



# A STUDY ON EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG ELEMENTARY SCHOOLS STUDENTS

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**KEY WORDS-** Intelligence, Environment, Theories of intelligence, Emotional Intelligence, Academic Achievement and elementary Students.

## ABSTRACT

### The Concept of Intelligence

Intelligence is a key construct employed to know how individuals differ from one another. It also provides an understanding of how people adapt their behavior according to the environment they live in. psychological notion of intelligence is quite different from common sensical notion of intelligence.

**Alfred Binet**, the first psychologist to work on intelligence, defined it as *the ability to judge well, understand well, and reason well*. Wechsler, whose intelligence tests are widely used, defined intelligence as *the global and aggregate capacity of an individual to think rationally, act purposefully, and to deal effectively with her/his environment*.

Other psychologists such as **Gardner and Sternberg** have suggested that an intelligent individual not only adapts to the environment, but also actively modifies or shapes it.

Psychologists have proposed several theories of intelligence. Theories can be broadly classified as representing a Psychometric/ Structural Approach or an Information Processing Approach.

The Psychometric/ Structural Approach consider intelligence as an aggregate of abilities. On the other hand, the Information Processing Approach describes the processes people use in intellectual reasoning and problem solving. Information Processing Approaches focus on how an intelligent person acts, rather than focusing on structure of intelligence or its underlying dimensions. The Information Processing Approaches emphasize studying cognitive functions underlying intelligent behavior.

**Howard Gardner** proposed the theory of Multiple Intelligences. According to him, intelligence is not a single entity; rather distinct types of intelligences exist. Each of these (8 types) of intelligences are independent of each other. Gardner also proposed that different types of intelligences interact and work together to find a solution to a problem.

It is noteworthy that the Western tradition of intelligence primarily focuses on cognitive parameters such as skills of attention, observation, analysis, performance, speed and achievement orientation. Thus, it may be concluded that the western traditions promote a **technical intelligence**.

The Indian tradition, on the contrary, promotes **integral intelligence**. It views intelligence from a holistic perspective where equal attention is paid to cognitive and non-cognitive processes as well as their integration; and emphasizes on connectivity with the social and world environment.

### **Emotional Intelligence**

Emotional intelligence is a relatively new concept. The notion of emotional intelligence broadens the concept of intelligence beyond the intellectual sphere/ domain and considers that intelligence includes emotions. Clearly, emotional intelligence builds on the concept of intelligence in the Indian tradition.

Emotional intelligence is a set of skills that underlie accurate appraisal, expression, and regulation of emotions. It is the feeling side of intelligence.

A good IQ and scholastic record are not enough to be successful in life. Many academically talented persons experience problems in family, workplace and interpersonal relationships. Psychologists believe that such persons are unsuccessful in life because they lack emotional intelligence.

The term 'Emotional Intelligence' appeared in a series of academic articles authored by **John D. Mayer** and **Peter Salovey** (1990, 1993, and 1995). Their first article presented the first model of emotional intelligence. **Salovey & Mayer (1995)** considered emotional intelligence as *'the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions.'* **Emotional Quotient (EQ)** is used to express emotional intelligence in the same way as IQ is used to express intelligence.

Much of the recent work on emotional intelligence is based on the foundation provided by **Gardner (1983)**. Although he did not use the term "emotional intelligence", his reference to intrapersonal and interpersonal intelligence has been a foundation in more recent models on this topic.

Gardner's (1983) concept refers to *having the ability to know and understand one's own emotions and other individuals' emotions and intentions*. This understanding, in turn, is presumed to guide one's behavior.

The term 'emotional intelligence', however, entered the mainstream only with **Daniel Goleman** in 1995 through his bestseller *'Emotional Intelligence'*. According to Goleman (1998), *'emotional intelligence refers to the capacity for recognizing our own feelings and those of Others, for motivating our selves, and for managing emotions within ourselves and our relationship'*.

In simple terms, emotional intelligence refers to the ability to process emotional information accurately and efficiently.

The view points and ideas propagated by Daniel Goleman have brought a revolution in the field of child caring, home, school and work place management. It has also provided sufficient support to the guidance and counseling services including physical and mental health programs.

## Academic Achievement

Academic achievement is all about what students can actually do when they have finished a course of study. It can be defined as *excellence in all academic disciplines, in class as well as extracurricular activities*. It includes excellence in sporting, behavior, confidence, communication skills, punctuality, assertiveness, Arts, Culture, and the like.

## REVIEW OF RELATED LITERATURE

In the 1940s and 1950s, there were several attempts to find a substantial relationship between achievement and personality, but these attempts did not meet much success (**Barton, Dielman & Cattell, 1972**).

**Cattell and Butcher [1968]**, tried to predict both school achievement and creativity from ability, personality, and motivation. The authors succeeded in showing the importance of personality in academic achievement however could not link motivation to it.

