



## **The Impact of Emotional Intelligence in Quality Education**

**Soma Banerjee**

**SKBU, Dept of Education, Purulia**

**Article Received: November 2020 Published: January 2021**

---

### **Abstract**

In this competitive world, students are expected to perform their roles both effectively and efficiently. Emotional Intelligence creates an ability to understand our feelings and the feelings of others too, which helps to determine the strength and weakness of personality. The right attitude and emotional intelligence is extensively needed to be developed in the students to have quality education and deal with the complexities of life. The main goal of the research work is to achieve quality education by instilling emotional intelligence into students for their success. The results are based entirely on secondary data collected to study how emotional intelligence contributes to students' behavior and attitude. The results suggest that emotional intelligence and quality education have a positive relationship. When the level of emotional intelligence became high, the value of the quality of education simultaneously became high.

***Keywords: Emotional Intelligence, Quality Education, Students behaviour, Attitude, self-efficacy, psychological well-being, academic achievement***

---

**1. INTRODUCTION**

“Today’s generation is tomorrow's creation”. In the current scenario the students are facing a competitive environment and expectations are very high from them so they need to perform /play a multidimensional role which can create complexity in their upbringing and in education. A student is in direct influence with- parents, teachers/mentors, peers/belongings in his/her life. Most of their daily time is spent among the peers and their friends and therefore are highly influenced by them. The reason being, these days we have nuclear families and both the parents are working. It has been observed that the working parents are unable to control their emotions in front of their child’s, and they also do not have much time to spend with them. This situation creates feelings of loneliness, sadness, anger and aggression etc. among them. Each child is born with some cerebral potential which grows and advances with maturity and experiences as acquired. The potential is likely to develop or be damaged as a result of life experiences. (Mangal, 2007). Therefore, there has been growing interest in the role of emotional intelligence in both the academic achievement of students and their emotional adaptation in school. Education must include both rational and emotional aspects to better prepare the child for adult life. In the current education system teachers are only focused about the score and percentage of their students to make their school and institution on a high level and to get recognition for increasing the brand value. They put students in a race for their future to search for the shortcuts to achieve success in life. And students get stuck up only in the percentage / grades system, they even don’t understand the reality of life. All his education is passive and things are loaded in his mind that does not even understand, but only torments himself and never becomes his own being. In the end, the student struggles for academic achievement.

Emotional intelligence is an art to manage our emotions and others too intelligently. Emotional Intelligence creates an ability to perceive, evaluate, understand, respond to, and influence employees. It is a process of mindfulness. When we talk about social intelligence we concentrate on others emotions by following the principle of empathy. Present education system has recognised the need and is making every effort to provide the students with quality education. Emotional intelligence is correlated with several significant outcomes for both adults and children. Children with higher emotional intelligence pay better attention, become more betrothed in school, have more encouraging relationships and are more empathetic (Raver, Garner, & Smith-Donald 2007; Eggum et al. 2011). They also better monitor their actions and yield higher grades (Rivers et al. 2012). For adults, higher emotional intelligence

is associated with better relationships, more positive work-related feelings, and less job-related anxiety and fatigue especially for teachers (Brackett, Rivers, & Salovey 2011).

Students are directly related to three core elements of learning in their lifespan which can influence them effortlessly and commendably as in Fig.1.

