intelligence. All the puzzling details of our emotional lives – of anxious phone calls, frosty silences, sudden smiles, stabs of envy and pangs of guilt – can get bleached out in the bright light of cheerful nostrums and confident advice. 'How simple life would be, if it was as simple as we think,' said the novelist Michael Dibdin. And nowhere does that wry comment apply more strongly than to the business of 'emotional education'. Let us be optimistic, by all means. But let us not deceive young people, or their teachers either, about the slipperiness and inscrutability – the marvelous mystery – of their emotional lives.

#### **MODELS OF EMOTIONAL INTELLIGENCE**

According to Mayer, Salovey, and Caruso (2002), there are three theories within the emotional- intelligence paradigm. Each theory has developed in the last decade as an attempt to explain the abilities, traits, and competencies associated with emotional intelligence.

The first model developed by Mayer et al. (1997) is called an ability model, which focuses on the constructs that increase intelligence through the understanding of emotions. EI, in this model, represents the potential for achieving mastery of specific abilities in the emotional intelligence domain.

The second model, called trait model of EI, was developed as Bar-On (2000) model. It measures EI through five composites: Interpersonal Skills, Intrapersonal Skills, Stress Management, Adaptability, and General Mood. Bar-On (1997) theorized that emotionally intelligent people “are generally optimistic, flexible, realistic, and successful at solving problems and coping with stress, without losing control” (p. 156).

The last model, which was developed by Goleman's model of EI (1998), is a competency model. In this model, emotional intelligence in the context of work has been shown to inspire others to problem solve, cooperate, and work to find equitable ways to develop solutions that benefit all sides of a conflict (Goleman, Boyatzis, & McKee, 2002). According to them, workers are more likely to give such leaders bad news, allow problems to be addressed, and necessary changes to be carried out.

#### **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<sup>6</sup>. 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.

#### **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 academically.

**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.

#### **NEED OF EMOTIONAL INTELLIGENCE**

Nelson and Low (2005) identified the need for more effective development of emotional intelligence skills when they stated that: The qualitative, holistic, emotive and subjective experiences of students are critical to healthy growth and development.

Emotional development of students does not seem important until behaviour becomes problematic and reported. Familiar examples are under-achievement, bullying, attrition, school violence, absenteeism, substance abuse, lack of motivation and psychoeducational problems. Even though educators are compassionate, specific help is often absent, ineffective or too late. Proactive programmes to identify and develop emotional skills are needed to prevent problematic behaviours and not react to them after the act. Considering the claims of some of these studies that emotional intelligence accounts for more of the exceptional achievements in students ( Nelson and Low, 2003; Vela, 2003), the present study sought to determine the role of emotional intelligence in the academic achievement of students.

The decline in the academic achievement of students has been a major source of concern to stakeholders and policy makers in the education sector. Measures taken by the government at various levels to eliminate this problem and improve the academic achievement of students have focused more on improving infrastructure, equipping the schools and providing qualified teachers, may not have produced the desired results. Poor academic achievement among students limits their potentials for advancement in career and their ability to compete effectively in an ever increasingly competitive global village. Though the

curricula at the level are designed to address this inherent gap but the importance of students' emotional standard of performance may have been seen to be missing, misunderstood or neglected.

It is therefore necessary to interrupt the ugly trend of poor academic achievement among secondary students by developing and enhancing their emotional intelligence skills which have been observed to be major determinants of academic achievement because a student may recover from physical pain or injury, but may never recover from the terror and degradation of his or her emotional state.

Research into how people learn indicates a need to incorporate Emotional Intelligence awareness into the learner. It is evident that having high cognitive functioning does not necessarily translate into a successful future. The resultant need for people to understand and manage their emotions has led to education authorities adopting programmes under the umbrella of 'emotional literacy.' This means that the classroom teacher is now faced with research that emphasizes the importance of incorporating Emotional Intelligence into teaching and learning.

Today companies worldwide routinely look through the lens of Emotional Intelligence in hiring, promoting, and developing their employees. For instance, Johnson and Johnson, CREIO member, found that in divisions around the world, those identified at mid career as having high leadership potential were far stronger in Emotional Intelligence competencies than were their less-promising peers. CREIO continues to foster such research, which can offer evidence-based guidelines for organizations seeking to enhance their ability to achieve their business goals or fulfill a mission.

#### **CONCLUSION**

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. Emotional intelligence appears to be a core ingredient that, when developed and well employed, has wide –ranging benefits for learning, relationships, and wellness.(Six Seconds, Emotional Intelligence Network, 2007)

It is concluded that there is a relationship between emotional intelligence skills and academic achievement such that developing emotional intelligence skills of a student will lead to the enhancement of his/her academic achievement. Therefore, it is hereby recommended that:

Balanced combination of emotional mind and cognitive mind in training students will facilitate the identification, recognition and development of their emotional skills which will in turn contribute to their personal, academic and career success.

Curriculum experts should develop an affective instructional curriculum that incorporates emotional intelligence skills with the objective of enhancing personal and career success of students.

In other words Academic achievement without Emotional Intelligence does not indicate future success.

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