
Analysis of Importance of Emotional Quotient in Education

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Abstract: Emotional intelligence has been focused in recent times as the competition is going to increase day by day. The handle of the emotional become more relevant in the competitive atmosphere. The youngster has to face the competition in their studies and sport, the adult has to handle their carries and sometimes their love life also. The employed person has to face a lot of stress at their workplace; even today's fast-moving world has no guarantee of any misfortune in an individual's life. Therefore, one needs to be emotionally enough strong to handle or control their emotions to come out from any unexpected circumstances. The emotional quotient has become a more sensitive issue to discuss apart from the intelligence quotient. The present paper has been written to address the level of the emotional intelligence of school-going students.

Keywords: Emotional Intelligence, Academic, Students, Educational Process, Intelligence Quotient.

INTRODUCTION

Emotion is a crucial component of a student's educational method. In comparison to the Intelligence Quotient, the value of Emotional Intelligence (EI) has recently gained some prominence in terms of measuring and evaluating a person's performance (IQ). Apart from the intelligence quotient, emotional intelligence becomes one of the most significant factors to consider in determining someone's performance [1]. This means which intelligence isn't the only factor that determines somebody's success; nevertheless, expressive intelligence is quickly becoming significant factors to recognize when it comes to controlling one's own and others' emotions. A individual should convince society that emotional intelligence (EI) is a significant factor that can impact a person's performance. This clarifies that emotional maturity can be an additional factor in deciding how good a person can be in his life. As a result of this persuasion, society started to recognize the role of emotional intelligence in an individual's growth.

Emotional intelligence (EI) is a subset in social intelligence that includes ability to recognize and comprehend one's own feelings as well as the emotions of others, as well as the ability to behave appropriately in response to these emotions. It includes the ability to engage in appropriate emotional actions as well as the ability to rationalize better. EI is described as a person's ability to effectively and meaningfully observe, incorporate, understand, and control their emotions. Emotionally intelligent people may be talented to create an enjoyable or enjoyable atmosphere by arranging their work lives in ways that result in less disappointing or traumatic proceedings. Evidence suggests that people with higher EI scores are additional observant and sensitive to their own feelings, and therefore have a better ability to manage their emotions. They have less depressing and anxiety indications, as well as less destructive behavior, better exam performance, and more pragmatic behavior [2].

The growing body of evidence demonstrating the value of emotional intelligence (EI) as a prognosticator of professional and vocational performance has stressed importance of instilling EI and its characteristics in graduate education. In Malaysia, nevertheless, the society places a higher importance on academic performance. Excellent exam grades are regarded as a barometer of a person's future success. In the higher education institutions, there is a lack of knowledge about the value of developing Emotional Intelligence (EI) between students and teachers [3]. Students, in particular, do not see emotional maturity as a critical component for developing successful emotional intelligence with others. They also struggled to manage their own emotions and were unable to control them when necessary. Experts agree that EI is a crucial factor in assessing personal achievement, job success, management, and life satisfaction.

The country must educate well-rounded and holistic young people, not just those who earn higher exam grades in terms of the number of A's. Instead, they ought to be individuals who can apply their wisdom to other facets of life, such as interpersonal relationships and decision-making. As a result, Malaysia must concentrate on producing well-balanced students with an equal understanding of both emotional and intellectual intelligence.

Most institutions of higher education (HEIs) currently depend on SPM or math proficiency scores and standardized test scores averages to decide if a student is academically prepared to meet the challenges of completing college or university and, eventually, if he said she'd be successful [4]. With this form of admission

requirement, the hope is that scholars who have academically qualified for colleges/universities to conquer the barriers that will prevent them from graduating. Various research results have questioned this assertion, concluding that when quantitative scores were combined with non-academic components such as institutional engagement, educational aspirations, play and educational encouragement, self-confidence, and social involvement, the overall correlation with HEI retention was greatest.

