

**EMOTIONAL QUOTIENT AND PERFORMANCE OF SCHOOL STUDENTS AND TEACHERS****<sup>1</sup>Mr. Mohitkumar R. Sharma and <sup>1</sup>Dr. Ashok Luhar**<sup>1</sup>PhD Research Scholar, D.T.S.S College of Commerce, University of Mumbai<sup>2</sup>Research Guide, D.T.S.S College of Commerce, University of Mumbai<sup>1</sup>mohitsharma.mks@gmail.com and <sup>2</sup>ashokluhar1985@gmail.com**ABSTRACT**

*Emotional quotient (EQ) is to have the ability to comprehend, use, and control your own emotions in a concrete and positive way so as to relieve the stress, express effectively, to empathize with others, to face challenges and resolve conflicts. Teachers and students of any class, age or year are bogged down with numerous work load and expectations. They are always demanded to project a sensible and an active face in front of the world. Thus, it is very essential to assess the relationship that exists between emotional quotient and performance of the school students and teachers. The present study has used a descriptive method of research and have thereby strived to understand the relationship between emotional quotient and performance of the school students and teachers.*

*Keywords: Emotional quotient, performance, relationship, school students, school teachers*

**INTRODUCTION**

In current system of education in India as well as across the globe is putting the future of students as well as teachers in a race. This system has made the student play no active role in the achievement of knowledge. Education has just become submissive and mechanical. Things are overloaded on the students' mind which enables them to digest. Students only stuff their brain with rote learning and therefore puts them in the struggle for academic achievement. To have the students in the path of achieving a successful academic performance, it is essential to build their personality with emotional intelligence. It would not only make them capable but will also make them able to investigate the causes of failure. Teachers too on the other hand are always expected to be poised, composed and sound while performing but are not spared with unnecessary work bogged down on their shoulders with the responsibility to build the next generation of the nation. Being intelligently stable is usually associated with being high on academic credentials and intellectual abilities for students and that for teachers it is always in the form of their outer presence, their proficiency in handling administration work, etc. Years ago, when the first attempts were made to measure intelligence, it indeed took shape and began to be seen as synonymous with academic abilities. Later, when psychologists further explored the concept, it evolved into many other domains. Present education world is making all efforts to provide quality education for the students in today's school. For that we can teach and improve some crucial emotional competencies among children such as emotional intelligence, intelligence quotient which describes the ability of one to use emotions effectively and productively.

Emotionally intelligent people are more likely to succeed in everything they undertake. Teaching emotional and social skills is very important at school; it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement. In short emotionally intelligent student would have better academic achievement or through EI there is a possibility of improvement of academic achievement. Thus, this study aims to understand the relationship between emotional quotient and the performance of the school students and teachers.

**OBJECTIVE**

To understand the relationship between emotional quotient and the performance of the school students and teachers.

**REVIEW OF LITERATURE:**

The aim of this study was to assess of any possible relationship between emotional intelligence and academic success. 500, 11th grade students in Montgomery, Alabama were the population of the study. Stratified sampling

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was used for the study. The samples were given the Bar On Emotional Quotient Inventory. Mean was calculated of all the grades each of the 500 students has had for the last semester. This value was then compared with the Emotional Intelligence level of each student, to see whether there is a relationship between emotional intelligence and academic achievement or not.<sup>2</sup> This paper examined the role of trait emotional intelligence in academic performance of 650 students in British secondary education. The study focused on to evaluate the relationship between cognitive ability and academic performance. The result of the study concluded that, students with high trait EI scores were less likely to have had unauthorized absences and less likely to have been excluded from school.<sup>3</sup> He had looked at the relationship between trait emotional intelligence, academic performance and cognitive ability of the students. He found that emotional intelligence moderated the relationship between academic performance and cognitive ability. Also it was found through the study that highly successful students scored higher than the unsuccessful group three subsets of emotional intelligence (interpersonal ability stress management and adaptability).<sup>4</sup> A study was of the opinion that emotional intelligence was related to academic performance as academic performance involves a lot of ambiguity and majority of academic work is self-driven which need proper self-control and management. Thus, the study claims that high emotional intelligence helps in performing better.<sup>5</sup>

### **RESEARCH DESIGN:**

Research design is all about setting defined parameters to provide proper direction to the research study. In other words, research design aids in having a proper investigation. For the present study, the researcher has used descriptive research. It is descriptive as it describes how performance is affected through possessing a strong emotional quotient.

### **LIMITATIONS OF THE STUDY:**

The present study is descriptive in nature where only the relationship between emotional quotient and the performance of the school students and teachers.

### **DISCUSSION:**

Students should be made understood the concept of emotional intelligence meticulously and how it can help them in handling their feelings, fear, aggression, anger, hope, self-confidence and courage. Instead of following the rote-learning approach, students should be motivated to understand the situation and learn through it. Simulation techniques can be used to help students to deal with a situation aptly. Many studies undertaken shown that those who have emotional literacy are better able to handle personal relationships.

In Indian society, academic performance is always seen in higher grades. However, academic performance should be judged on a holistic development of the student. Students should excel not only in academic but when it comes to life facing situations, students should be able to deal with them. This can be done by helping students in making them know their strengths and weakness. Here teachers can play the role of mentors who can help the students to identify their strengths and weaknesses and thereby progress in academics and dealing in any life facing situations. This would certainly help the students to develop their cognitive as well as emotional parameter and help them in balancing their thoughts well. Many studies are of the view that academic achievement without having the emotional quotient does not show future success. Academic achievement pressurizes the students and hampers their emotional state of mind. This can be best seen when a student is conveniently preparing himself for exam but gets nervous to face the exam pressure and forgets what she/he actually wants to present in exam.

As per a study, 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.<sup>6</sup> From the review of literature also it was observed that academic achievement is not only driven by EQ or IQ but there is a significant role of academic motivation also in it. The studies revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence which ultimately affects the academic achievement.

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Teachers too on the other hand who are bound to be firstly responsible for teaching are now a days burdened with unnecessary and irrelevant work other than teaching. Teachers are often obliged to do administrative work which ideally should be delegated to some other persons but teachers. This certainly in some or the other way hampers the quality of the teaching. However, to compete and survive, the teachers too end up showing their excellence in everything and leave becoming the actual master of teaching but jack of it. Therefore, just like students, counselling sessions should be taken for teachers as well which would help them in handling their emotions and then face such a cut throat competition.

### **CONCLUSION:**

Students are often surrounded with emotions such as fears, worries, anxieties, annoyance, anger, resentment and irritability. Teachers too on other hand are in a constant competition to prove their holistic achievement instead of focusing on the real work for which they are hired. These negative emotions get a lot of disturbance in them and makes it hard for them to achieve the desired goals of life. These negative feelings or emotions should be replaced by feelings of hope, courage and willing cooperation which will help them to grow more. The present study discusses some relevant previous studies who are of the belief that emotional quotient is an essential ingredient for achieving good performance. A student or a teacher with a strong emotional quotient can handle things in a much efficient and elegant way. Also, various factors affecting emotional quotient and how they impact the performance of the students and teachers are discussed.

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