

Emotional Intelligence and Academic Achievement of Adolescents

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Abstract - Children's attitudes toward academic achievement might vary widely. Some may thrive on structure, while others may want to experiment with different approaches. If one child is organized and methodical, the other youngster may be unorganized or haphazard. People's unique ways of thinking and learning contribute to this. Mismatches in teaching methods are prevalent in academic institutions. Because learning disparities are not linked to students' abilities to comprehend and think, the teacher's teaching and thinking styles and the students' learning and thinking styles diverge. Teachers and students of all ages will benefit from this knowledge since it will help them better comprehend and apply the results to their classrooms. Understanding how different learning and cognitive styles, as well as emotional intelligence, are related to academic achievement may be beneficial for students.

Keywords - Emotional Intelligence, Academic Achievement, Adolescents, education.

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INTRODUCTION

In today's world, a nation's economic and social progress depends increasingly on its citizens' access to quality education. Because of the significance of education, it is imperative that students, who are the backbone of a nation's growth, be encouraged to attain their academic potential. An educational setting where students are actively engaged in the teaching and learning process is critical to students' academic success. When we talk about "academic attainment," we mean how well children succeed in the classes they attend. The position of a student in a class is based on their academic performance. Academically successful adolescents are seen as having a strong sense of self-worth and self-confidence in society, as well as a strong sense of self-acceptance from peers, parents, instructors, as well as an increased ability to lead others.¹ On the contrary, academic failure causes a person to suffer from feelings of inadequacy and self-doubt. This can lead to feelings of rejection from loved ones, an increase in the incidence of suicides, and discouragement. Because of this, it is essential to focus on the elements that influence academic performance. There are other variables to consider, including a student's drive, aptitude, and intellect, as well as his or her family's financial situation and proximity to the college or university.

Educators, researchers, and policymakers have been debating for years the factors that influence kids' academic achievement. Hard effort and discipline, prior education, parents' education, family income, and self-motivation have all been found to have a role in a student's grades, based on the findings of several

types of research on this topic. A student's aptitude was shown to be the most important factor of his or her learning, for example. According to Beron (1990), school students who desire to take an additional economics course are more likely to do well in their present economics class if they believe the new course would be beneficial.² College students' performance on economic examinations is not influenced by the gender of the student.

ACADEMIC ACHIEVEMENT

Academic success is closely linked to a student's ability to grasp fundamental concepts and generalize them, as well as their mastery of specific tasks, goals, symbols, and concepts. It has been common practice to evaluate academic accomplishment in terms of informational, logical, and conceptual knowledge and comprehension. Pupils can perform well in the classes they have been taught. The status of students in the classroom is determined by their performance on the achievement exam and their test scores or grades. As students work together, share ideas, and learn from one other, they are actively participating in the process of creating and re-creating their own knowledge in a classroom. Student learning must be based on real-world issues that can be solved by developing and testing hypotheses, acquiring and analyzing data, drawing conclusions, as well as writing up the results.

Every time a student progresses through the school, some measure of accomplishment is utilized as a criterion for the student's standing and a foundation for making decisions regarding future learning

possibilities. Teachers, students, and parents all place a high priority on academic success in today's educational environment.³ All educational endeavors are viewed as a means to an end. To determine if a student has achieved success in a topic, area, or course, a student's grades, marks, scores, or descriptive remarks are used as the only means of evaluating the student's performance. Students' knowledge and abilities gained in school topics are assessed by authorities through accomplishment assessments, such as exams, as a means of gauging their progress.

Definitions of Academic Achievement

It is possible to define academic achievement in a variety of ways. Dictionary of Education (Good, 1959) defines academic accomplishment as "The knowledge obtained and competence developed in the school disciplines, which are normally measured by test results or marks awarded to the instructor or both".⁴

Taylor (1964) addresses academic achievement's predictive validity. School accomplishment scores are the best indicator of future success, according to this scholar's definition. "The prescribed degree of accomplishment of competency in academic work as judged by the instructor or standard test or combination of both" is Chaplin's definition of achievement.