The current research is inspired by a call to investigate the level of EI between Malaysia's millennial population, as they would be the region's upcoming leaders and epitomize the game's biggest talent. If potential talent is highly educated but inept in EI, it will be a major setback. As a result, the aim of this study is to determine the equal of EI between first-year participants at a private college, as well as to determine whether there is a substantial difference between many of the dominating area as well as the minimum leading sphere in new students.

Students who are emotionally intelligent have the capability to self-encouragement, defer pressures, maintain a positive outlook, and recognize self-defeating feelings, among other skills. Students who are passionately intelligent are more probable to be persistent and inspired in their studies, and they are less likely to experience anxiety as a result of academic pressures. Students with lower level of EI, on the other hand, have a tougher time delaying satisfaction, are less centered and cynical, are much less motivated, and are more likely to develop anxiety. Students can become psychologically elevated, according to Goleman's theory. Such students can also perform and achieve at a level below their true skill or capacity, putting them at a higher risk of dropping out.

According to Selman, et al. human intelligence is based on a genetic code as well as a lifetime of cultural experience on this planet. The brain and its neuronal extensions throughout the body route or regulate intelligence; one of those pieces of intelligence is intellectual intelligence, which is calculated by the cognitive ability, which is widely regarded as an indicator of education outcomes, special needs, and work performance and tests a person's cognitive capacities, such as memory, problem solving, and so on, thus it predicts, what a person thinks or how smart a person is in real life, outside the classroom or in any situation where a person belongs [5].

In this regard, every person could admit to possessing all of that intelligence. It's possible, but it's also possible that only one or two intelligences, such as cognitive ability, interpersonal skills, psychological ownership, or adversity intelligence, control a person. It may be the result of genetic evolution that has been shaped by environmental factors, traditional traditions, life experiences, and education [6]. As a result, these serve as proof that each someone has their own set of variations and similarities, and hence each individual is obviously referred to as a specific being. Individuality, on the other hand, can be one way to recognize a person's defects and strengths.

For instance, someone with a strong emotional quotient and moral quotient but a low cognitive intellectual capacity and perceived stress® may be a student with a high cognitive ability but a low emotional equation. That is why this is such a problem, particularly in the life of students, since being a student entails more than just attending school and being present in class; it also necessitates commitment, comprehension, change, strength in whichever intelligences a student possesses, and a plan in order to live, sustain good academic achievement, and effectively conduct classroom and school activities.

METHODOLOGY

Design

The primary focus of this paper is to investigate the strength of emotional intelligence among school-going students. The student's life is full of stress as this is the age when many things are suddenly happening and a student has to tackle that situation [7]. 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 been included in the study. Figure 1 is showing the relationship between the various quotient and academic performance.

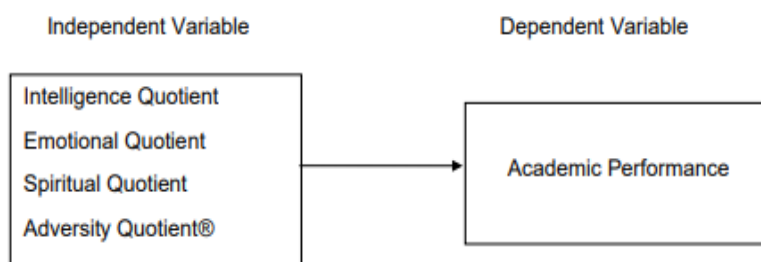


Fig.1: Analytical relation between various quotient and academic performance

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 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. Table 1 is given the name of the cities to be undertaking the survey.

Table 1: Name Of the Cities Chosen for the Analysis

Sl. No.	District
1	New Delhi
2	Mumbai
3	Faridabad
4	Chandigarh
5	Lucknow
6	Ghaziabad
7	Agra
8	Bhopal
9	Jaipur
10	Gwalior

The survey team also needs a confirmation of the participation from each responder on an individual basis to avoid the situation when any responder denied the participation at the last moment for any reason. The sample size has been kept up to 10 students and 5 teachers in school and a total of 10 schools have been identified for the conduction of the survey. The all the schools belong to the metro and big districts of India.

