



Emotional Intelligence and Academic Achievement

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Education, Emotional, Intelligence, Academic Performance, Academic Achievement

T.Manichander

Research Scholar, Faculty of Education, IASE, Osmania University, Hyderabad-500 007, Andhra Pradesh.

ABSTRACT *Teachers with high Self- awareness are fully aware of their emotions, feelings when they teach, interact with students and bear the capacity to assess themselves correctly. As they know their strength and weakness thoroughly, they can be good guides and counselors for the students in institutions. Such teacher can visualize the pros and cons of any situation and are able to initiate change with courage and confidence. They take efforts to learn new things and show interest to update them. They are dynamic and emotionally well balanced people.*

Education is a process of preparing an individual for complete living. Teachers have to play vital roles in the teaching learning process at various levels. It is not just coaching the students to memorize certain facts and concepts from the content area of syllabus for examination purpose and helping them to get better marks and grades but capable of influencing the thoughts and deeds of the future generation. It is the responsibility of the teacher to guide and inspire his students to enrich his discipline and inculcate necessary values which are in consonance with our cultural heritage and national objectives. In short the destiny of the students is shaped in the classrooms by the teachers. Thus teaching is changing into a complex and challenging task, it demands a variety of human traits and abilities. Only good and effective teachers can promote good qualities, thoughts and principles among the pupils in the classrooms. The effectiveness of a teacher is considered to be associated with Emotional Intelligence (EI) along with other qualities. EI is considered as the most important determinant of success and achievement in professional and personal life.

EMOTIONAL INTELLIGENCE

EI is a very recently described form of intelligence. It is the capacity for recognizing one's own feelings and those of others. It is motivating, guiding, regulating, and fine-tuning one's own and other's feelings to express them appropriately and effectively. It enables people to work smoothly together towards their common goals. Salovey and Mayer (1993) described EI as the ability to perceive emotions, to access and generate emotions, so as to assist and generate thought, to understand emotions and emotional meanings, and to effectively regulate emotions in ways that promote emotional and intellectual growth. According to Daniel Goleman, (1996) EI is the capacity for recognizing own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. In the words of Daniel Goleman an individual's success at work is 80 percent dependent on EI and only 20 percent dependent on the Intelligence Quotient (IQ). Bar-On (1997) said that EI is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. Stein and Book (2000) added that EI has to do with the ability to the political and social environment, and landscape them, to intuitively grasp what others want and need, what their strength and weakness are, to remain unruffled by stress, and to engage the kind of person that others want to be around. In short EI is the harmonization of the abilities of head, a heart and hand.

EVOLUTION OF EMOTIONAL INTELLIGENCE

The roots of EI can be traced from the writings of Aristotle, the Greek Philosopher in 350 BC, "Anyone can become angry - that is easy. But to be angry with the right person to the right degree, at the right time, for the right purpose and in

the right way - this is not easy". Darwin wrote about the importance of emotional expression for survival and second adaptation. It gained practical perspective in the 20th century, when Edward Thorndike in 1920, talked about 'Social Intelligence' as the ability to get along with other people. In 1940, David Wechsler, one of the fathers of IQ testing urged that affective components of intelligence may be essential to succeed in life. In 1950, Abraham Maslow described how people can build emotional thought. In 1975, Howard Gardner published 'The Shattered Mind', which introduced the concept of Multiple Intelligences. In 1985 Wayne Payne introduced the term emotional intelligence in his doctoral dissertation. In 1990, psychologists Peter Salovey and John Mayer published their landmark article, "Emotional Intelligence", in the journal of "Imagination, Cognition and Personality". In 1995, the concept of emotional intelligence is popularized after the publication of Daniel Goleman's book 'Emotional Intelligence: why it can matter more than IQ'. Nowadays various Models of EI have also evolved. Some of the important Models of EI are Salovey and Mayer's Ability Model, Daniel Goleman's Competency Model, Bar - On's Model of Emotional -Social Intelligence (ESI) and Soviet-born British psychologist Konstantin Vasily Petrides (K.V. Petrides) proposed Trait EI Model (Wikipedia on Emotional Intelligence derived on 20/7/2011).

ELEMENTS OF EMOTIONAL INTELLIGENCE

Daniel Goleman identified the following five elements as the components of Emotional Intelligence: self-awareness, self-regulation, motivation, empathy and social skills.

1. Self -awareness

It means knowing one's internal states, preferences, emotions, resources, drives, strengths and shortcomings. The ingredients of this ability are emotional awareness, accurate self-assessment and self-confidence.

2. Self-regulation

It means managing and handling impulses, distress feelings and upsets. Because of this ability one can stay calm, positive and unflappable even under pressures. The ingredients of this ability are self-control, trust-worthiness, conscientiousness, adaptability and innovation.