1. Belonging/peers
2. Parents
3. Teachers

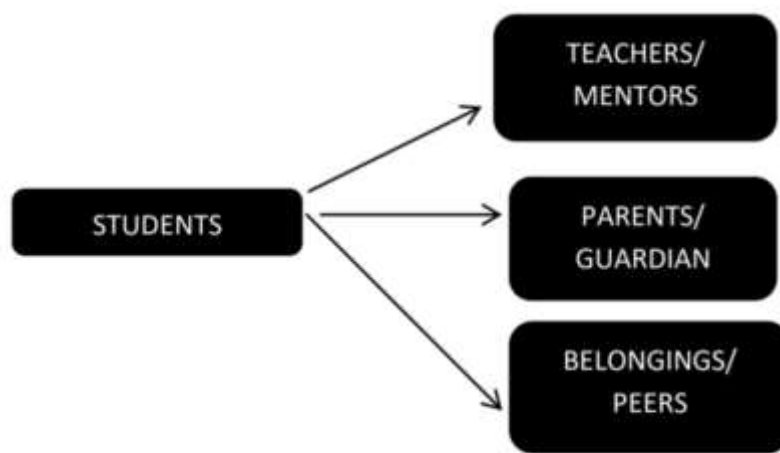


Fig.1 Core Elements of Learning

In a simple way quality of education involves a good communication system as it is the only way to exchange any kind of information. Communication is a two way process and the quality education is also a two way system in which recipient (student) and transmitter (teacher) are involved, if recipient is not emotionally stable then transmitter cannot transfer any kind of information to them. Emotional intelligence helps the students to enhance the level of emotional stability.

### 1.1 Emotional Intelligence Impact on Quality Education

Quality education is a process which makes students conceptually or deeply understand the thought of education in an unfussy way which can be done only by balancing the emotions. When a person is sensitively disturbed they are incompetent to understand the notion. Emotional Intelligence makes quality education more susceptible towards the concepts of self-

awareness, self-management and relationship management. Therefore there is a need for fine health, excellent relationships that help in reconnoitering self-strength and weaknesses.

Definition of quality education: - In 1990, the World Declaration on Education noted that the poor quality of teaching needs improvement. The Declaration also identified quality as a prerequisite for achieving the fundamental objective of equity. Although the perception of quality education has not been fully developed, it has been recognized that expanding education requires the contribution of the individual and society. The emphasis was placed on ensuring an increase in children's cognitive development by improving the quality of their education. A decade later, Dakar's Framework for Action declared that access to quality education was a right for all children. Quality, he argued, was "the heart of education", a determining factor for enrollment, retention and performance. Its extended definition of quality establishes the desirable characteristics of the students (healthy and motivated students), the processes (competent teachers using active pedagogies), the contents (relevant study plans) and the systems (good governance and fair allocation of resources). Although this established a program for achieving good educational quality, it did not place any weight on the various dimensions identified.

The concept of quality education means deep understanding of the concept which can only be done through clean concentration. Clean concentration can be attained only by stability in life. Every person wants stability in mind: physically, emotionally and socially etc. Emotional intelligence is an effective tool to develop the ability to understand the concept of self awareness, self-management, relationship management and helps in self-motivation and motivating others too. Emotional intelligence can create capability to realize the inner strength and weakness, which directs the mind in the right direction towards success and achievement. If a student wants to achieve a high quality of education, there is a need of good mental and physical health that can be possible attained by awareness about emotional intelligence.

### **1.2 Emotional intelligence result or impact on quality of education**

Emotional intelligence creates a great impact on the life of students. The factors accountable are:

Well-being: In today's civic life the parents are too busy; teachers have lots of work pressure as a result, the major part of learning is left untouched. Emotional intelligence helps students in understanding the environment and the situation in a better and broader perspective.

Upbringing: Parents, teachers and others often complain about the offensive behaviour of their children but they do not focus on the reason behind the particular behaviour. The regime of the child is falsifying. There is a need to focus on the appalling upbringing brought by parents and other guidance.

Positive thinking: The learning process can be productive when it is built in the premises of positive land. The students are far away from the veracity of life, they have to introduce the cuts and curves or challenges of corners of existence.

Personality improvement: It is the combinations of values, beliefs, feelings behavior perception, thoughts and etc. that are different from one to another. The personality improvement process is the change in the early and present process formulated by accumulating meaningful ways in their lifespan.