Technique:

The total number of the respondent has become 150 as the 100 students chosen from the 10 schools and 50 teachers have identified as the respondent from the same 10 schools. The sampling method has been selected for arranging the data collected from the respondents. Some of the keywords have been selected from the secondary research method of the previously published papers to make a framework to carry out the survey. These selected keywords are Self-awareness, self-regulation, self-motivation, empathy, social skill, spirituality, maturity. Further analysis of the data has been done through regression analysis. Figure 2 has been showing the key factors related to the study.



Fig.2: Key Factors to Be Considered For Setting the Questionnaire Session

Data collection

Age: The survey has been done on the student and teachers of a group of the school; therefore the age of the student has been varied as per their standard of the school. The students belong to the class 9 and 10 standards, and their age groups lie in the range of 14 to 18. But, the 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 the expertise to give a solution to many problems encountered in student life.

Gender: The gender of the sample size is including male and female. The selections of the students have been done randomly but they have been included in the survey after getting their consent in addition to permission

granted by the management of each school. As the schools have been selected from the metro and big cities, the consequences of this are that students belong to different backgrounds in terms of the socio-economic status, languages known, educational background of parents, the ethnic group to which they belong etc. [8].

Apart from this, well-designed questionnaire sessions have been prepared to collect the responses from the respondent. The questionnaire session has been developed over software made by Microsoft, a software giant. The questions are based on the various aspect of the life which directly or indirectly affects the individual's life [9]. The languages of the questionnaire session are primarily set as an English language but software-based questionnaire session has given the flexibility to choose the language of the session. Every respondent has given an account and password to log in to the session. They also gave the flexibility to have an attempt at the questionnaire session at home or at school itself. Table 2 has given the factors to be analyzed under the survey.

Table 2: Factors to Be Analyzed Under the Study

Sl. No.	Characteristics	Sample Size
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

Data analysis

The data collected through the survey has been analyzed thoroughly to look into the mindset of the student and teachers. The regression method has been implemented to analyze the data. All collected data has been arranged systematically and also considering various factors while analysis. The standards deviation of the collected data has been shown in Table 2. The Data has been analyzed and a comparative study has been done.

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 outdated age sets and new age groups. If both groups have been identical or similar outlines, it could mean that the strength and

weaknesses 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 can communicate with their feelings and are more capable than traditional students in assessing their strengths and weakness.

The present study added meaningful data to the restricted existing research on communication skills. a certain EI that could be evolved and adapted through professional development or interference, the findings have applied consequences on opportunities to grow and strengthen the key learning objectives in the college, which include students' theoretical performance, standard outcomes and educators' overall gratification with their school experience. It is proposed that preparation and support that is optional instead of mandatory should be offered to help learners improve higher levels of EI.

To enable each student to become even more sensitive to feelings, to analyze and understand the emotions of others and, and to manage intra/interpersonal relationships, the support will include a professional education program that is part of their continuing student growth [8]. Besides, policies and procedures, accepted guidelines, and support documents can be written and put readily accessible for any student to access on the college internet and intranet site. Copies could be introduced to blogs besides workplaces in addition to the counseling department of the college to contract with low-self-motivated and controlled students.

The results of study can help to explain ways of improving the excellence of higher education, predominantly during the change to the induction, as that phase is seen as a dangerous stage in the development of learning values, attitudes and approaches. In promoting achievement for and beyond college education, these abilities are deemed critical. 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 [10].

CONCLUSION

This paper has been come out with a number of the finding for the emotional quotient for the students. Based on 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 the respondent for a teaching position in the school and representing teacher to training in addition to a seminar that would expand and develop their approach towards the 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 the wisdom of Efficacy, Sense of group of people and intelligence of specialized Interest. There is also a need to empowered students in their thinking process and need to work on their mindset towards the common problems of life.

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