

Emotional Intelligence, Self-awareness and Academic Achievement: An analytical study of related literature

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Abstract: Emotional intelligence can be defined as the cluster of abilities that allow us to recognize and regulate emotions in ourselves and others (Goleman, 2001). Emotional intelligence is also one of the most important innate intellectual potential which can be grows and develops or either can be damaged or destroyed with the help of maturity and environmental experiences. One's general intelligence is measured by I.Q. (intelligence quotient) and emotional intelligence is measured by E.Q. (emotional quotient). Earlier research have found that person's general intelligence (I.Q) is the greatest predictor of success in academic, social, vocational or professional life. But recently they revealed that person's emotional intelligence (E.Q.) may be the greater predictor of success than his or her I.Q. Therefore, in this regards the investigator wants to study different review of related literature regarding emotional intelligence, self –awareness and academic achievement for further research.

Keywords: Emotional Intelligence, Self-awareness and Academic Achievement

Introduction:

“If your emotional abilities aren't in hand, if you don't have self -awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, than no matter how smart you are, you are not going to get very far.”

Daniel Goleman

Emotions are the drivers of human behaviours. Emotions automatically tell what is important or not. Because human value system is made up of a hierarchy of emotionally created sensations that rank what is important for people. Emotions drives people and lead them both consciously and unconsciously. By nature, human beings are the first and foremost emotional creatures of the universe. They are motivated and activated by the emotions. Emotional intelligence refers to the ability to perceive, control and evaluate emotions. It is a more modern concept and was only fully developed in the mid –1990s, by Daniel Goleman, among others. Emotional Intelligence is the measure of an individual's abilities to recognize and manage their emotions, and the emotions of other people, both individually and in groups. The term emotional intelligence was created by two researchers, Peter Salovey and John Mayer in their article “Emotional Intelligence” in the journal *Imagination, Cognition, and Personality* in 1990. It was later popularized by Daniel Goleman in his book ‘Emotional Intelligence’ (1996). It has been defined, by Peter Salovey and John Mayer, as “The ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour”. It's a scientific fact that emotions precede thought. When emotions run high, they change the way of our brain functions...diminishing our cognitive abilities, decision-making powers, and even interpersonal skills. Understanding and managing our emotions (and the emotions of others) helps us to be more successful in both our personal and professional lives. A high EQ is needed for decision making and stress management. People with a high degree of emotional intelligence know what they are feeling, what their emotions mean, and how these emotions can affect other people. Self-awareness is one of the key components of emotional intelligence. It is our ability to observe and accurately identify our thoughts, feelings and impulses, and determine whether they are grounded in reality or not. Academic achievement is the extent to which a student or institution has achieved either short or long term educational goals. Achievement may be measured through students' grade point average, whereas for institutions achievement may be measured through graduation rates. It is often measured through examinations or continuous assessments. Emotional intelligence combines the important aspects of interpersonal and intrapersonal relationships, adaptability, moods and stress management skills, which have an effect on students' academic performance. According to Johnson (2009), he stated that emotional health is a fundamental part of effective learning. The most critical element of a student's success is for such student to have an understanding of how to learn. Students that possess the ability of self-awareness and intrinsically motivated will definitely have high academic performance.

Objectives of the study:

The researcher has set two major objectives of the study. These are as follows...

1. To study different related literature regarding Emotional Intelligence, Self –awareness and Academic Achievement.
2. To identified an unexplored area of research for further studies.

Review of Related Literature:

Review of related literature is an integral part of the research work. It is the abstract or a brief summary of previous researches. It helps in defining and delimiting the problem. The study of related literature provides essential information on the work already done in that field and revealed the facts and figures which had earlier remain unexplored in the previous research studies. The related studies stimulate and encourage investigations. There are different studies conducted by different researcher to find out the relationship and to assess the impact of emotional intelligence on academic achievement in different levels and different areas. Some of the related literature are critically analyse and explained in brief.

Gupta, Dharendra kumar (2005) conducted a study on “A comparative study of emotional intelligence, mental health and achievement motivation of general, OBC and SC male and female students of Bundelkhand area of Uttar Pradesh under six districts i.e. .Jaluam, Jhansi, Lalitpur, Banda , Mahoba & Hamirpur. The study was confined to the subjects of 17 to 20 years of age of graduate students of 480 samples. This study revels that the achievement motivation of OBC students is better than General and SC students. Females have high self achievement motivation. General students have high self- awareness, self-motivation emotional stability, managing relations, integrity, value orientation, commitment and altruistic behaviour than SC and OBC students. Over all General students emotional intelligence is better than OBC and SC students.

