

Importance of Emotional Quotient (EQ) In Academic Success Among Adolescents - A Review

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Abstract: Adolescence word comes from the Latin word “*adolescere*” which means “to grow up” (Macmillan Dictionary). One in six of the world’s population, are adolescents aged .Adolescents period is important period of development. At this stages number of Cognitive, physiological, and emotional changes occurs. In today’s modern world life is changing very rapidly. In this situation our adolescent facing a lots of challenges and adjustment problems at home, on work place in social relationship and other areas of their life. Many times it happened due to lack of self- awareness, self- regulation and social skills. These all are component of emotional intelligence. Emotional intelligence helps to overcome all these issues. The “emotionally intelligent” individual is skilful in four areas, “Identifying, using, understanding, and regulating emotions” (Mayer and Salovey, 1993). Number of studies showing the importance of emotional intelligence in different phases of individuals' life. Mayer and Salovey (1997) defined “emotional intelligence as the ability to perceive emotions, integrate emotions to facilitate thoughts, understand emotions and regulate emotions to promote personal growth”. Evidence shows that emotional intelligence has implications how a individual tackle their problems which negatively effect physical, mental health (Goleman, 2001). The present paper highlights the association between “emotional intelligence and academic success” of the student. From the review it can be conclude that emotional intelligence is a effective tool to increase the academic performance of the students.

Keywords: *Emotional intelligence, Academic Performance, Adolescents*

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I. Introduction

Emotional intelligence has become the crucial component in context of everyday life like in social adjustment, emotional adjustment, well- being, life success and interpersonal relationship. In present scenario adolescent are met with the number of stressors in their life like academics, family, peer pressures etc., as a result they struggle with many issues like self-doubt, leading to depression, anxiety, and maladaptive trajectories. To deal effectively with problems “emotional intelligence” can be a effective tool. Emotional intelligence includes the essential aspects of “interpersonal and intrapersonal relationships”, adaptableness, “moods and stress management skills”, which have a intense effect on the “academic performance” of students (Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, & Wendorf, 2001). These enhanced abilities might facilitate intellectual development leading to better “academic performance” (Brackett, Rivers, & Salovey, 2011 & Ford, & Smith, 2007). The Yale psychologists, Salovey and Mayer (1990) proposed term “Emotional Intelligence” (EI) by merging emotion and intelligence as a cognitive ability. “Emotional intelligence as the capacity to perceive emotions, assimilates emotion-related feelings, understand the information of those emotions, and manage them”. Researches indicating that numerous essential variables, e.g. creativity, “academic achievement, achievement in mathematics and socio-demographical and environmental variables” are significantly associated with “emotional Intelligence”. Goleman, (1985) says “Emotional intelligence” as a “master capacity that extremely affects impact all other abilities, moreover facilitating or interfering the ability”. “Emotional Intelligence” comprises the succeeding five features and skills: “Self-awareness”-“ knowing your emotions, recognizing feelings as they occur, and discriminating between them”, “Mood management--handling feelings appropriately, Self-motivation -- directing our self towards a goal”, “Empathy--recognizing feelings in others and tuning into their verbal and nonverbal cues”, “Managing relationships--handling interpersonal interaction, conflict resolution, and negotiations”. According to Singh (2006) “emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli”. People and college students with higher “emotional intelligence” express more encouraging “social functioning” in interpersonal relationship.

II. Emotional intelligence and Academic Success

Number of studies is conducted to show the significant effect of emotional intelligence on academic performance of the students. Samari & Tahmasebi (2007) concluded in his study that there is significant relation between “emotional intelligence and academic performance” means the student’s high academic achievement depends on high emotional intelligence. Farooq (2003) examined the influence of “emotional intelligence” on

“academic performance” and concluded that students with high emotional intelligence show better academic performance.

Bradach, Robert H. (2008) explored association between “emotional intelligence and school performance” and revealed that many components of a middle school principal’s emotional intelligence level is closely related to “higher level school success”. Qualter and Gardner (2007) found that adolescents’ peers rate less aggressive and more pro-social, more empathic and less engaged in tobacco and alcohol consumption who score high on emotional intelligence scale. Parker, Creque, Barnhart, Harris, Majeski, Wood, & Hogan, (2004) examined the relationship between “emotional intelligence and academic achievement” in high school, result shows that “academic success” was strongly associated with several “dimensions of emotional intelligence”. Petrides, Frederickson, & Furnham, (2004) demonstrated research to inspect that is “trait emotional intelligence” (‘trait EI’) effect the “academic performance and in deviant behaviour” at school? It is concluded that trait EI includes is implicated in academic performance and deviant behaviour. MacCann, Jiang, Brown, Double, Bucich, & Minbashian, (2020) examines that how EI is associated with academic performance. They reveal that ability emotional intelligence (EI) was a stronger predictor of performance. Ferrando, Prieto, Almeida, Ferrández, Bermejo, López-Pina, & Fernández, (2011) analyses the “relationship between trait emotional intelligence and academic performance” by “controlling for the effects of IQ, personality, and self-concept dimensions”. A positive and significant correlation coefficient between trait emotional intelligence and general academic performance was found. Fallahzadeh, H. (2011) presented a study to determine the “emotional intelligence and its relation with academic performance of medical” science students. Result of the study revealed emotional intelligence is important in improving mental health of student and “help them do their tasks more successfully”. Chew, Zain, & Hassan, (2013) examined the effect of “emotional intelligence (EI) on academic performance in first- and final-year medical students in Malaysia”. Medical students who were more emotionally intelligent performed better in both the “continuous assessments and the final professional examination”.

III. Conclusion

Freedman (1998) defines that “emotional intelligence is a way of recognizing, understanding and choosing how we think, feel and act”. Emotional intelligence has become broadly understood; researchers are realizing that “cognitive ability” is not the only determinant of young people’s success in life. Expertise in “emotional management, resolve conflict, “communication and interpersonal skills” is essential for children to become able to effectively deal with the pressure their lives. In 1998, EI has been presented Goleman as “the competence for recognizing one’s own feelings and others” how to get ourselves motivated and how our emotions are well managed in our relationships and others. “Academic achievement” of students can be promoted and improved by learning how to use effectively “emotional intelligence” in their emerging adulthood. Caruso & Wolfe (2004) define “emotional intelligence as the ability to perceive emotions, access and generate emotions so as to assist thought, understand emotions and emotional knowledge and reflectively regulate emotions to promote emotional and intellectual growth”.

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