Factors affecting Academic Achievement

Academic success is multidimensional and complex. Several variables impact academic accomplishment, including IQ, personality, and motivation; school environment, genetics; home environment; learning; experiences at school; hobbies and aptitudes; family history; the socio-economic position of the parents; and many more. It has been observed by Sinha (1970) that academic performance is influenced by a student's work ethic, IQ, memory, health, access to books and study methods, financial stability, and interest in extracurricular activities. According to Dave (1975), factors such as IQ, physical health, family socioeconomic situation, gender, caste, and the distance between home and school all impact academic performance. According to Bruce et al. (1977), in a study of the factors affecting the academic performance of Indian students, the most important correlates of academic achievement among urban students are self-concept, motivation for achievement, anti-Indian discrimination, cultural conflict, and family instability.⁵

The Importance of Achievement in Adolescence

Adolescence is a crucial time in one's life when it comes to success. Adolescents are under increasing social and academic pressure to take on new responsibilities that typically come with greater responsibility. Adolescence brings with it a growing feeling of responsibility and the realization that the

game of life is no longer just for fun. They may even begin to see their current successes and failings as predictions of their future success and failures in the adult world. Because of this, the time needed to pursue academic subjects may be slashed by the demands of teenagers' social interests and ambitions in one area may be undermined by the realization of objectives in another, such as when academic success results in social criticism. Students with lower IQs than their peers can nevertheless excel in school if they exhibit an adaptive motivational pattern, such as being persistent in their work and certain in their abilities to overcome issues. Some of the smartest kids, on the other hand, have a tendency to give up too soon and lack confidence in their academic abilities, and as a result, they end up being poor achievers.

Benefits of Achievement test

Achievement tests have several advantages. However, a few of them have been mentioned.⁶

- The distribution of grades;
- The advancement of pupils to the next grade; and
- The classification of students
- In addition, we offer counseling and remedial instruction
- Career advice
- Measurement of learning's efficacy

In a figurative sense, achievement is a result of one's hard work and competence. This may be applied to all aspects of life, including the person, the institution, the community, and so forth. The term "School Achievement" refers to a student's overall academic standing across all subjects. Academic accomplishment is an element of overall school achievement, thus we can't only restrict ourselves to adjusting the school's achievement to match the academic achievement. In the educational process, academic accomplishment is a behavioral factor that is significant to students because it affects their ability to function at their highest level.⁷ To gauge a student's academic success, it is vital to look at how well he or she does in school. In every school, the student's marks or grades serve as an indicator of his or her academic performance. They provide the student an idea of how well he or she is doing in compared to his or her classmates.

Prevalence of Low Academic Achievement

Low academic achievement was caused by a number of circumstances. Below, we've addressed these topics in more detail.

1. Individual Factors:

For a variety of reasons, a student may be unable to do well in school and decide to drop out early. When

asked why they had left school in the early 1980s, students responded honestly in a nationwide poll called " School and Beyond." The results were startling. A third of dropouts stated that they didn't like school nor had low marks as their main reasons for quitting. Other causes cited were a lack of rapport with teachers and a series of personal hardships. In terms of the most prevalent explanations given, males and females varied.

Low Self-Esteem and Lack of Self-Responsibility

During a study, students in grades 6-8 from low-income families were asked to rate their level of competence and academic achievement on a scale of 1 to 10. Better grades and test scores were shown to be associated with higher approval ratings on both a general and a subject-specific basis. Stronger grades and test results are also a result of a better self-image. Among recent dropouts, self-concept is also marginally associated with arithmetic exam scores. Dropouts exhibit lower self-esteem than their school-remaining counterparts, although the gap is narrow or limited to certain areas of self-esteem rather than a general low opinion of oneself.

Alienation from School

Dropouts from school often lack motivation to return to the classroom since they don't feel like they belong. Racism and discrimination are frequently cited as a factor. Dropouts have lower levels of academic happiness and motivation, as well as lower levels of involvement in extracurricular activities and a more favorable outlook on work than on school. Extracurricular activities may be a valuable resource for struggling kids, but big schools with limited participation opportunities may limit their access.

