



# Higher Emotional Intelligence in Blended Learning

*Joy Chowdhury*

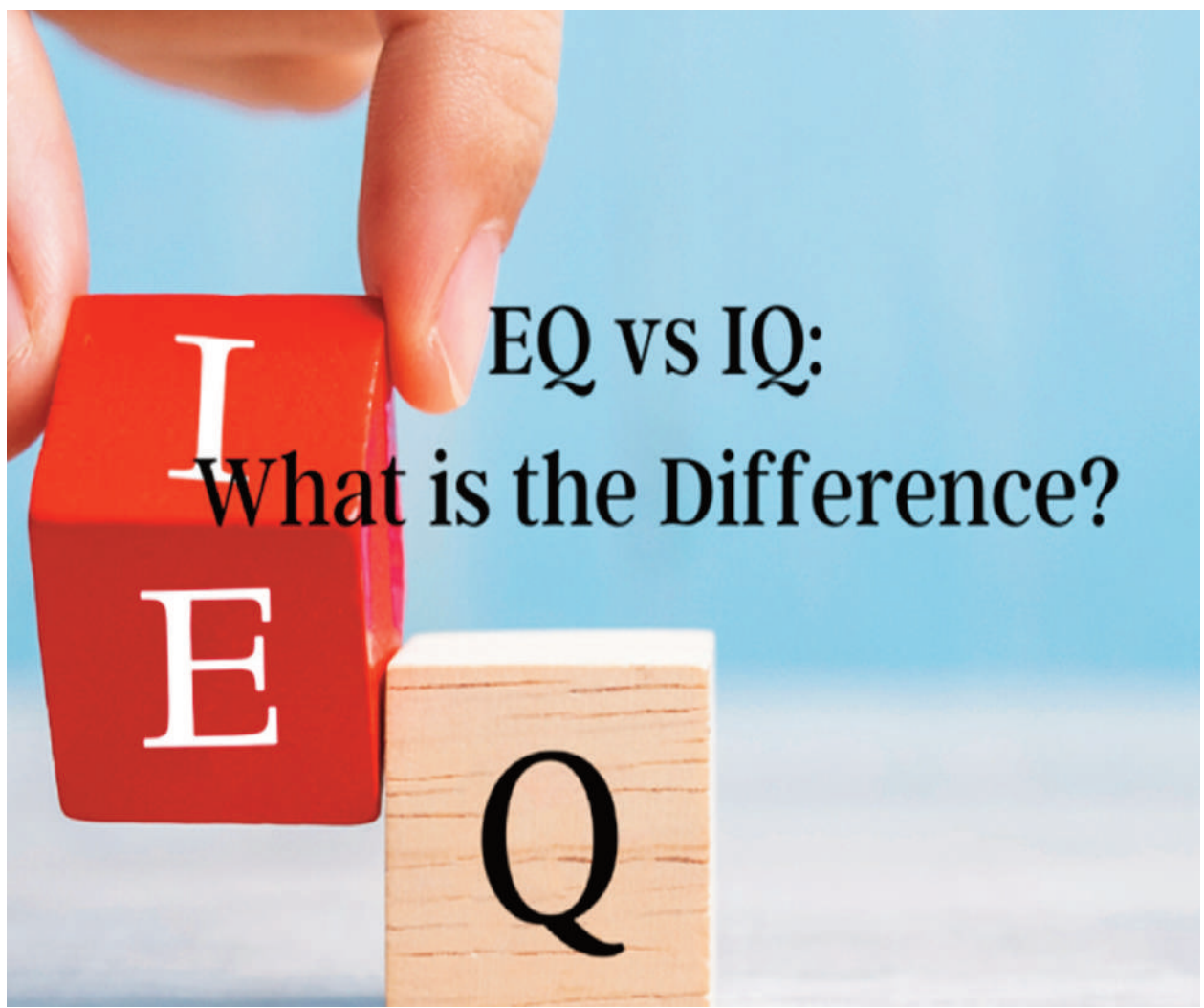
**E**motions are very complex states of mind and body, comprising of physiological, behavioural and cognitive reactions to situations that can be managed and directed. Situations may be interpreted as sad, dangerous, or joyous, and we know, a sad situation may yield tears, or a dangerous situation may result in increased heartbeat. It is critical to realise that emotions, thoughts and actions are intricately interwoven and linked. Emotional maturity and social skills along with intelligence bring adjustment and success in one's life. An emo-

tionally intelligent person can manage their feelings better and cope with stress, with the ability to resolve problems. An emotionally intelligent person is self-managed and more successful in various areas of educational and other professional fields.

