

Impact of Emotional Intelligence on cognitive Difficulty and Academic Achievement of Higher Secondary Students

Abstract

The study was intended to find out the impact of emotional Intelligence on cognitive difficulty and academic achievement of higher secondary students of Jammu district of Jammu & Kashmir in relation to their gender. Emotional intelligence is considered as an important aspect which helps the students to do better performance in the future. Descriptive survey method was employed. In the present study 240 higher secondary students were selected through random sampling technique from eight (8) different Govt. and Private higher secondary schools of Jammu district. This work is purely on the basis of the M.Phil dissertation. The result of the study reveals that there is significant impact of emotional intelligence on cognitive difficulty and Academic Achievement of Higher Secondary Students in relation to Gender.

Keywords: Emotional Intelligence, Cognitive Difficulty, Academic Achievement, Higher Secondary Students.

Introduction

It is evident from the literature, and is proven by the researches that emotional intelligence (also known as Emotional Quotient) has a pre-requisite role in everything, every action, every decision, and in every judgement of an individual. It is expected that emotions not only drive us to act but it also provides its help and guidance in determining the aims, objectives and goals of life as well, and it also attempts for pleasant ends and avoiding unpleasant one. In the current situations it is well known that the number of difficulties faced by children and youth may give rise to many psychosomatic problems which lead to anxiety, tensions, and frustrations and emotional upsets in everyday life. From the last twenty years, it has been analyzed that emotional intelligence has manifested as a novel theoretical approach for the exploration of individual differences, which has not been clearly elucidated by customary methods of cognitive abilities or personality traits. In spite of increasing curiosity among investigators and specialists, it leftovers uncertain and undecided that in what way the paradigm should be best addressed (Roberts, Zeidner, & Matthews, 2001).

EI is basically an important factor for effective control and in screening good academic performance of students. The success of the student mostly depends upon their intelligence which enlightens his path of way towards progress and prosperity and makes him optimistic to achieve the personal goals of life. When the student does not clearly grip the concepts in the class room, perhaps it indicates the sign of low emotional intelligence. While penetrating the term emotional intelligence it is found that the term emotional intelligence (EI) is correlated with academic performance, job performance, and creative thinking etc.

Daniel Goleman, who is considered as the father of emotional intelligence, believes that emotional intelligence is conquering the skills of self-awareness, self-management, social awareness and relationship management. Emotional Intelligence is the capacity to diagnose, comprehend, understand, and cope one's emotions and that of others. According to the Goleman's model of intelligence which is known as a assorted model and it is branded by the five wide-ranging zones. They are: 1) knowing one's emotions (Self-awareness), 2) managing emotions (Self-management), 3) motivating oneself, 4) recognizing emotions in others (Empathy), and 5) handling relationships (Relationship management). These skills have significant role in the academic performance of students.

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In order to know the consequence of the manifestation of these components in the development of one's life are briefly being discussed as below:

Daniel Goleman, who is considered as the father of emotional intelligence, believes that "emotional intelligence is conquering the skills of self-awareness, self-management, social awareness and relationship management".

John D. Mayer & Peter Salovey (1990). Emotional Intelligence refers to "the capacity to understand and emotional information and to reason with emotions"

(Mayer & Salovey 1997) emotional intelligence is defined as "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth".

Cognitive Difficulty

The concept of cognitive difficulties is exceedingly comprehensive and not well-defined. In floppy terms cognitive difficulty refers to the problems and issues related with general awareness, concentration attention, perception, and reading difficulty, learning, memory and problem solving. In spite if an individual is having trivial cognitive difficulty then he may be able to function and work adequately. The individuals having the deep cognitive difficulty impedes their day to day functioning (Broadbent, Cooper, Fitzgerald and Parkes, 1982; Lasson, Alderton, Meideffer and Underhill, 1997). The term Cognition was first proposed by T. G. Bever and Jaques Mehler and the term was born in France when the Jaques Mehler moved from the United States of France. The term cognitive refers to the general perspective which involves attention, perception, learning, memory, reasoning, decision making and problem solving etc. It is usually seen that every individual can learn, remember, reason and solve problems with prodigious accuracy Cognitive psychology takes us in the direction of studying all its related aspects of mental processes and their vital role in thinking, feeling, and behaving. The other major broad categories of this study are memory, perception, acquisition of knowledge and expertise, comprehension, understanding and production of language, problem solving, creativity, decision making and reasoning etc. The huge amount of experiments in this field is at the peak, but mathematical models and computer simulations also play a gigantic role in this field. The behavior by cognitive psychologists is also measured in laboratory in order to arrive at the conclusion about covert mental processes. According to this discipline human mind is well-thought-out first as processor of information; it has been found that it has an ability to compute answers to problems in an analogous manner as the software of a computer. The information processing approach is nothing but the relationship of mental processes and computation which has proved productive and prolific. The human mind is dynamic and respire through meaning. We often use symbols and signs in order to refer to objects, things, events and other experiences of life.