Professor M.V.R. Krishnaji, Sri Venkateswara University, Department of psychology conducted a study on “Impact of Emotional Intelligence Self confidence and Locus of control on the Achievement of High School Students” to assess the influence of emotional intelligence on the academic achievement of high school students and to examine whether the self confidence of high school students has any significant influence on their academic achievement. After analysing this concept the researcher found that the students with high emotional intelligence better in their academic achievement whereas the high school students with low emotional intelligence performed poor in their academic achievement. Students with high Self confidence performed better in the subjects of English, Social and Mathematics whereas the student is less confidence performed better in the Telegu and Science. The significant finding of the study is that Self confidence has no significant impact on the academic achievement of high school students

Another research was conducted by Panda, Sumanta Kumar (2014) on “Study of learning styles in relation to emotional intelligence self concept and achievement motivation of senior secondary schools in Himachal Pradesh”. The major objectives of the study were to investigate the relationship between learning styles and emotional intelligence of senior secondary school students of five districts i.e. (Shimla, Solon, Una, Kangra and Hamirpur) of Himachal Pradesh. The major findings of the study revealed that emotional intelligence, Self –concept and achievement motivation have positively correlated with learning styles of senior secondary schools students. Students emotional intelligence are highly correlated with visual and social learning style, moderately correlated with visual, verbal, physical and solitary learning style but have low correlation with aural learning style.

Gupta, Anupama conducted a study on “Correlations of Scholastic Achievement of College going Adolescent” among 600 students of Muradabad district of U.P. The objectives of the study were to find out the relationship between intelligence and scholastic achievement, to find out the significant difference in socio-economic status, intelligence, family relationship and scholastic achievement in Arts and Science students. This study yields that there is a positive relationship between intelligence and scholastic achievement. From this research it is also conclude that high socio-economic status increases the scholastic achievement of the students of the different groups.

Devi, Anita (2010) conducted a research on “Emotional Intelligence academic anxiety and academic achievement of high school students in relation to their styles of learning and thinking and certain demographic values” under 12 districts of Himachal Pradesh . The major objectives are to study the emotional intelligence level of high school students and to study academic anxiety level of high school students. On the basis of analysis of data and interpretation of result, this study reveals that there existed no significant gender difference in intra-personal awareness, inter-personal awareness, intra- personal management, components of emotional intelligence as well as on overall emotional intelligence. There existed no significant difference in academic anxiety of high school boys and girls. The findings of the study also pointed out that there exists no significant differences in academic anxiety of high school students belonging to different social categories i.e. general, scheduled cast (SC) and others.

K. Viswanatha Reddy also conducted a research on “Effect of Emotional Intelligence Mental Health and Self Efficiency on Academic Achievement among Teacher Trainees” with an attempt to focused on the study of the emotional intelligence, mental health and self efficacy on academic achievement. This study also tries to know whether gender, types of management and nature of course of the teacher trainees have any significant impact on academic achievement. After analysing the data the researcher found that the emotional intelligence, mental health and self- efficacy are significantly related to academic achievement among teacher trainees. Teacher trainees with high emotional intelligence, good mental health and high self-efficacy are good in their academic achievement. This study also reveals that female teacher trainees have high emotional intelligence than male teacher trainees

Leo, David M. conducted a study on “A study on academic achievement in relation to emotional intelligence and personality of teacher trainees in Tiruchirappalli District.” The major objectives of the study is to find out the relationship between Academic Achievement and Emotional intelligence , Academic achievement and extraversion and Academic achievement and Neuroticism, Academic achievement and Extraversion and Academic achievement and Life Scale among the DTED Trainees of Tiruchirapalli District. This study found that the Academic achievement is significantly related their emotional intelligence, Extraversion, Life Scale, negatively to their Neuroticism, Psychoticism in some variables viz, who studied their higher secondary course in co- educational schools, who are females. This study also clearly mentioned that the first generation learners have to be concentrated in the development of their emotional intelligence and personality factors.

Patil, Triveni Deepliprao (2013) conducted a research on “A study of emotional intelligence academic motivation and adjustment among senior college students” from Aurangabad district with 400 samples only. The major objectives of the study are to find out the differences in emotional intelligence of rural and urban area senior college students and to find out whether the rural and urban area senior college students differ from each other on emotional adjustment. This study revealed that the sample statistics (Ss) coming from urban area developed significantly better emotional intelligence than Sample Statistics coming from rural area. Also the science faculty Ss developed significantly better emotional intelligence than arts faculty Ss. The urban area Ss had significantly high achievement motivation than rural area Ss

Bala, Sashi (2019) conducted a research on “Achievement Motivation of college students in relation to their social emotional intelligence and study habits” covering 400 college students of five districts of Haryana namely Hisar, Karnal, Jind, Ambala, Kaithal with a total of 10 Govt. and Govt .Aided colleges of Haryana affiliated to Kurukhetra University, Kurukhetra. The study covers a total of 400 college students of B.A.Part-1 only to find out the correlation between emotional intelligence and achievement motivation of college students and also to study the difference between male and female, rural and urban college students in terms of their achievement motivation, social, emotional intelligence and study habits. This study found that out of total 400 college students, 60 i.e. 15% students had found in high level of motivation. The study reveals that there exists a positive and significant correlation between emotional intelligence, achievement motivation and study habits of college students of Haryana Districts. There also a significant difference was found between male and female college students with regards to achievement motivation. Female college students were found better motivated foe achievement than their male counterparts.