Let us try to understand and differentiate between Emotional Quotient and Intelligence Quotient

Emotional quotient is a way to measure how a person recognizes emotions in himself or herself and others, and manages these emo-

tional states to strengthen their relationship and work better as a group or team and on the other hand intelligence quotient is a value that indicates a person's ability to learn, understand, and apply information and skills in a structured manner. The major difference between emotional quotient and intelligent quotient is what part of a person's mental abilities they measure that is understanding emotions or understanding information. Both intelligent quotient and emotional quotient are critical in ensuring ability to succeed, but due to the



fact that humans are gregarious and social animals, some psychologists argue that emotional quotient becomes more important in leading a happy and successful life. Social skills are required in every facet of an individual's life, be it in business or otherwise. According to a recent Forbes article carried out by the Carnegie Institute of Technology 85 percent of an individual's financial success is due to skills in "human engineering," that is an individual's personality and ability to communicate, negotiate, and lead. Surprisingly, only 15 percent is due to technical knowledge. Daniel Kahneman, found that people would rather do business with a person they like

and trust rather than someone they don't, even if the likeable person is offering a lower quality product or service at a higher price."

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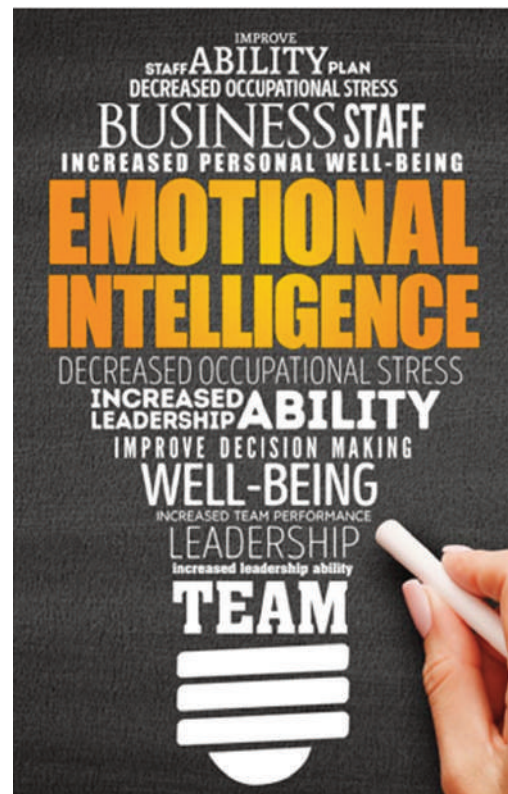


late emotions, to understand the message and meaning of the emotions. Emotional intelligence is the ability to managing and regulating emotions (Salovey and Mayer, 1990). Emotional intelligence reflects not a single trait or ability but, rather a composite of distinct emotional reasoning abilities like perceiving, understanding and regulating emotions.

Farooq (2003) posited that perceiving emotions consists of recognising and interpreting the meaning of various emotional states, as well as their relations to other sensory modalities involving comprehension of how basic emotions are blended to form complex emotions, and how emotions are affected by events surrounding experiences. Regulating emotions, as submitted by Mayer and Salovey (1997) involves control of emotions in oneself and others. According to Salovey and Mayer (1990), in sum, emotional intelligence is a form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

### EMOTIONS

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Yang (2009) pointed out that emotions are a result of evaluation of internal and external pieces of information, which basically arise and change in response to a person's interaction with his or her environment.

and change in response to a person's interaction with his or her environment. Sprirrow and Knight (2006) regarded emotions as multi-component response tendencies that unfold over a relatively short time span. Reiff et al (2001) are of

the opinion that emotions are primarily motivating forces which arouse, sustain and direct activity. Emotions are reported to influence learning, and a range of behaviours, such as helping, negotiating, altruism, risk taking and compliance. Roberts, Schulze and MacCann (2008) pointed out that our emotional state has the potential to influence our thinking, and students learn and perform more successfully when they feel secure, happy and excited about the subject matter. Oatly and Nundy (1996) argued that although emotions have the potential to energise students' thinking, emotional states also have the potential to interfere with learning. If students are overly excited or enthusiastic, they might work care-

lessly or quickly rather than working methodically or carefully. Pekrun (2006) submitted that emotions such as anger, anxiety and sadness have the potential to distract students' learning efforts by interfering with their ability to attend to tasks at hand.