3. Motivation

It is an emotional tendency that guides or facilitates reaching goals. It is an ability to pursue goals with energy and persistence. Achievement drive, commitment and initiative & optimism are the motivational competencies.

4. Empathy

It means understanding the issue or concern that lies behind another's feelings. It is an ability to look things from others point of view. It includes understanding others, service orien-

tation, developing others, leveraging diversity and political awareness.

5. Social skills

It is an ability to build rapport with various sections of society and create a net work of people. Social skills underlie competencies like influence, communications, conflict management leadership and change catalyst.

ACADEMIC PERFORMANCE

Academic performance is the knowledge attained or skills developed in the school subjects usually designated by test scores or by makes assigned by teachers or by both. Achievement objective is commonly a measure of the students ability inter most standardized test results.

"M.B. Buch (1978-1983) reveals achievement is of paramount importance in the present Socio-economic and cultural contents. The school has its own systematic hierarchy which is largely has on achievements and performance rather than quality, the school tends to emphasize achievement which facilitates among other things. The process of role allocation for the Social system, the school performs the function of selection and differentiation among students on: The basis of their scholastic and other attainment and opens out avenues for advancement again primarily in terms of achievement".

ACHIEVEMENT

The successful reaching of a goal. Used particularly to refer to real-life successes and when evaluating a person's life. Achievement is (1) accomplishment of specified objectives. (2) Past performance (3) what an individual (or) organization has accomplished in the past in contrast with "ability" which refers to what an individual or organization can do now.

ACADEMIC ACHIEVEMENT

A measure of knowledge gained in formal education usually indicated by test scores, grade point averages, and degrees. Academic achievement refers to the marks obtained by the students in their final school examinations in a particulars course of study. According to Good C.V. (1959) Dictionary of education, Academic achievement is a specific level of attainment or proficiency in academic work as evaluated by the teachers by standard tests, or by a combination of both.

A few studies have been conducted on people-teachers. Deva (1966) found that social adjustment and academic achievement of pupil teachers significantly predicted the teaching ability. Gupta (1977) while making a study of successful teacher found that success in teaching was significantly related to the areas of home, health, social, emotional and total adjustment, and to professional attitudes, but had no relationship with academic achievement. Seetha (1975) while inquiring into the psychological and social factors affecting academic achievement found that no significant relationship existed between interest and academic achievement

IMPORTANCE OF EMOTIONAL INTELLIGENCE IN ACHIEVEMENT

Teachers with high Self- awareness are fully aware of their emotions, feelings when they teach, interact with students and bear the capacity to assess themselves correctly. As they know their strength and weakness thoroughly, they can be good guides and counselors for the students in institutions.

Such teacher can visualize the pros and cons of any situation and are able to initiate change with courage and confidence. They take efforts to learn new things and show interest to update them. They are dynamic and emotionally well balanced people. They not only excel but also emotionally manage themselves and others in relationships of others dealings. Teachers with high Self-regulation can regulate themselves very efficiently and remain the source of inspiration to every student. These teachers show integrity and honesty in their approaches. They are reliable, authentic and accountable. They can easily build rapport with students. They are innovative, effective and open to new information. They are deeply committed to the professions. They can handle any challenging atmosphere in the institution. Teachers with high EI can easily maintain their emotional balance and improve the emotional well being of their students. Teachers with high Motivation are achievement oriented people. They produce tremendous results by their deep commitment and optimistic outlook. Highly motivated teacher are always respected in the institutions. Their mere physical presence makes a lot of difference in the atmosphere. Their optimistic view encourages students to be pioneers in their life. A teacher has to be empathetic rather than sympathetic. Empathetic teachers can easily grasp the problems, worries and difficulties of students very quickly. Such capacity facilitates them to act according to the level and need of the students. Their ultimate concern is to work for the development of students and institutions. They can function as counselors and guardians of students. Teachers with high Social Skills are multi-talented. They can positively influence students, manage any difficulty or conflict in the day to day functioning of institution. They show tremendous maturity and growth in their way of communicating a message or teaching in a class. Thus teachers with high EI can enlarge the vision of students. Swati Patra (2004) claims that in the changing competitive environment one need more than just brains to achieve organizational development. EI can help in creating an enthusiastic work environment and efficient administration.

CONCLUSION

The good news about EI is that it can be learned, developed and increased throughout life. The age, experience and learning outcome enhance the level of EI of persons. S.J. Mariadoss (2000) claims that emotionally intelligent persons be it teachers or students, religious or secular, male or female, officer or an ordinary employee are principled people, are hard workers, act with conscience, are good character, are morally good, are very humane and ready to sacrifice themselves for others. So, the teachers must develop and promote various traits of EI in them in order to teach the art of learning as well as the art of leading a happy and successful life efficiently and efficiently.

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