

IMPACT OF EMOTIONAL INTELLIGENCE ON PRIVATE SCHOOL PERFORMANCE IN INDORE (M.P)



Management

KEYWORDS: Emotional intelligence
and Private school performance

Shikha Saxena

Research Scholar, DAVV, Indore

ABSTRACT

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. As we are educating not only the academic portion of the child, but also the affective (emotional) portion of the child is what it's all about.

INTRODUCTION

Each day the front page of the newspaper and news reminds adults in this nation of the rising Emotional turmoil, our youth are experiencing and showing their anxiety, anger, and depression in ways that are more violent than ever before in this nation's history. From shooting their teachers and peers to killing themselves, it is obvious that children are not identifying or dealing with their emotions intelligently.

The majority of the children murdered in this country are killed by parents and step parents, many of whom say they were trying to discipline the child for behavior like blocking the TV or crying too much, it suggests a demand for remedial emotional education. Children must be taught Emotional intelligent skills while they are still young, Goleman argues, because there is a "neurological window of opportunity" since the brain's prefrontal circuitry, which regulates how we act on what we feel, probably does not mature until mid-adolescence (Gibbs, 1995).

REVIEW OF LITERATURE

Research indicates that, at most, IQ contributes about 20 percent to the factors that determine success - leaving 80 percent to other forces. These other forces make up what is called "emotional intelligence": abilities such as getting along with others, self-motivation, persistence, controlling impulses, empathizing, and regulating one's moods are included in ones EQ (Goleman, 1995).

Mayer & Salovey define emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990, p. 189). They later redefine the term as the ability of an individual to perceive precisely, evaluate, and articulate the individual emotions. This in turn requires the ability to access; generate feelings, positive thinking; and the ability to understand emotion of self and others which leads to gaining of emotional knowledge and to modify the behaviors accordingly. This leads to a balanced emotional approach wherein the relationships of the individuals are not affected. (Mayer and Salovey, 1997).

Emotional Intelligence (EQ) has given educators and parents hope for change in the future, if we can teach children to be more emotionally aware of themselves and others, they may be more capable to change some of the before mentioned, alarming statistics. Emotional Intelligence is a relatively new concept coined by Yale psychologist Dr. Peter Salovey and John Mayer from the University of New Hampshire and taken to the national market by Dr. Daniel Goleman, a psychologist from Harvard University. The concept was taken to the rest of the world through Dr. Goleman's book titled "Emotional Intelligence"

Bay & Mckeage (2006) investigated the level of emotional intelligence of accounting students using Mayer Salovey-Caruso Emotional Intelligence Test. They concluded that the level of emotional intelligence of the students in the sample could be a concern and there was no evidence that one term of traditional accounting education could be expected to provide an opportunity for improvement.

Nwadinigwe & Azuka-Obieke (2012) aimed to examine the relationship between emotional intelligence and academic achievement among senior secondary school students. They revealed that there was a positive relationship between emotional intelligence skills and academic achievement such that developing emotional intelligence skills of a student would lead to the enhancement of his/her academic achievement.

Salovey, Peter et al. (2003). Emotional Intelligence, Personality and the Perceived Quality of Social Responsibilities, Personality and Individual Differences, 35(3), 641-658.

THE GAP OF STUDY

Most educators fail to see the connection between a child's Emotional state and his/her school and academic performance. Although eastern cultures recognize the mind/body connection, the Western world has limited the developmental potential of our children by not recognizing the integrated connection.

OBJECTIVES OF THE STUDY

- The purpose of this study is to recognize the importance of Emotional development and its direct connection to schooling.
- To indicate the importance of Emotional Intelligence and its relationship to school performance.

RESEARCH METHODOLOGY

The study will correlate the Emotional intelligence of adolescent age school students to various indicators of school success including grades, ability, achievement levels, attendance, and discipline.

The EQ assessment tool will indicate the child's level of "emotional smarts" as defined in the model designed by Dr. June Donaldson. EQ levels will then be correlated to the school performance factors indicated above. The school performance factors are available to the researcher through school records. The data collected will be correlated by single and multivariable analysis. Spearman rank correlation and Kendall correlation will also be used when more than one variable is being correlated.