**Barton, Dielman and Cattell [1972]**, conducted another study to assess more fully the relative importance of both ability and personality variables in the prediction of academic achievement. One of the conclusions they reached was that IQ together with the personality factor—which they called conscientiousness—predicted achievement in all areas. What was tested under personality was, among others, whether the student is reserved or warmhearted, emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not, shy or socially bold, tough-minded or tender-minded, zestful or reflective, self-assured or apprehensive, group dependent or self-sufficient, uncontrolled or controlled, relaxed or tense. We can easily see that most of these factors are included in the components of emotional intelligence.

**Richardson and Evans (1997)**, explored some methods for teaching social and emotional competence within a culturally diverse society. Their purpose was to help students connect with each other, in order to assist them in developing

interpersonal, intrapersonal, and emotional intelligences, arguing that these intelligences are essential for personal accomplishment.

**Ediger (1997)** emphasized that the emotions, feelings, and values are vital for a person's well being and achievement in life. He also states that science teachers should stress on the affective domain that cannot be separated from the cognitive domain. Quality emotions and feelings help students give their best potential in the classroom. The students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others.

**Coover & Murphy [2000]**, conducted a study that examined the relationship between self-identity and academic persistence and achievement in a counter stereotypical domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement.

## **NEED FOR THE STUDY**

Psychologists believe that success in academics depends on several intelligences and on the control of emotions. According to **Ediger (1997)**, for example, the emotions, feelings, and values are vital for a person's well being and achievement in life.

IQ alone is no more the measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995).

One's emotional intelligence helps individuals much in all the spheres of life through its various constituents or components namely knowledge of one's emotions (self awareness) managing the emotions, motivating oneself, recognizing emotions in others (empathy) and handling relationship. The achievement of the end results in term of better handling of mutual relationships is quite essential and significant in one's life. It can only be possible through one's potential of emotional intelligence and its proper development [Goleman, 1995].

The knowledge about one's emotional intelligence in terms of his Emotional Quotients has wider educational and social implications for the welfare of the

individual and the society. This fact has now been recognized and given practical shape and implications all round the globe.

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. (Elias et. al, 1991). Emotional Intelligence is receiving increasing attention of educators for dealing with students who are affected by stresses and challenges of the outside world. Therefore, a need was felt to investigate whether emotional intelligence affects academic achievement or not.

The outcomes of the study may be of interest to educators and policy planners for developing relevant programmes for ensuring emotional stability and academic excellence in the young generation.

## **TITLE OF THE STUDY**

A STUDY ON EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG ELEMENTARY SCHOOL STUDENTS

## **RESEARCH QUESTIONS**

1. What level of emotional intelligence do the Elementary school students possess?
2. Is there any difference in the level of emotional intelligence among the boys and girls of Elementary school?
3. Is there any relation between the emotional intelligence and academic achievement of Elementary school students?

## **OBJECTIVES OF THE STUDY**

1. To determine the level of emotional intelligence of Elementary school students.
2. To determine the level of emotional Intelligence of elementary school students on the basis of gender.
3. To explore the relationship between Emotional intelligence and academic achievement of Elementary school students.

## HYPOTHESES

The following Null Hypothesis will be tested:

1. There is no significant difference in the level of emotional intelligence of Elementary school boys and girls.
2. There is no significant relationship between emotional intelligence and academic achievement in Elementary school students.

## DESIGN OF THE STUDY

### POPULATION

The population will constitute all students of classVIII, studying in the Government Schools (Hindi Medium) and Private Schools (Hindi Medium) of Bijnor district of Uttar Pradesh.

### SAMPLE

The sample will constitute of 10 Elementary schools, out of which 60 students (30 boys and 30 girls) of class VIII will be further selected.

1. 5 Hindi Medium Government Elementary Schools.
2. 5 Hindi Medium Private Elementary Schools.
3. 3 Boys and 3 Girls from Class VIII of each school.

## METHODOLOGY

### TOOLS

The following tools will be employed for data collection:

1. **Emotional Intelligence Scale**, developed by *A. Kyde, S. Pethe, and U. Dhar*, published by Vedant Publication, Lucknow will be used to assess the emotional intelligence of the subjects.
2. **Progress Reports** of the subjects' previous year's performance and that of the half yearly or terminal examinations of the current year will be used to assess their academic achievement.

## ANALYSIS OF DATA

The data obtained will be analyzed both quantitatively and qualitatively.

## DELIMITATIONS

1. The study will be confined to only 10 schools (5 Government+ 5 Private) of Bijnor district of Uttar Pradesh.
2. The study will be further confined to only VII Class students studying in the Government and Private Elementary schools of Bijnor district of Uttar Pradesh.

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