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SIGNIFICANCE OF EMOTIONAL QUOTIENT IN LEARNING

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Abstract

As the rivalry is going to grow day by day, emotional intelligence has been concentrated in recent times. In the competitive environment, the management of the emotional becomes more important. In their studies and sport, the youngster has to face the rivalry, the adult has to handle their carries and even their love life occasionally. At their job, the employee has to face a lot of stress; even the fast changing world of today has no guarantee of any misfortune in the life of a person. Therefore, in order to come out of any unforeseen situations, one needs to be emotionally healthy enough to manage or regulate their mental. Besides the intellect quotient, the emotional quotient has become a more sensitive topic to address. The current paper was written to discuss the extent of emotional maturity of students going to school

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Keywords*: Emotional intelligence, Academic, Students, Educational process, Intelligence quotient.*

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I.   INTRODUCTION

In a student's education process, emotion is an integral aspect. The significance of Emotional Intelligence (EI) has recently attracted some attention in terms of assessing and evaluating the success of an individual relative to the Intelligence Quotient (IQ). Emotional intelligence is one of the essential criteria to look at, aside from the intelligence quotient, to the degree of someone's performance ranking [1]. This implies that the quotient of intelligence is not considered to be the only factor to make someone successful; however, emotional intelligence becomes one of the key factors to be evaluated in terms of controlling one's and others' emotions. An individual who is able to convince society that emotional intelligence (EI) is an essential aspect that can affect the performance of a person. This gives a better understanding of how good a person might be in his life that emotional intelligence can be an added element to prove. Upon that persuasion, the society began to realize the role emotional intelligence for a person's success development.

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Emotional intelligence (EI) is a set of emotional and social intelligence that includes the ability to recognize and comprehend others' own thoughts and emotions and to act on the basis of these emotions appropriately. It requires the capacity to perform effective emotional activity and rationalization enhancement. Specifically, EI is defined as the capacity of an individual to efficiently and meaningfully perceive, incorporate, understand, and control emotions. Arguably, by arranging their work-life in ways that cause fewer disappointing or unpleasant incidents, those that are emotionally intelligent are able to create a more relaxing or stress-free atmosphere. Evidence indicates that individuals with higher scores in EI are more perceptive and responsive of their own emotions; hence has greater ability to deal with their emotions effectively. They undergo less depressive and anxious, symptoms; exhibit less disruptive behavior; achieve better exam results; and display prosaically behavior [2].

II. METHODOLOGY

Design

The primary objective of this paper is to explore the influence of emotional intelligence among students going to school. The life of the student is full of tension because this is the age when many things happen unexpectedly and a student has to deal with that circumstance [3]. The analysis has covered the interrelationship and interdependency between the teachers and the student to curb the effect of the problematic issues in the student's life. The effect of work attitude and understanding of the issues of the teachers and students have also included in the study. The fig.1 is showing the relationship between the various quotient and academic performance.
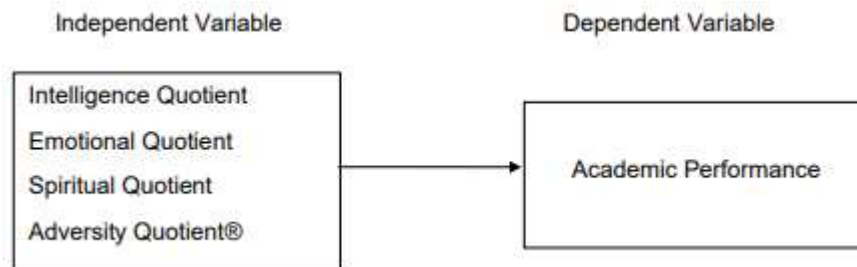

Fig. 1: An Analytical Relation between Various Quotient and Academic Performance

Sample

For the study, some noticeable schools have been chosen that include the private as well as the government funded schools. The data of the students and the teachers have been taken after type

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taking permission from the management of the individual schools. Permission has also been taking in each school to have a conversation with the teachers and students for the required survey.

