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ROLE OF EMOTIONAL INTELLIGENCE FOR ACADEMIC ACHIEVEMENT FOR CHILDREN IN EDUCATIONAL INSTITUTIONS

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Abstract

In the current competitive environment where students are expected to perform multi roles with efficiency and effectiveness, it is highly needed to develop their right attitude and emotional intelligence towards the unseen complexities of life and quality education. As emotional intelligence is a subset of social intelligence with the ability to understand and monitor one's own feelings and others too which allows a student to mine the required data for his academic achievement which is an outcome of education and the extent at which the educational goal has been achieved. The emphasis of this paper was to determine the factors which are affecting the development of emotional intelligence and its role in academic achievement for students. In this research secondary data has been collected out of which we find out the correlation between emotional intelligence and academic achievement and teaching emotional and social skills at school not only positively influence academic achievement during the year when these were taught but also leaves the impact in long term achievement Findings of this paper present that academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicate the weak personality and ability to build relations at working place as well in schools and it is highly important for quality education. In current system of education in India as well in globe is putting the future of children in a race where everyone would be searching for a short cut for success in his life. But then we would be in the struggle of dissemination of sweetness and light to develop his personality with an apt balance of emotional intelligence and competence. The student plays no active role in the attainment of knowledge. His entire education is passive and mechanical. Things are loaded on his mind which he cannot digest; he only crams and therefore they never become his own, which at the end puts him in the struggle for his academic achievement.

Keywords: Academic achievement, emotional intelligence, social intelligence, quality education.

INTRODUCTION

In current system of education in India as well in globe is putting the future of children in a race where everyone would be searching for a short cut for success in his life.

But then we would be in the struggle of dissemination of sweetness and light to develop his personality with an apt balance of emotional intelligence and competence. The student plays no active role in the attainment of knowledge. His entire education is passive and mechanical. Things are loaded on his mind which he cannot digest; he only crams and therefore they never become his own, which at the end puts him in the struggle for his academic achievement. 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. Present education world is making all efforts to provide quality education for the students in today's school. For that we can teach and improve some crucial emotional competencies among children such as emotional intelligence, intelligence quotient which describes the ability of one to use emotions effectively and productively. Before going in the depth of role of emotional intelligence in academic achievement it is important to understand the meaning and concept of emotional intelligence and academic achievement.

EMOTIONAL INTELLIGENCE

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. From the above definitions it is clear that Emotional intelligence is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. There are five elements identified as the components of emotional intelligence: self awareness, self regulation, motivation, empathy and social skills that comprise the field of emotional intelligence. Emotional intelligence has four branches: Perceiving emotions, reasoning with emotions, understanding, managing emotions. Emotional intelligence has four attributes: Self awareness, self management, social awareness, relationship management.

Importance and effects of Emotional Intelligence Many researcher shows that the people who are academically brilliant and yet are socially inept and unsuccessful at work

or in their personal relationships. It has significant effect on other factors too in general life. Performance at work: The student should be able to navigate the social complexities, lead and motivates others to excel in their career.

Physical health: They should be able to manage stress level, which can lead to serious health problems (blood pressure, suppress the immune system, increase the risk of heart attack and stroke).

Mental health: Uncontrolled stress can also impact mental health, making vulnerable to anxiety and depression, mood swings lonely and isolated due to incapability for controlling emotion.

Relationship: By understanding emotions and how to control them, they will better able to express, own feelings and others feeling. This will help to communicate more effectively and forge stronger relationship, both at work and in personal life.

Academic Achievement: Academic achievement is the outcome of education –the extent to which a student, teacher and institution has achieved their educational goals. Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign. Academic achievement can be referred here as academic intelligence, by academic intelligence means a typically defined by conventional definition and tests comprising so-called general ability and related abilities Students ability to express his or her personality and to enjoy rich and complex social relations depends largely on his mastery of academic matters. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects is more important procedural knowledge such skills or declarative knowledge such as facts Achievement encompasses student ability and performances; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development it reflects the whole child 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. It is claimed about IQ; we can teach and improve in children some crucial emotional competencies. 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.

OBJECTIVES OF THE STUDY:

- i. To understand the relationship between EI and academic achievement,
- ii. To understand the role of teachers, parents and education curriculum for developing emotional competencies in students,
- iii. To explore the factors from secondary data which can affect the academic achievement and development of emotional Intelligence,
- iv. To open the new vistas for the further research in the related field

REVIEW OF LITERATURE

The purpose of this study was to see whether there is a relationship between emotional intelligence and academic success. Do high achievers in 11th grade have a high emotional intelligence level or isn't there any relationship between their achievement and their emotional intelligence? So, the population of this study was the 11th graders in Montgomery, Alabama. The sample was 500 11th graders—boys and girls-- from public and private schools in Montgomery, Alabama. The sampling was stratified, making sure that schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. The sample was given the Bar On Emotional Quotient Inventory (EQ-i) They calculated the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards they had compared these grades with the Emotional Intelligence level of each student, to see whether there is a relationship between emotional intelligence and academic achievement.

FINDINGS OF THE STUDY

From the thorough study of review of literature on emotional intelligence and academic achievement the 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. 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.

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

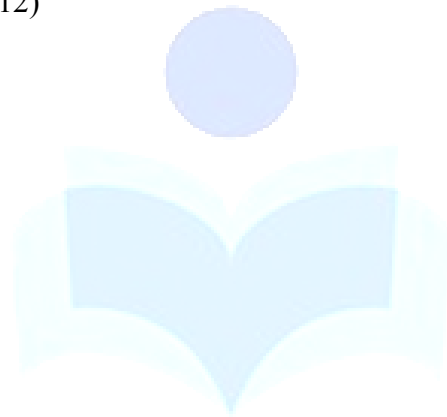
Guidance, Performance Evaluation, Academic Motivation which if emphasized may help the mentors, parents and academicians to motivate the children for the understanding of emotions in their lives. As we are educating not only the academic portion of the child, but also the affective emotional portion of the child is what it's all about. That's the whole child.

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