Behavior Problems

Having behavioral issues in primary school is linked to poor academic performance. People who are violent as children have a lower chance of finishing school and going on to college. Additionally, hyperactive children find it difficult to concentrate at school. Many of these youngsters will have either dropped out of school or been placed in a special school by the time they are 17 or 18. In addition, students who drop out of school are more likely to engage in disruptive behavior in the classroom.⁸

Abuse of narcotics and alcoholic beverages

They are less likely to succeed in school if they use drugs and alcohol. When you don't finish school, you're more likely to use marijuana and drink alcohol. The use of marijuana is linked to decreased motivation, decreased achievement, and the decision to leave school. Marijuana usage is more common among low- and medium-level achievers than among high- and low-level achievers (6.6 percent). Reports that a student has ever used marijuana are linked to worse grades and more time spent on homework,

whereas reports that a student has ever used marijuana are linked to higher grades and fewer absences.

Delinquent Behavior

School failure is sometimes associated with criminal or delinquent conduct. Dropout rates were higher among students who had run-ins with the law during their time in school.

Learning Style

Comparing dropouts and high school students in conventional and non-traditional settings based on three different features of learning style. Their findings demonstrate that there are considerable disparities in the preferences of these three groups when it comes to the organization of the learning environment. When it comes to learning in a group, dropouts are less likely to be enthusiastic about it.⁹ they are more reliant on the guidance of their teachers than other adults, and they are more likely to seek assistance from their teachers than from other adults.

Earlier School Problems

Academic failure in school may be a result of earlier educational difficulties. Minorities are disproportionately represented among those who abandon formal education during the formative years of adolescence and before the conclusion of the 10th grade. A student is more likely to drop out of school if he or she is more than one grade level below grade level.

2. Family Factors

In a state of poverty

Less educated youngsters are more likely to drop out or not complete a school education, as well as be less likely to go on to attend college. Many factors contribute to low educational performance, according to a study by the National Commission. Young individuals from low-income families are more likely to have retaken a grade as a youngster and to suffer from poor health and nutrition; they are also more likely to have weak academic aptitude. which might influence their ability to focus in the classroom. When parents in low-income households are under stress and have no one to lean on, it can have a negative impact on how supportive they are of their children's academic progress.

Parental Education

Graduation from school and test scores has been shown to be strongly correlated with the educational achievement of mothers (National Commission on Children, 1991). According to one theory, parents' expectations and parenting style are influenced by their education.

Ethnic Minority Status

Minority teenage dropout rates are higher. African-Americans and Hispanics receive poorer grades than their white counterparts. Socioeconomic position may account for most of the effect of being a member of a minority on academic achievement. Dropout rates among whites are considerably greater than among blacks, even when socioeconomic status is taken into account. For the same reasons as for the poorer socioeconomic situation of many Hispanics, Hispanics have greater dropout rates than other "linguistic minority" adolescents.¹⁰

Single Parent and Step-Parent Family

Behavior difficulties in school and absences are both influenced by the structure of a child's family. It is more common for children from broken or single-parent households to be placed in a special education school. New research shows that adolescents in households with a single parent or a stepfamily do worse academically than those in households with two parents.

Maternal Employment

When it comes to young children, research show that full-time motherhood is connected with a decrease in school performance, particularly among white middle-class males from two-parent homes, It has been discovered that the full-time mother's job during school is linked to worse grades among middle and higher middle class boys. Children from lower socioeconomic backgrounds who had mothers who worked full time in pre-school were more likely to have lower school grades.

Low Parental Aspirations and Expectations

When parents hold their children to a high standard, they inspire them to work harder and obtain better grades in school. When parents have high expectations for their children in preadolescence, it helps them stay in school later in life. The moms of school dropouts have lower expectations for their children, according to this individuals.¹¹

Parenting Style

When it comes to school performance, being from a low-income or single-parent home has a detrimental impact largely because of the dynamics between parents and children in these households; parenting style may be more important than the number of parents. Various aspects of the parent-child relationship, including parental control, monitoring, care, encouragement, and consistency, have been linked to adolescent academic performance. Grades improve when a parent uses an authoritative parenting style that is marked by warmth and attention together with clear norms and restrictions. Parenting that is lenient or dictatorial, on the other hand, is detrimental.

3. Peer Factors

There is a lack of social support

The more popular a person is as a youngster, the more likely he or she is to graduate school and attend college (Lambert, 1988). Dropouts believe they are less popular than their peers.