Technique

As the 100 students selected from the 10 schools, the total number of respondents became 150, and 50 teachers were listed as respondents from the same 10 schools. For the organisation of the data obtained from the respondents, the sampling technique was chosen. In order to establish a structure for carrying out the survey, some of the key terms were chosen from the secondary analysis form of the previously published articles.

Data collection

Age

The survey has been done on the student and teachers of group of school; therefore the age of the student has been varied as per their standard of school. The students belong to the class 9 and 10 standards, and their age groups lie in the range of 14 to 18. But, age of the teachers has a great variation, their age groups lie in the range of 25 to 55 and the benefit of the greater age group of the teacher is that they have more experience about the life and life problems. They also have an expertise to give a solution of many problems that encountered in a student life.

Gender

The gender of the sample size is including the male and female. The selections of the students have been done randomly but they have included in the survey after getting their own consent in addition to permission granted by the management of each school. As the schools have been selected from the metro and big cities, consequences of this is that students belongs to different back ground in term of the socio economic status ,languages known ,educational back ground of parents ,ethnic group to which they belong etc [4].

Table 2: Factors to Be Analyzed Under the Study

Sl. No.	Characteristics	Sample Size	Standard deviation
1	**Self Awareness**		
2	Emotional Awareness	150	
3	Accurate Self-Assessment	150	
4	Accurate Self-Assessment	150	
5	Honesty	150	
6	**Self-Regulation**		

7	Self-Control	150	
8	Trustworthiness	150	
9	Responsibility	150	
10	Adaptation	150	
11	Innovation	150	
12	**Self-Motivation**		
13	Achievement Drive	150	
14	Commitment	150	
15	Initiative	150	
16	Interest	150	
17	**Empathy**		
18	Understanding Others	150	
19	Helping others	150	
20	Leveraging Diversity	150	
21	Service Oriented	150	
22	Developing Other's Potential	150	
23	Political Awareness	150	
24	Caring	150	
25	**Social Skills**		
26	Influence	150	
27	Conflict Management	150	
28	Leadership	150	
29	Change catalyst	150	
30	Building Bonds	150	
31	Collaboration and Cooperation	150	
32	Team Capabilities	150	
33	Effective communication	150	
34	**Spirituality**	150	
35	**Maturity**	150	

III.   RESULT AND DISCUSSION

The present study found no differences between ages, genders, and ethnic groups in the degree of emotional intelligence. Results from the current study show that there are identical EI profiles in both traditional age groups and non-traditional age groups. If both groups have identical or similar profiles, it could mean that the strength and weakness of EI domains are closely similar in both groups. Similarly, there are similar EI profiles for men and women, Malay and Indian students. In Self-awareness and Spirituality, non-traditional students, however, had higher mean scores

compared to traditional students. Such results can show that non-traditional students are able to communicate with their feelings and are more capable than traditional students in assessing their strength and weakness.

Since the study's main premise was that the retention of students could be enhanced through EI skills and positive emotional growth, in the first year, a realistic, hands-on approach must be strategically designed and implemented to recognize and cultivate EI skills that can promote student learning. The strategy, in turn, will encourage the skills of students to effectively navigate the dynamic changes that are necessary for college success [5].

IV. CONCLUSION

This paper has been come out with a number of the finding for the emotional quotient for the students. On the basis of the finding the main point has been emerging out the full involvement of the teachers with the students. It has been suggested to necessitate teaching knowledge/s to respondent for teaching position in the school and representation teacher to trainings in addition to seminar that would expand and develop their approach towards occupation. They need to seek to attain superior forms of teaching to refresh specialized education skills and determine unique and current trends to the enlightening system, promote behavior that would make the most of well-organized announcement and pleasant-sounding connection to all members of the school, and work on the smallest amount prioritized criterion under wisdom of Efficacy, Sense of group of people and intelligence of specialized Interest. There are also need to empowered students in there thinking process and need to work on their mind set towards the common problems of the life.

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