Emotional stability: Emotional stability is measured specifically in two aspects: low emotional stability and high emotional stability. When a person takes negative feedback of his/ her performance as a guideline they have high emotional stability and when it takes it as an annoyance, they cataract in low emotional stability.

Social stability: We all have to focus on the society empathically. There is a need to be aware all the time and observe everyone around us with sensitive eyes. It contributes towards our society togetherness feelings. Social stable persons are those who always keep themselves in the region of a healthy society which helps them stay sheltered and be an ethical person.

### **1.3 Children to Understand and the Concept of Emotional Intelligence in the Context of Education Quality**

When we discuss different age groups, there is a difference in the understanding position and situation among the Childs.

0-3 years of age (infant) – In this age group childs are enabled to understand anything as they are too small for it.

3-18years of age(adolescent) – In this age group the children have curiosity to know about various things. It is a proper time framework for kids to understand the new concept or develop the perception towards the world, relationships or importance of education etc.

18 years onwards (adults) in this age group feel difficult to understand the concept because at this point of age they had their own perception and opinion. They look at the same picture but with their own eyes, which make them distinct from others.

So the right time to accumulate emotional intelligence in children is 3-18 years of age which is totally in the hands of parents, teachers and peers. It is the responsibility of all of us to provide them with an effective environment to produce a healthy mind by providing them proper knowledge about the need and importance of emotional intelligence in their lives.

Like Goleman Denial (1998), he divided EI into five parts: self-awareness, self-regulation, motivation, empathy and social skills. Emotional intelligence is a process of perception of emotions. Reasoning with emotions by understanding with emotions and managing emotions.

#### **1.4 Importance and Effects of Emotional Intelligence**

The studies from different researchers show that people who are rationally brilliant are sometimes incompetent and unsuccessful at work or in their personal relationships. Emotional Intelligence impacts the various things in our general lives too.

**Performance at work:** The people who feel incompetent at workplace needs to explore the factors responsible for the emerging difficulties and try to overcome them. They should motivate one and others to excel in their career.

**Mental health:** Mental health impacts an individual's daily life, relationships and even physical health. The uncontrolled stress has a great impact on the mental health of the individual, making one susceptible to the mood swings, anxiety and schizophrenia.

**Physical health:** Physical health is vital to overall well-being and is the most evident of all health aspects, including social , intellectual, financial, spiritual, and environmental health. The stress level should be managed, which can lead to serious health problems such as blood pressure, suppress the immune system and increase the risk of heart attack and stroke.

**Relationship:** The relationships at the workplace and the relationships at home both are equally important for an individual. By understanding the emotions and how the measurements control them, you will be able to express your feelings and also to understand the feelings of others in a better way. This will help you communicate more effectively and with a stronger relationship, both at work and in your personal life.

**Academic achievement:** academic achievement is the level at which a student, teacher and institution have achieved their goals. These objectives can be defined in terms of knowledge, skills and abilities that the student acquires from the instructor. Students' academic performance is generally measured by a continuous examination or evaluation based on the various activities they perform during their term in that particular class. The achievement

includes the student's abilities and performance and is closely related to human growth and the child's cognitive, emotional, social and physical development.

The major part of human life to get success is:

1. Self-efficiency
2. Behaviors and attitudes

Emotional intelligence is the ability to accurately observe, evaluate and express emotions; the ability to access or generate feelings when they allow thoughts; the ability to understand emotions and emotional awareness; and the ability to control emotions to stimulate emotional and intellectual growth. The improvement of quality education can be achieved through:

1. Making students aware about their emotions
2. Managing their emotions
3. Using emotions as motivating guidelines
4. Developing interest in education
5. Managing relationships
6. Setting the goals and formulating strategies to achieve the defined goals
7. Developing positive thinking
8. Being optimist

Above mentioned are the parameters of psychological well-being. These improve the behavior and the attitude of students. Our schools have to design intervention and counselors programs to foster psychological well-being. Psychological well-being improves self-efficacy. Happiness and satisfaction attain relaxation and trim down depression and complexity of life. Emotional intelligence acts as a bridge between depressions to happiness in behavior.