**Creating higher Emotional Intelligence among students in a blended learning environment:**

Coronavirus has unfurled its ugly head, and its tentacles have created mayhem across the globe. The COVID-19 pandemic has done immense damage and the repercussions are long-lasting (Sparrow, 2020). The unimaginable global uncertainty, which has been precipitated by the pandemic, has plunged



lives and livelihoods into intense crisis-laden challenges. The pandemic continues to amplify anxiety, grief and also highlights the question of our economic and social future (Martin et al., 2020). Individuals have been severely impacted both emotionally and psychologically in addition to disturbance in our social, political and economic lives caused by the pandemic (Miller, 2020). The world is witnessing a much-needed restructuring of the

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social and economic order and the beginnings of a 'new normal'. Businesses have ample opportunities to learn from and adapt to a multitude of innovations and strategic orientations (Suyash, 2020). This learning and adaptation will also enable social and economic upliftment worldwide. Businesses have been forced to find new purpose in defining the reason for their existence and their impact on employees, customers as also the environment in which they operate. Businesses will not just need to leverage their strengths but will more importantly need to find new strengths in their leader managers and employees. The changing survival strategies are characterized by the application of perseverance,



innovation, change and resilience when posed with obstacles (Van Gelderen, 2012). This new normal is expected to influence how people all over the world will study, work, live and use technology. Collaboration, upskilling, learning and development measures (Gupta, 2020), innovative systems and processes, emotional intelligence (EI) capacities and capabilities, logistics, supply chain and other core processes will be new focal points for staying ahead in the game post-pandemic. Pandemic has affected higher education institutions (HEIs) in many ways than one. It has brought all social activities, including schooling and higher education, to a screeching halt. Learners are stranded in no man's land with a very indecisive and confused demeanour. According to Seke (2020), the new normal will cause an educational revolution and will push students into self-instruc-



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tion mode. Inexperience or less exposure to the online mode of learning or teaching can have an adverse impact on learners. Information overload is another factor that can be demotivating and discouraging as learners need to invest long hours to bridge this knowledge gap (Liyanagunawardena et al., 2013). Among HEIs, those offering business

education are being forced to move away from their comfort zones. Rana et al. (2020) addresses the challenges faced by B-Schools in the current scenario by postulating on 'the brick-and-mortar dilemma' 'operating under high-risk environments' and 'job uncertainty'. The current situation has also exposed the limitations and irrelevance of the traditional systems and processes that have plagued the workings of HEIs worldwide. Educational institutions should equip themselves with additional skills of getting the millennial job ready as well as helping them to maintain the job challenges during turbulent times (Levenson, 2020). Overall, educational institutions, and, in particular, HEIs, need to reinvent themselves and reshape the learning and teaching process (Sá & Serpa, 2020). HEIs are considered highly complex organizations (Warter, 2019) due to the prevalence of multiple stakeholders (Caliskan & Zhu, 2019). In the changed scenario, these institutions have had to adopt high-end technology and digital methods to continue to remain relevant. While ghost campuses have increasingly become evident with empty classrooms and lonely corridors, many HEIs are normalizing the day-to-day workings and taking steps to minimize disruptions by using virtual tools. Challenges posed by the new normal affects both the

HEI management and the learners. The lives of students, staff and policymakers of educational institutions are disrupted (Hodges et al., 2020). Zhang et al. (2020) assert that policymakers face challenges of poor online infrastructure for teaching in the new normal. This challenge is further enlarged by the teacher's inexperience in teaching on the online platform (Bao, 2020) and lack of clarity on standardized teaching pedagogy. Student challenges vary from fee payment for online classes on par with offline classes, motivation to continue study on online mode, challenges of assessment and examination, and poor self-discipline in the context of online mode of learning (Bao, 2020; Hubble & Bolton, 2020). Rana et al. (2020) highlight the dangers of cybercrime faced by students in the new normal. It is, therefore, significantly critical to examine how empathy and other EI dimensions along with experiential learning strategies will evolve shortly so that quality in the new systems and processes is sustained and progressive too. The article is based on the premise that the unprecedented changes have an impact on multiple stakeholders of HEIs. New approaches are needed to teach and learn in the new normal. Adapting to new technologies and systems is essential for the continuity of education from the student's perspective (Murphy, 2020). It