Friends with School Problems

They are more likely to be absent from class, have lower grades and not want to go to college if they are friends of school dropouts. Dropouts may find encouragement to return to school if they keep in touch with peers who have completed their education.

Friends with Negative Attitudes

Individual effort and success in school are influenced by the attitudes and goals of one's peers, as well as by the expectations and standards of one's peers. For many black school students, academic success and acceptance by their peers are mutually incompatible goals.

4. School Factors

Alienated Teachers

Teachers that are effective have expectations for their students, like working with them, and are connected with them on a personal level. They also promote student participation in the classroom.

Inflexible Curriculum

Another attribute of successful schools is a curriculum that is adaptable and open to new ideas. Providing instruction that caters to a wide range of learning styles can help students avoid becoming discouraged and drop out of school.

School Changes

Student academic achievement may suffer as a result of moving schools, both short-term and long-term. Junior school necessitates the acquisition of new knowledge and abilities. Due to biological and societal changes, students entering junior school have an increased risk of poor grades and decreased involvement in school activities.

Weak Administrative Support

Schools that have good principals are more likely to succeed. Leaders and those who actively participate in the classroom are essential. A competent principal will be supportive of their staff and open to their input in decision-making and planning processes.¹²

Negative School Climate

Many educators believe that a school's culture has a significant impact on students' ability to succeed. Negative school climates are exacerbated by a lack of order in the classroom and a sense of security.

Uninvolved Parents

In addition, parents' engagement and interest have a role, Better relationships between schools and families are fostered as a consequence of parental participation (Epstein, 1984). For their children, parents are positive examples who genuinely care about them.

Emotional Intelligence

Emotional intelligence, in the third place, entails things like adaptable planning, innovative thinking, redirected focus and drive. This term referred to the mental capabilities of the creature. As of right now, we can't utilize this definition as a comprehensive one because of the current state of affairs. A college or university with a tighter code of ethics, in the present day and age, however, this definition falls short. Emotional intelligence refers to the ability to recognize and control one's own emotions in order to achieve greater levels of long-term contentment. An individual's ability to deal with the stresses of daily life, whether they are physical, mental, or emotional, is referred to as having "emotional intelligence".

To put it another way, emotional intelligence may be defined as the capacity to understand and control one's own emotions, also to utilize these sentiments as a resource for problem solving, creativity, and coping with social contexts. " To put it another way, EQ is the ability to distinguish between what feels good and terrible and to figure out how to go from one to the other."¹³

Characteristics of Emotional Intelligence

- a capability of the organism that is neither cognitive nor physical
- When the mind and body work together,
- The body is more likely to perform correctly.
- It's something that can be raised.
- In addition, it gives the body the energy it needs to carry out its responsibilities.
- No one's emotional intelligence is predetermined by their genes or just develops from birth and continues to rise throughout their lifetimes.

Emotional Intelligence and Schooling of Children

According to research, emotional intelligence may be learned and improved at any stage of life, unlike IQ which is viewed as largely fixed and unchanging. EI skills are becoming increasingly relevant in this setting as society presents new difficulties to young people. As a person grows intellectually and socially, their

Emotional Quotient can be influenced by their experiences. Academic performance and social participation are dependent on one's ability to think, according to the work of Hamacheck.¹⁴ Emotional intelligence is just as important, and it may assist students in realizing their full potential while also fostering positive interpersonal interactions. Being aware of one's emotional process may have a significant impact on one's social functioning and overall quality of life. There is some evidence that young kids who lack social and emotional competence are more likely to develop an inability to empathize and connect with other people.

CONCLUSION

Academic achievement is directly related to young people's knowledge growth and development in an educational environment in which education and learning take place. Academic success in the topic they learn in school is described as the performance of young people. Student standing within the class depends on academic performance. It offers youngsters a chance to develop their skills, enhance their qualifications and prepare themselves for future academic difficulties. Emotional intelligence and learning styles are clearly linked to academic success when one examines the relevant evidence. Adolescents' lives are heavily influenced by these characteristics, particularly their academic performance. Emotional intelligence has been linked to academic achievement, according to studies. When parents and teachers are aware of their children's natural tendencies, they are able to discern how they think, act and learn in a variety of ways and circumstances. Some children may be more comfortable with a certain amount of structure in their education, while others prefer a more ad hoc approach to learning.

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