### **Objectives**

To explore the factors that can influence academic achievement and emotional intelligence development from secondary data,

To recognize the role of teachers, parents and the curriculum of education in improving students ' emotional competencies,

To study the role of Emotional intelligence in improving the Quality of education.

## **2 LITERATURE REVIEW**

According to Salovey and Mayer (1990), emotional intelligence has classified skills into five main areas: self-awareness, emotion management, empathy and motivation and relationship management. These domains play an important role in student performance in schools and institutions. Emotional Intelligence promotes students having low happiness, high depression and low satisfaction level in shaping up their attitudes and attitudes so as to improve their academic performance.

Emotional intelligence is linked to life satisfaction, psychological well-being, professional success and job performance (Adeyemi and Adeleye, 2008; Salovey and Mayer, 1990). Song et al. (2010), studied the impact of general mental ability (WFD) and emotional intelligence (EI) on the academic and social performance of college students. While GMA and EI influenced academic performance, GMA was found to be a more reliable predictor of academic achievement than EI. However, only EI, not WFD, was related to the quality of social interactions with their peers.

Emotional intelligence implies the ability to conduct a faithful analysis of the emotions and the ability of the feelings they employ, emotions and emotional knowledge to enhance thinking, in particular the incorporation of skills, which suggests that this distinctive ability can also be considered to constitute a united and general emotional intelligence (Ljungholm 2014). Emotional intelligence is very important for a multigenerational workplace as it enhances employee productivity, employee happiness, job satisfaction and leadership skills; it also creates mutual employee-employer relationships that enhance employee engagement with an organization (Njoroge, Yazdanifard, 2014: 34)

Researchers with a high degree of Emotional Intelligence report more career satisfaction according to Dulewicz and Higgs (1998). The same suggestions are made from Weisinger's research which also took place in 1998. Another research has shown that some workers with high EQ rates will experience less work pressure (Jordan et al., 2002). Cooper and Sawaf conclude that those people with high EQ can more effectively lead where Rice is 1999 also argues that people with high EQ levels are more adaptable to team leadership and performance in teams. In his research, Jayan explored the role of variance in emotional skills, personality variables in job performance, the sample consisted of 204 middle-level managers, and the regression analysis showed that variables such as adaptability, organizational awareness, goal



direction, development of others, trustworthiness with job performance are significant (Jayan 2006, J.S. Gunavava).

### **3 CONCEPTUAL FRAMEWORK MODEL**

#### **Factors Emotional Intelligence and its Impact on Education Quality**

**Self-Assessment:** When a person is able to identify their strengths and weaknesses, it is easier for them to work on them to improve their performance. School pupils should adopt the same concept under the supervision of their tutors to evaluate their strengths and weaknesses so that school performance is a success of the desired results. Children who understand the role of emotions in their lives will have a better basis on which to build a successful future.

**Pressure Handling:** Because studies indicate that academic results without IE do not indicate future success. Achievement-oriented behavior sometimes leads to overestimation of success which creates unwanted pressure on the child's mind which influences a person's emotional mental state. For example, it is easy to prepare for the exam, but it is difficult to sit down and manage the pressure of the exam, which can be reduced with the help of humor, self-confidence and self-control after the student can relax and get better academic results realization.

**Performance Evaluation:** A study by Rode et. Alabama. (2007) predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance implies great ambiguity. Second, most of the academic work is self-directed, which requires high levels of self-management. Therefore, people with high emotional intelligence would get better academic results.

**Academic Motivation:** It has been found from the literature review that academic achievement is not only motivated by the emotional quotient or the quotient of intelligence but also plays an significant role in academic motivation. Studies have shown that students with high, moderate, and low academic motivation differ in emotional intelligence which ultimately influences academic performance from one another.