Academic Achievement

The term Academic achievement always refers its glance towards the success and pleasure of an individual. This term is constantly considered as nebulous because it does not embrace so much that it could be defined in definite terms. Nevertheless, the academic achievement of an individual comprises of his/her abilities, capabilities, skills to do hard work, aptitude etc. According to Rao (1980) achievement is concerned to a great extent with the development of knowledge, understanding and acquisition of skills. It has extensively been observed that it is among the important goals and objectives of life which after getting, provide lots of pleasure for one in his/her life. According to the conducted researches in the said field it has been analyzed that, several factors play its gigantic role in the academic achievement of an individual which are functioning and operating within the individual and in his external environment.

Significance of the Study

In 21st century, the world of scientific technologies the life of an individual moves from simple to very complex. In order to be settled in life one has to face very tremendous challenges in the prevailing situations of the society. In order to face these challenges one must have the ability to fight against this, so that he can make his life flexible, adjusted in the society, get renowned and achieve every success. Every individual in the society wants to be respected by others, loved by others and have self-esteem. Emotions are the basis of everything what people do, feel, act, decision, making judgement and the basis of characteristics of personality. Academic achievement is regarded as one of the fundamental aims within the realm of education that can be a measure of the achievement of the end goals of an individual's and an educational system's success in the future. Emotional intelligence plays a gigantic role in predicting the academic performance of students. Good academic achievement is the key to success in personal and professional life and it also fetch economic security and social respect. Academic achievement largely depends on the students cognitive and non- cognitive factors like, aptitude, achievement motivation, socio-economic conditions, attendance, personality traits and teaching learning methods. Good academic achievement of students displays their punctuality, sensitivity, gregariousness, intelligence and emotional maturity.

Cognitive difficulty of students refers to their problems having in general awareness, concentration attention, perception, and reading difficulty, learning, memory and problem solving. Forgetting is another main factor of cognitive psychology which has an immense role in determining the cognitive difficulty of students at different levels. In the classroom, it is an established fact that the teacher must be acquainted with the interest, readiness and motivation of students in the classroom. Yet it is recognized that initially, the teacher should also know the ability, aptitude, intelligence, comprehension, cognitive abilities and emotional maturity of students. In order to make teaching learning process interactive and effective the teacher must have the knowledge about all the above

mentioned cognitive and non-cognitive factors. Now a day's education has a very wide scope in the global world and competition is at its peak among students to top. It is difficult for students to manage their emotions so that they can face different situations in the school life. It is not an easy task to cope with emotions in order to best performance. The prediction for achieving success is mostly indicated by the emotional measures and the guardian and teachers are always found eager, to develop the intelligence of students and they are putting laid emphasis on their emotions for better academic performance. It has been analyzed that a student a student is affected by emotions in several ways. According to Mayer et al. (2000) suggested that emotions signal relationships between a person and a friend, a family, the situation, a society, and internally between a person and his or her memory. Good emotional intelligence of students may diminish their cognitive difficulties and accrue their academic achievement. These individuals can easily apprehend emotional information and are capable to smear that understanding for effective decision making and problem solving cases in life. They will also be competent to bring out pure reasoning about emotions and practice the emotional knowledge to develop their thinking.