follows that new skill sets required post the pandemic could be very different from the conventional ones. In these unpredictable times, thorough deliberation is required to determine the future course of action. Some of the 'Uncertainty Competencies' according to Buheji and Ahmed (2020) are resilience, agility, proactiveness, diverse perspective and multidisciplinary approach. Developing 'Uncertainty Competencies' seems to be imperative during the volatile, uncertain, complex and ambiguous situation created by the pandemic. Further, reports of people trying to remain connected during the lockdown and social

isolation at Wuhan, China, by 'cloud clubbing' (Ankel, 2020; Li et al., 2020) underlines the use of advanced technology for getting acclimatized to the new normal. As a consequence, beyond Wuhan, there is a sudden need for the stressed, non-tech-savvy people to learn how to use digital networking tools. Technology dependence on future workplaces created due to the upsurge of artificial intelligence and machine learning tools has only been enhanced by the forced dependence of technology due to COVID-19-connected situations. The developments of attributes, skills and capabilities have become



more relevant than content knowledge. Post the pandemic, the work and the educational system would have moved to a new normal, and the skills learnt may become redundant. Li and Zehr (2020) suggest a need to develop new employability skills through appropriate learning and training programmes for better preparedness for unknown challenges.

Many studies suggest that social and academic adjustments are affected by the interrelationship between cognitive and emotional processing (Calkins & Bell, 2010; Pekrun et al., 2002). Studies conducted in the context of EI and academic performance consistently show that poor academic performance is closely linked to lower levels of EI (Alavinia & Mollahosseini, 2012; Costa & Faria, 2015; Hasanzadeh & Shahmohamadi, 2011; Lanciano & Curci, 2014; Shatalebi et al., 2012). Students of higher education are reported to be highly stressed over their academic connected plans for the future. (Moawad, 2020). The mental effects of isolation due to a pandemic can lead to fear, stress and anxiety, and the usage of unknown pedagogy may hinder the learners and teachers to perform to the fullest (Kaup et al., 2020). Moreover, providing sustainable education has become the most recent challenge faced by HEIs during times of un-

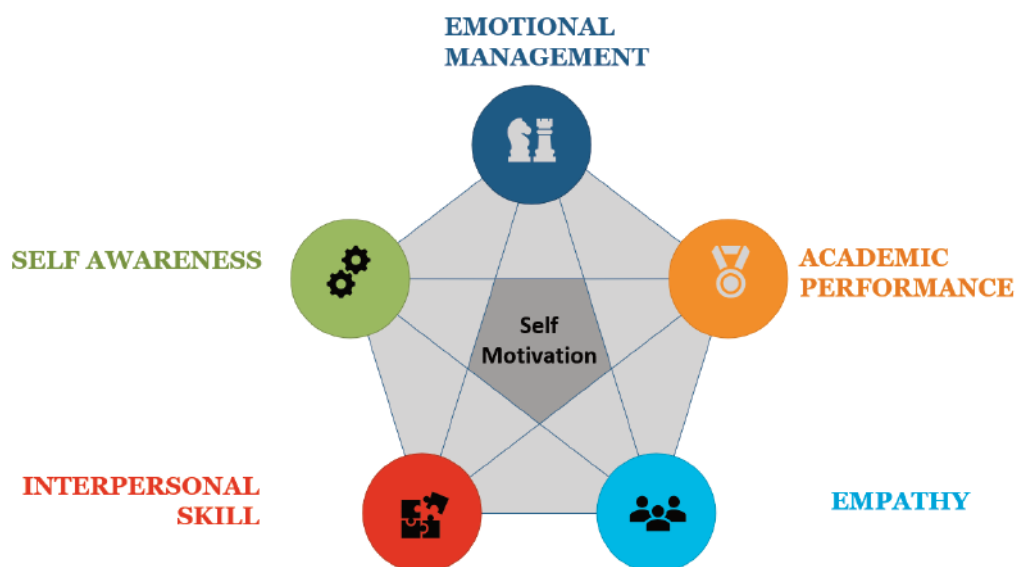
Studies conducted in the context of EI and academic performance consistently show that poor academic performance is closely linked to lower levels of EI (Alavinia & Mollahosseini, 2012; Costa & Faria, 2015; Hasanzadeh & Shahmohamadi, 2011; Lanciano & Curci, 2014; Shatalebi et al., 2012).