### **4 CONCLUSION**

Of course, there is an indication that identifies emotional intelligence as important for predicting personal and academic success which indicates that emotional intelligence and quality of education are highly correlated. Emotional Intelligence and self-efficacy helped to analyse the behaviour and attitude of the students. When Emotional intelligence level decreases the quality of education level also decreases because the understanding level of students is

directly related to the emotional level of them. When the emotional level increases it pushes the level of Quality of Education in student's lives. Therefore, we can say that when students are educated to be emotionally and socially intelligent, their overall performance can improve. Appropriate brokerage strategies must be designed by teachers in collaboration with management to improve the quality of education among students through emotional intelligence. Our government should also take initiative steps towards Emotional intelligence as a legal framework in the educational system.

## **REFERENCES**

1. Adeyemo, D.A.& Adeleye, A.T. (2008), Emotional intelligence, religiosity and self-efficacy as predictors of psychological well-being among secondary school adolescents in Ogbomoso, Nigeria. *Europe's Journal of Psychology* February, 2005.
2. Brackett, M.A., S.E. Rivers, and P. Salovey(2011). Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. *Social and Personality Psychology Compass*. 5 (1), 88–103.
3. Dulewicz, V and Higgs, MJ (2000), Emotional intelligence: a review and evaluation study, *Journal of Managerial Psychology*
4. Eggum, N.D., N. Eisenberg, K. Kao, T.L. Spinrad, R. Bolnick, C. Hofer, A.S. Kupfer, and W.V. Fabricius (2011). "Emotion Understanding, Theory of Mind, and Prosocial Orientation: Relations over Time in Early Childhood." *The Journal of Positive Psychology*. 6 (1), 4–16.
5. Goleman D.(1998), *Working with Emotional Intelligence*, New York: Bantam Books.
6. Gunavathy J., Ayswarya R. (2011), Emotional Intelligence and Job Satisfaction as correlation of Job Performance – a study among women employed on Indian Software Industry.
7. Jayan, C. (2006), Emotional competence, personality and job attitudes as predictors of job performance. *Journal of the Indian Academy of Applied Psychology* 32 (2), 135-144.
8. Jordan, P. J., Ashkanasy, N. M., Hartel, C. E. J., & Hooper, G. S. (2002). Workgroup emotional intelligence: Scale development and relationship to team process effectiveness and goal focus. *Human Resource Management Review*, 12, 195–214.
9. Ljungholm, D. P. (2014). Emotional Intelligence in Organizational Behavior. *Economics, Management, and Financial Markets*, 9(3): 128–133.

10. Mangal, S.K. (2007). *Essentials of Educational Psychology*. PHI Learning Private Limited, Delhi.
11. Mangal, S.K. (2007). *Advance Educational Psychology*. PHI Learning Private Limited, Delhi
12. Njoroge, C. N., Yazdanifard, R. (2014). The Impact of Social and Emotional Intelligence on Employee Motivation in a Multigenerational Workplace. *Global Journal of Management and Business Research: A Administration and Management*, 14(3), 31-36.
13. Raver, C.C., P.W. Garner, & R. Smith-Donald(2007). The Roles of Emotion Regulation and Emotion Knowledge for Children’s Academic Readiness: Are the Links Causal? In *School Readiness and the Transition to Kindergarten in the Era of Accountability*, eds. R.C. Pianta, M.J. Cox, & K.L. Snow, 121–47. Baltimore, MD: Brookes.
14. Salovey, P &Mayer, J. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185-211.
15. Song, et al. (2010). The differential effects of general mental ability and emotional intelligence on academic performance and social interactions. *Intelligence* 38(1), 137-

---

Cite this article:

Soma Banerjee, “The Impact of Emotional Intelligence in Quality Education”, *Journal of Multidimensional Research and Review (JMRR)*, Vol.1, Iss.4, pp.19-29, 2021