The number of studies conducted on student's emotional intelligence and other variables. It is apparent from the facts that the research has been done in this field on the relationship between emotional intelligence and academic achievement but little research has been done on emotional intelligence, cognitive difficulty and academic achievement of higher secondary students of Jammu district of J & K state. Hence, the present study has been undertaken to unveil how emotional intelligence puts its effect on cognitive difficulty and academic achievement of higher secondary students. The researcher signifies a study in the sense that how and why emotional intelligence bears its impact on the cognitive difficulties and Academic achievement of higher secondary students. One study is conducted on the Value among Prospective Teachers (B.Ed Students) by Dr. Sarika Sharma and Anita Rai which gives an insight in the area of teacher trainees.

Emotional Intelligence

Emotional intelligence in this study brings up to the five different abilities such as, self-awareness, managing emotions, motivating one-self, empathy and handling relations with others. The five mentioned abilities have been reflected as the indication of emotionally well-being. Henceforth the related abilities in this investigation refer to the measurement of 'Emotional Intelligence' by using the Emotional Intelligence Test.

Cognitive Difficulty

According to the investigation cognitive difficulty states the problems and issues related with

general awareness, concentration, attention, perception, reading, writing, learning, memory, comprehension, understanding, forgetting and problem solving.

Academic Achievement

The term may be well-defined as an execution or improvement in a performance conceded successfully by an individual or a group of individuals at the end of an academic task. In the present study it states the percentage of aggregate marks obtained by a certain student of 12th class student in his/her 11th class in the end term examination.

Higher Secondary School

A higher secondary school is that type of school where students are given secondary education. The students admitted in these schools typically fall between the age group of 17-19, after secondary education and before higher education.

Objectives of The Study

To study the impact of Emotional Intelligence on Cognitive Difficulty and Academic Achievement of class higher secondary students with reference to Gender (Boys/girls).

Hypotheses of The Study

There will be no significant impact of Emotional Intelligence on Cognitive Difficulty and Academic Achievement of Higher Secondary Students with reference to Gender (Boys/ girls).

Methodology

This study used as descriptive study design was employed to collect the sample from the concerned higher secondary schools through random sampling method. Keeping in view the objectives of the study the researcher selected the sample through the random sampling technique. A total sample of 240 higher secondary students of class 12th standard. The investigation has been confined to 8 higher secondary schools of Jammu district.

Tools

1. Emotional Intelligence Test of Dr. Ekta Sharma by Prasad Psycho Corporation New Delhi
2. Cognitive Difficulty Scale by Dr. V. N. Yadav and Suraj Mal by Prasad Psycho Corporation New Delhi

Hypothesis

There will be no significant impact of emotional intelligence on cognitive difficulty and academic achievement of higher secondary students with reference to gender.

Analysis and Interpretation

The following statistical techniques have been used in the present study for the analysis of data among higher secondary school students with reference to gender. Regression analysis was used to analyses the data.

ANOVA

Gender	Model	Sum of Squares	df	Mean Square	F	Sig.
Boys	1 Regression	1848.876	2		5.977	.003
	Residual	22734.624	147	924.438		
	Total	24583.500	149	254.657		
Girls	1 Regression	12561.140	2		3.200	.044
	Residual	288481.693	147	6280.570		
	Total	301042.833	149	1962.460		

From the above given table: the calculated value of F ratio is 5.977 which is greater than the table value and p value i.e. .003 and .044 which is less than .05 level of significance. Which indicates that Emotional Intelligence has a significant impact on Cognitive Difficulty and Academic Achievement of Higher Secondary Students with reference to gender? Henceforth the hypothesis stating that there will be no significant impact of Emotional Intelligence on Cognitive Difficulty and Academic Achievement of Higher Secondary Students with reference to gender is rejected.

Findings

In the light of the analysis and interpretation of the data as given above, the investigator arrived at the following:

1. There found significant impact of Emotional Intelligence on Cognitive Difficulty and Academic Achievement of Higher Secondary Students with reference to Gender.
2. High cause and effect relationship was found on the higher secondary students with its five dimensions of self-awareness, Managing Emotions, Motivating One-self, Empathy & Handling relationships.

On the basis of above findings, it can be concluded that Emotional intelligence plays gigantic

role to improve the cognitive difficulty and Academic achievement among students.

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