certainty. Much current research focuses on technology enablement of learner and instructor during the pandemic to ensure smooth information flow (Sandars et al., 2020; Eachempati & Ramnarayan, 2020), reducing cognitive load and technology training of instructor (Mukhtar et al., 2020), and use of blended learning to make learning more engaging by way of synchronous and asynchronous learning (Kayalar, 2020). Limited literature is available on EI during the pandemic. Further, the article conceptualizes the possibility of EI dimensions intervening and alleviating risks associated with such disruptions, thereby fostering learning and development in the new normal. Recognizing these uncertain times,

learners find themselves unsure about their abilities to cope with fluid and sometimes frustrating situations. Educational institutions have been forced to adopt a technology-driven online knowledge dispersion framework, which is a huge disruption in the traditional format of knowledge delivery and assessment. Therefore, this article aims to explore the possibility of augmenting the learning and holistic development of scholars of HEIs by leveraging EI.

The term emotional intelligence became popular and mainstream in the discussion of intelligence exists only after the publication of Daniel Goleman in 1995. He discussed that IQ

contributes only 20% in the success of life and the rest by other factors. These factors may include emotional intelligence, luck and social class. He believes that emotional intelligence has a stronger influence in IQ. Moreover, emotional intelligence can be enhanced if taught in a certain way. Goleman (1995) defines emotional intelligence as the ability to understand the sense of self and others, to motivate themselves and regulate emotions in both self and personal relationships with others. Based on the above statement, the researcher developed a model attempt to describe the relationship between five elements of emotional intelligence and academic performance. This model is built by showing





## Low Academic Achievement



Diagram 2: Model of low academic achievement (Adaptation from Krouse & Krouse, 1981; Brown & Langer, 1990)

whether the element of self-motivation to work as a mediator to contribute to academic performance.

### Relationship of Emotional Intelligence and Academic Achievement

There are some factors that cause a student's low performance. Among

that dysfunction personality is part of the composition of the formation of emotional intelligence is the cause of students' low performance.

From this model, dysfunction can be construed as an individual personality that is not motivated, lack confidence, have low self-esteem, lack of self control and have high anxiety. Students who have the above characteristics is said to have low emotional intelligence, and this will affect their academic performance. Petrides et al (2004) have looked at the relationship between trait emotional intelligence, academic performance and cognitive ability found that emotional intelligence moderated the relationship between academic performance and cognitive ability. Parker et al (2004) in their

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studied concluded that various elements of emotional intelligence used as predictors of academic success. They found that highly successful students scored higher than the unsuccessful group on three subsets of emotional intelligence (interpersonal ability, stress management and adaptability). A study conducted by Rode et al.(2007) predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, majority of academic work is self-directed, requiring high levels of self-management. Therefore, individuals with

high emotional intelligence would perform better academically. Svetlana (2007) suggests the need to incorporate emotional intelligence training into secondary education curricula, due to a significant relationship between emotional intelligence and academic achievement.

#### **Relationship of Self-Awareness Element and Academic Achievement**

Self-awareness is to inform themselves of interest to identify feelings and how it affects performance. This self-awareness is the key to sensitize a person of strength and weakness. This self-awareness allows one to obtain self-confidence. In a study conducted by Holahan and Sears





(1995) for a period of 60 years to more than 1000 people who have a high IQ from childhood until the time they retire. It was found that those who acquire self-confidence during the first year was more successful in their careers. Johnson(2009) agreed that emotional health is fundamental to effective learning. The most critical element of a students' success is an understanding of how to learn. Student with self-aware and intrinsically motivated will definitely have very high of academic performance.

#### **Relationship of Emotional Management Element and Academic Achievement**

Academic performance (Corno and Mandinach, 1983; and Corno,Rohrkemper, 1985). In the

Sommerville study, research on 450 men who grew up in Sommerville. Two-thirds of the men came from families that live and one-third of them had an IQ below 90. In this study, IQ showed little relationship success in their careers and their lives. One noticeable difference in their success is the ability of such concerns, emotions and friendly with other people (Snarey and Vailant, 1985). Self-control is the author or additions to the behavior, thoughts, feelings, positive and reduce negative or erode them. Self-control can bring some benefits in the following areas: 1. reduce the difficulties faced 2. prevent the problem by controlling the adverse action 3. achieve the desired goals 4. prevent erosion of a performance (Yates, 1986) All students will experi-



ence frustration and failure to achieve their goals. They depend on the strength of fortitude to control their negative thoughts and feelings. If they are able to control emotions, they will achieve the academic goals as well. (Dweck, 1996). Similarly finding in the study conducted by Walter Mischel on children aged 4 years. They are found that control the impulses of action have shown their ability in achieving good academic and good social skills when they are in their adolescence (Shoda, Mischel, and Peake, 1990). Contribution of emotional management to academic performance also supported by research done by MacCann et al. (2011). The results

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suggest that better educational outcomes might be achieved by targeting skills relating to emotion management and problem-focused coping.