- EQ levels determined through psychometric means. The Emotional SMARTS Questionnaire (ESQ) will be used to determine level.

- Grades will be used and taken from teacher's reports and/or computer database information.
- Ability, achievement, and proficiency scores will be used from the student's file.
- Attendance used from attendance records compiled in the office. School discipline used and taken from the student discipline record

DATA COLLECTION

- Primary as well as secondary data is used.

SAMPLE SIZE

- Both Girl and Boy subjects evaluated (500 Boys and 500 girls)

SAMPLE UNIT

- 4 private schools were selected from Indore. Out of these selected schools, 1000 students were taken as the subject for the Research study.
- School age population – ages 11 through 18

HYPOTHESIS

- Those with higher EQ levels will have higher school performance.
- Those with higher EQ levels will be more involved with organized school activities.
- Those with higher EQ levels will have fewer discipline problems.
- Those with higher EQ levels will have better attendance.
- Those with higher EQ levels will have higher grade point averages.
- There will not be a significant correlation between EQ and ability levels.

The Emotional SMARTS Questionnaire (ESQ) is a psychometric assessment tool designed to measure the Emotional SMARTS Model of Dr. June Donaldson. It consists of 313 items scaled in both positive and negative directions to reduce response bias. Reliability analysis yielded moderately high and very high magnitudes of internal consistency indicating very good dimensionality among both item subscales and subscale composites. Descriptive validity was demonstrated using well-known test subjects who displayed expected areas of improvement and areas of strengths. Ongoing validation studies are currently being conducted to further the predictive validity of the ESQ.

SUGGESTIONS

As Emotional intelligence is not only a part of student life or on the world of education it is also becoming a significant factor of one's recruitment in corporate life and in social life too, that is beyond his academic achievement. The corporate world is recruiting leaders who display EI. The practice of reflective thinking is a powerful tool in bringing about understanding competency and mastery into one's life. It is suggested to education world that mentors should now focus on the factor revealed in the study to develop highly emotionally intelligent youth to with such competencies where the academic achievement and social intelligence can be achieved and applied as well at the most. 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.

FINDINGS OF THE STUDY

From the thorough study of review of literature on emotional intelligence and school performance and the outcomes are the factors which are significantly related to emotional intelligence and their effect on school performance and by emphasizing on those we can improve the quality education for high school performance and academic achievement and social intelligence as well by students. From the thorough study of review of literature on emotional intelligence and academic achievement outcomes are the factors

which are significantly related to emotional intelligence and their effect on academic achievement and by emphasizing on those we can improve the quality education for high academic achievement and social intelligence as well by students.

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. As we are educating not only the academic portion of the child, but also the affective (emotional) portion of the child is what it's all about. That's the whole child.

REFERENCES

1. Abisamra, N. (2000). The relationship between emotional intelligence and academic achievement in eleventh graders. *Research in Education*. FED 661. Addable, S. O. (2004). Gender differences on a locally standardized anxiety rating scale in mathematics for Nigerian secondary schools in Nigerian. *Journal of Counselling and Applied Psychology*, 1, 22-29.
2. Adegbite, A.S.I. (2005). Influence of parental attribution of success/failure on academic performance of secondary school student in Ilorin metropolis. *The Counsellor*, 21, 238-246.
3. Goleman D., *Working with Emotional Intelligence*, New York: Bantam Books, (1998) 3. Salvia J. and Ysseldyke J. E., *Assessment* (8th ed.), New York: Houghton Mifflin, (2000)
4. Baron R., *Emotional and Social Intelligence: Insight from the emotional quotient inventory*, (2000) Goleman D., *Emotional Intelligence at Work*, New York, Bantam Books, (1995)
5. Bar-On, Reuven (1997), *Bar-On Emotional Quotient Inventory User's Manual*, Toronto: MHS Inc. Bay, Darlene & Mckeage, Kim (2006). *Emotional Intelligence in Undergraduate Accounting Students: Preliminary Assessment*, *Accounting Education: An International Journal*, 15(4): 439-454.
6. Sandy Labby Frederick C., Lunenburg John R. Slate, *Emotional Intelligence and Academic Success: A Conceptual Analysis for Educational Leaders*, *International Journal of Educational Leadership Preparation*, 7(1), (January- March.), Jan 13 (2012)