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M J Elias, H Arnold (2006) conducted a study on “The Educators guide to emotional intelligence and academic achievement Social- Emotional Learning in the Classroom”(Corwin press) .They reveals that Social-Emotional Learning(SEL) is relatively new to many educators. Therefore, they need to be patient with themselves opportunity to learn this new area. Effective academic and social-emotional instructions benefits from well-planned professional development for social personal; especially helpful is a system of support during the initial period of implementation. The combination of academic learning and SEL is the most promising way to accomplish these goals.

Gaur, Neeta (2010) conducted a study on “A study of Institutional Learning Clima on Academic Achievement of IXth Graders at different levels of intelligence and creativity” on 900 IXth Graders studying in intermediate colleges of Meerut city. The major objectives of the study are as to compare the academic achievement of IXth Graders studying under high, average and low level of learning climate of their secondary institutions and to compare the academic achievement of high intelligent IXth Graders studying under high, average and low level of institutional learning climate in order to testing the hypothesis that the IXth Graders studying under different levels of learning climate of their secondary institution differ significantly in respect of their academic achievement. In this research study the researcher used causal comparative method. After conducting this study their researcher reveals the IXths Graders studying in secondary schools characterized by high average and low level of learning climate differ significantly on their academic achievement.

Pamela Quatter (2012), published an article on “The influence of emotional intelligence on academic progress and achievement in UK University Students” in Assessment and Evaluation in Higher Education 37. This study examines the relationship between overall EI and specific EI competencies in 135 undergraduate’s psychology students in UK. There results shows that there was no differences in overall EI or Specific EI competencies in those students who graduated compared to those who failed to graduate.

A research article was published in the International Conference on Education and Educational Psychology (ICEEPSY2011) on “The Influence of Emotional Intelligence, Leadership Behaviour and Organizational Commitment on Organizational Readiness for change in Higher Learning Institution by Norshidah Nordin, Faculty of Education, University Technology MARA, Section 17, Malaysia. This paper intends to examine the relationship of emotional intelligence, organizational commitment, and leadership behaviour in influencing organizational readiness for change. A total of 169 academic staff of University Technology MARA (UiTM) participated in this study. They were selected as based on stage and cluster sampling from the main and branch compuses through at Malaysia. The findings revealed that 44.1% of the variance in readiness for change is explained by emotional intelligence, organizational commitment and transactional leadership behaviour. The practical implications of these findings are discussed in relation to readiness for change context. The findings statistically showed that emotional intelligence had contributed the strongest unique contribution to explain organizational readiness for change.

An article was published by the Babli Roy, Rashmi Sinha and Sapna Sumanon “Emotional Intelligence and Academic Achievement Motivation among Adolescents: A Relationship Study” in Researchers World- Journal of Arts, Science & Commerce to examine the relationship between emotional intelligence and academic achievement motivation of class XII students of Patna. For conducting the study the investigators selected 105 students where 48 boys and 57 girls by using simple random sampling techniques and the data were analysed with the help of product moment coefficient of correlation method. Academic Motivation Test of Dr. T.R. Sharma and Emotional Intelligence Inventory by Dr. S.K. Mangal and Mrs. Shubra Mangal were used as tools for the study. After conducting the study they found a significant correlation between Emotional intelligence and Academic Achievement Motivation and found no significant relationship between emotional intelligence and instinct motivation and achievement motivation respectively.

Rational of the Study:

Many past studies found that emotional factors are very important in influencing student’s excellence in academic achievement. According to Goleman (1995), an individual’s emotional intelligence is more important factor in determining their success compared to intellectual intelligence. He found that only 20% of a person’s success is attributed to intellectual intelligence whereas emotional intelligence is comprised of 80%. Students’ emotional intelligence factors play an important role in influencing their academic achievement. Students with high emotional intelligence obtained good academic achievement, help to think creative and critically and also able to solve problems intelligently (Salovey & Mayer, 1990).

Findings of the Study:

A thorough study of the review of related literature, the researcher has find out the following gaps in research:

1. No studies have been conducted by covering only Arts stream college students of Jorhat, Golaghat, Sivasagar and Majuli districts of Assam with regards to Emotional Intelligence, Self-awareness and Academic Achievement.
2. No study has aimed to measure the levels of emotional intelligence and self-awareness ability among different categories (i.e. ST, SC, OBC & General) of college students in Assam.

Conclusion: In this regards, the researcher has reviewed lots of research studies to know about the relationship between emotional intelligence and academic achievement. After reviewing these related literature regarding this area the researcher found that lots of research has been done to find out the impact of emotional intelligence on academic

achievement in secondary as well as university level. But, it is observed that no proper amount of research study regarding emotional intelligence, self –awareness and academic achievement among college students of Assam has not been done till now. Hence, the researcher considered this area as an unexplored area of research studies.

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