### **Relationship of Empathy Element and Academic Achievement**

Allows an easy empathy on emotional and sensitize needs of others, thus showing their concern. Empathize with individuals who can read or understand non-verbal signs such as voice intonation, facial expression and so forth. One of the functions played by the school is allowing the child freely describe particular emotions associated with sympathy and empathy for others and also help control the feelings that are not good enough and not particularly great anger and extreme excitement (Fontana, 1984). Rosenthal et.al (1977) also found that people who are able to identify the emotions of others with the ability to empathize with both the gain was more successful in their work and their social life. The study also showed low levels of empathy are associated with poor academic performance. When two students who have intellectual intelligence that IQ is the same but different empathy skills, found that students with higher empathy get better grades (Nowicki and Duke, 1992). Chow (2006) found that students' levels of empathy have positive connections

with their academic motivation, thus help increasing their academic performance.

### Relationship of Self-Motivation Element and Academic Achievement

Motivation is the driving force that involves the raise, maintain and control the interest (Bernard, 1965). Said to be an element of motivation is important to encourage students to actively engage in the activities of teaching and learning, interested in encouraging students to continue learning, to create a fun learning process. In this study, the motivation of priority is self motivation. It is the desires of the natural birth of the student and become a strong factor in learning activities. Self-motivation is one important element of emotional intelligence provides a boost in improving their academic performance. In the context of this research, self-motivation show interest in students to study and understand their learning objectives for obtaining good achievement. Self-motivation is said on the emotions. Emotions affect the response of a person against another person and also on their environment, ultimately determine the pattern of adjustment that will be taken in their lives (Kamarudin, 1989). The structure of emotion on children should be used to generate interest to learn. Students should feel the success and enjoyment in learning.

When they get satisfaction, thus encouraging them to continue to be active in learning. Emotions have a close relationship to the motif (McDougall, 1908). Emotions are usually accompanied by a motivated behavior. For example, if someone will continue to provide emotional excitement returns, while someone will try to avoid or stay away from if the return is not fun. Self-motivation in emotional intelligence may be based on the model of motivation “expectancy-value “. The three components of motivation is the hope of components, component values and





affective components. Expectations component is confidence on the ability to perform a task, the components are showing the aims and beliefs of students about the importance and interest to the task and the affective component of emotions is the act of assignment of students. It is necessary to consider the influence of motivation and emotion in cognitive development. Both of these elements together to build the establishment of the cognitive achievement. This means that some of the personality development of the whole should be the main focus of education (Rauste-Von Wright, 1986).

#### **Relationship of Interpersonal Skills Element and Academic Achievement**

Low academic achievement can be attributed to social problems and emotions faced by the students, especially about the ability to use social skills to get support from teachers (MacMullin, 1994). Scott-Jones and Clark (1986) said that the academic achievement of many depends on the capabilities and aspirations of individuals. As the social environment in which learning occurs can strengthen or eliminate behaviors that lead to achievement, the acquisition of interpersonal skills is essential to achieve excel-



lence in learning. Some social skills such as attention, perseverance in work and compliance with the request and direction of teachers should be studied as social skills are important for academic success (Cartledge and Milburn, 1978).

A variety of social skills is critical for success in learning at school. Students with social skills usually show better academic achievement of friends his age who lack social skills (Grossman, et al., 1997). Students who do not master the skills of interpersonal difficulties in relationships with peers, who often behave badly, and eventually lead to poor academic performance (Sulzer-Azaraff and Mayer, 1986). A study was conducted by Stephen N. Elliott, a psychology professor at University of Wisconsin found students who are enrolled in social skills from the period 1996-1997, showed an increase in social skills and this in turn leads to an increase in their academic achievements. His study shows that there is a correlation between social skills and academic achievement (Sadowski, 1998). This finding also supported by Johnson (2009), he proposed that emotional intelligence enables the students to develop good interpersonal relationship and to have social support which also help students to perform well in their examination.

Goleman (1995) as quoted by

Students who do not master the skills of interpersonal difficulties in relationships with peers, who often behave badly, and eventually lead to poor academic performance (Sulzer-Azaraff and Mayer, 1986).

Schutte et al (2001) hypothesized that emotional intelligence plays a role in establishing and maintaining relationships, and Saarni (1999) posited that the related construct of emotional competence is a crucial component of social development and contributes to the quality of interpersonal relationships. Good personal relationships are crucial for academic success, as they allow the student to be socially integrated in the school system, and is able to discuss academic issues with peers, effectively. Schutte et al (2001) pointed out that social skills are the lubricants of social life that help individuals to interact in mutually better ways. Gouldner (1960) submitted that social skills tend to be reciproc-

cal; persons who display good social skills tend to receive good treatment in return and are liked by others. According to Schutte et al (2001) people with high emotional intelligence also have been found to have high levels of interpersonal skills.

Cutrona and Associates (1994) pointed out that the stronger the social support the more confidence a person will have to fight with challenges. Hackett and Associates (1992) reported that encouragement from faculty, members predicted university students' academic performance. This social support which is crucial to students' academic per-

formance can be enhanced by a person who has high levels of emotional intelligence. Trockel et al (2000) observed that students with high emotional intelligence listen to their feelings and feel good about themselves and tend to accept and respect themselves and perform well in school because of their raised self-esteem. Walter (1991) pointed out that high emotional intelligence is associated with good stress management. According to Walter (1991) an emotionally intelligent person is better able to manage stressful situations with the effective ability to meet challenges at school. Vance, Fernandez, and Biber (1998) found out those characteristics of high emotional intelligence such as good problem solving skills, reading at or above grade level, ability to get along with peers and adults. Likeability and a sense of humour are associated with the positive educational progress. Goleman (1995) pointed out that the school success is not predicted by a child's fund of facts or a precocious ability to read much as by emotional and social measures such as being self-assured and interested, knowing what kind of behaviour is expected and how to restrain impulse to misbehave, being able to wait, to follow directions and expressing needs while getting along with children.

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emotional intelligence is crucial to a student's personal health and college success. These authors went on to argue that students with emotional intelligence skills are better able to cope with demanding and complex college experience. Low and Nelson (2006), submitted that students who are able to lead their life successfully in academic can focus on their learning and perform well academically. Low and Nelson (2006) argued that it is apparent that having high emotional intelligence gives an added advantage to individuals, be it in educational pur-

sue or career development. Aminuddin, Tajularipin and Rohaizan's (2009)'s study examining emotional intelligence level among 223 form ones and four students in rural areas and the findings also supported the fact that emotional intelligence has an influence on academic achievements. They found that the emotional intelligence is closely related to the students' academic achievement which they added, corroborates with these findings by Parker et al and Petrides et al. Bar-on (2007), one of the proponents and leading researchers in







the study of emotional intelligence also recognises the influence of this non-cognitive ability in success of a student's life, as he posited that ability to manage one's emotions, to be able to validate one's feelings and solve problems of a personal and interpersonal nature are important for being academically successful. Doctor Bar-On (2007) went on to suggest that academic performance appears to be facilitated by being able to set personal goals as well as to be sufficiently optimistic and self-motivated to accomplish them. Bar-On (2005) postulated that an assessment of emotional intelligence levels among students can be significantly used to predict their

scholastic performance. Low, Lomax and Nelson (2004) asserted that emotional intelligence, skills and intelligence hold a major key to improve education and helping students, teachers, and faculty and student development professionals attain higher degrees of achievement, career success, leadership and personal wellbeing.

Cherniss and Goleman (201) submitted that a student who is able to relate on an interpersonal basis with faculty, peers and the college community at large will be better prepared to initiate and maintain vital interpersonal relationships while in college, and in the future, in a pro-



Low and Nelson (2004) reported that emotional intelligence skills are key factors than the academic achievement and test performance of high school and college students respectively. Kang and Goo(2007) argued that recent researcher on emotional literacy demonstrates the bridge between cognition, that is critical thinking, such as use of language, affect, that is experience of emotions and physiology, the body's response.

fessional environment. A student who knows himself / herself well enough to keep impulses in check and delay gratification, control anger and maintain composure will probably be more successful in the classroom and beyond. Lee (2011), Hill and Craft (2003) posited that a student who is able to juggle the demands and rigor that becoming a young adult entail such as striking a balance among developing independent living skills, limiting excessive personal diversion and cultivating strong academic skills will more likely be a better student and more prepared to enter a professional working environment. According to Goleman, the standard measure of intelligence, IQ con-

tributes no more than 20% towards one's success, while the remainder is determined by emotional intelligence. Low and Nelson (2004) reported that emotional intelligence skills are key factors than the academic achievement and test performance of high school and college students respectively. Kang and Goo(2007) argued that recent researcher on emotional literacy demonstrates the bridge between cognition, that is critical thinking, such as use of language, affect, that is experience of emotions and physiology, the body's response. Eckman (1999) pointed out that emotional intelligence appears to be a core ingredient that, when developed and well employed, has wide-ranging

benefits for learning relationships and wellness. Pool and Qualter (2012) pointed out that students with high emotional intelligence have better school attendance records, their classroom behaviour is more constructive and less often disruptive and they like school more, and are less likely to be suspended or otherwise disciplined. Moon (1997) submitted that recent studies of emotional intelligence and college retention indicate that students with higher emotional intelligence are less likely to drop out of school than their peers and the implication of the above statement is that students with high emotional intelligence are more likely to persist in school and graduate than

their peers. The mere fact that the probability of the students who have high emotional intelligence to graduate is high; it also means that the probability of them succeeding is also high.

Eckman (1999) pointed out that students with higher (EQ) were less involved in aggressive interactions and more accepted by their peers. This social integration is critical to academic achievement of a student. Students with high EQ were also recognised by teachers and peers both as cooperative and as leaders, which are attributes which bring success to an individual, including academic success. Dennis Tridad and Anderson Johnson assessed 205



Students with high EQ were also recognised by teachers and peers both as cooperative and as leaders, which are attributes which bring success to an individual, including academic success. Dennis Tridad and Anderson Johnson assessed 205 middle school students in Southern California, measuring both emotional intelligence and use of alcohol and tobacco.

middle school students in Southern California, measuring both emotional intelligence and use of alcohol and tobacco. The results were that teens with high EI were less likely to use alcohol and tobacco. The fact that the students with high EI are less likely to be involved in alcohol and drug abuse, inevitably means students with high EI are likely to have and devote more time to academic issues, which will more likely result in them achieving high academic success.

It is also critical to note that despite the overwhelming evidence that points to the fact that emotional intelligence accounts for 80% success of an individual's learning, it should also be noted that some academic tasks, also require high IQ for them to be accomplished, and where this is low, then the individual may face problems. There are some, mathematical problems which require high IQ in mathematics, not EI. The individual may have high EI but lacking high IQ in mathematics, the individual may still fail to perform well. Despite the fact that EI is the key determinant of academic success, but high IQ also compliments and makes academic achievement a reality.

Emotional intelligence teaches about integrity, honesty, commitment, vision, creativity, mental en-

durance, wisdom, justice, trust principles, and self-mastery. Goleman (2003) says that psychologists agree that intellectual intelligence accounts for only 20 percent of the factors that determine success, while the remaining 80 percent comes from other factors, including what is called emotional intelligence. It is supported by research conducted by (Purbowosari, 2016) which states that with emotional intelligence learners can understand themselves and their environment appropriately, have confidence, not easily discouraged, and can form the character of learners. The results shows that there is a significant effect on emotional intelligence to plant the values of the characters in the students. That is, emotional intelligence can improve the social character of students.



## Biography of Author

**Joy Chowdhury** is an eminent Learning and Development professional, a motivator and an emotional intelligence coach. He caters the society as a transformational leader, effective communicator, behavioural training specialist and impart training to multiple clients across the globe. He comes with a rich experience of more than 20 years as a strategic leader and Prince2 certified project management specialist consultant in areas of learning and development. He had been Guest Lecturer with multiple universities across Europe and the US.

He is Masters in Psychology, a certified Psychometric Testing



**Joy Chowdhury**

Professional, postgraduate in Management & pursuing PhD in Emotional Intelligence. He is a linguistic expert and NLP Master Practitioner and has magnificent afflictions & memberships that defines his sagacity.

- International affiliate member of American Psychological Association.
- Member of South Asian Association of Transactional Analysts.
- Member of Indian School Psychology Association.
- Certified Instructional Designer
- A part of Asian Speakers Bureau

### **Social Contribution:**

As a responsible member of society, he has imparted behavioural training & he had been a part & pioneer in taking education to the rural part of India.

- A part of CSR activities of GENPACT
  - Team Leader of trainers to Cairo University, Egypt
  - Been a part of CSR initiative for orphanages.
  - Organized campaigns to promote diversity in the workplace
- He has conducted multiple workshops, counselling sessions on different social topic for unprivileged people.