Emotional Intelligence and Student's Academic Achievement in Economics

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Abstract

The desire of any educational system is to produce student, who are sufficiently trained to contribute meaningfully to the development of the system and the society in general. The effectiveness of any educational system, is gauged by the extent to which the students involved in the system achieve, whether in cognitive, affective or psychomotor domain. Emotions are complex states of mind and body, consisting of physiological, behavior and cognitive reactions to situation that can be managed and directed. Events may be interpreted as sad, dangerous, or joyous and physically, a sad situation may yield tears, or a dangerous situation may result in increased heartbeat. It is critical to understand and realize that emotion, thought and action are intricately interwoven and linked. Emotional maturity and social skills along with intelligence bring adjustment and success in one's life. An emotionally intelligent person can manage his/her feeling or emotion in a better way and cope with stress, with the effective ability to understand and solve problems. An emotionally intelligent person is adjusted and more successful in various areas of educational other professional field. This position paper discusses the connection between emotional intelligence and student's academic achievement in Economics

Keyword: Emotions, Emotional Intelligence, Academic achievement

Introduction

Emotions are complex states of mind and body, consisting of physiological, behavior and cognitive reactions to situation that can be managed and directed. Events may be interpreted as sad, dangerous, or joyous and physically, a sad situation may yield tears, or a dangerous situation may result in increased heartbeat. It is critical to understand and realize that emotion, thought and action are intricately interwoven and linked. Emotional maturity and social skills along with intelligence bring adjustment and success in one's life. An emotionally intelligent person can manage his/her feeling or emotion in a better way and cope with stress, with the effective ability to understand and solve problems. An emotionally intelligent person is adjusted and more successful in various areas of educational other professional field.

However, Research in brain-based learning suggests that emotional health is fundamental to effective learning and student's success in school is an understanding of how to read, learn and understand i.e. Emotional Intelligence. The key ingredients for this understanding are confidence, curiosity intentionality, self-control, relatedness, capacity to communicate and ability to cooperate. These traits are all aspects of emotional intelligence.

Basically, a student who learns to learn is much more apt to succeed. Emotional intelligence has proven a better predictor of future success than traditional methods like the GPA, IQ, and standardized test scores. Hence, the great interest in emotional intelligence on the part of corporations, universities, and schools nationwide. The idea of Emotional Intelligence has inspired research and curriculum development throughout these facilities. Researchers have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. In addition, happy people are more apt to retain information and do so more effectively than dissatisfied people. Building one's emotional intelligence has a lifelong impact.

Many parents and educators, alarmed by increasing levels of conflict in young school children--from low self-esteem to early drug and alcohol use to depression, are rushing to teach students the skills necessary for emotional intelligence. Since emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them (Goleman, 1995

Concept of Emotional Intelligence

Emotional intelligence is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Emotional Intelligence may be perceived as a type of aptitude that involves the ability to monitor one's feelings and that of others, to discriminate among them and to use this information to guide one's feeling and thinking (Salovey and Mayer,1990).

In addition, emotional intelligence is a confluence of developed abilities to know and value self, build and maintain a variety of strong, productive and healthy relationships, get along and work well with others in achieving positive results; and effectively deal with the pressures and demands of daily life and work

Weisenger (1998) defined emotional intelligence as " the intelligent use of emotions: one

intentionally makes one's own emotions work for one by using them to help guide one's behaviour and thinking in ways that enhance one's result". Emotional intelligence skills enable people to reduce negative stress in their life, build healthy relationships, communicate effectively, and develop emotional health. Emotional intelligence is also the ability of an individual to be able to manage these set of mood in reaction to oneself, others and the larger society (coleman, 1998) and (Chamundeswari, 2013.

However, the original idea of emotional intelligence was that some individuals possess the ability to reason about and use emotions to enhance thought more effectively than others. But literature has shown that emotional intelligence as an eclectic mix of traits, many dispositional, such as happiness, self-esteem, optimism, and self-management, rather than as ability based (Bar-On, 2004; Boyatzis&Sala, 2004; Petrides&Furnham, 2001; Tett, Fox, & Wang, 2005).Disposition is the predominant tendency of ones spirits, natural mental and emotional outlook or mood or state of mind regarding something. It is also called inclination. It implies the customary mood and attitude towards the life around an individual while ability is the competence in an activity or an area because of one's skill, training or other qualification. (Oxford dictionary)When emotions are not in their finest operations and the student is not able to manage the operations of the emotions, the ability to concentrate or make decisions will be shadowed.

Therefore, a student ability to influence his decision, decision which ranges from academics, career and so on is dependent on the level of intelligence of the student has about the emotion. Also, student ability to discriminate between reality and classroom situation and to use information deciphers to guide their thinking and actions are also dependent on emotional intelligence of the student. In other words, emotional Intelligence is perceived as a type of aptitude that involves the ability to monitor one's feelings and that of others, to discriminate among them and to use this information to guide one's feeling and thinking (Salovey and Mayer, 1990).

Moreso, emotional intelligence has a lot of components which can explain the totality of a child. Emotional intelligence can also be affected by personality traits of the students. The fact that students have different personality traits simply means that their emotional intelligence will differ (kulttens, 1952). Emotional intelligence determines whether an individual can concentrate or not while in classroom

However, Emotional intelligence can leads to inconsistent behavior and affecting academic achievement (Mishra, 2012 and Kulhens, 1952,)

Epstein (1998) and Le Doux (2002) suggest that both the cognitive and the emotional domains of student's academic development should be the primary goal for educating students. Emotional intelligence is necessary to improving performance and psychological well-being in school work (Cherniss (2004). If emotional intelligence skills are developed, strengthened and enhanced, students may demonstrate increased levels of personal, academic achievement (Vela, 2003).

Even though emotional development of students does not seem important to teachers, parents and other stakeholders until behaviour becomes problematic and reported. Familiar examples are under-achievement, bullying, attrition, school violence, absenteeism, substance abuse, anxiety, lack of motivation and psycho- educational problems(Nelson and Low, 2003; Vela, 2003). Even though educators are compassionate, specific help is often absent, ineffective or too late. need to identify and help the students develop emotional skills which are needed to prevent problematic behaviours and also not react to them after the act. For instance students in this part of the world believes that after schooling is employments but in recent years the country's economy is not producing the much anticipated job, so the effect of these realities on the psychological aspect of the student is huge and this will automatically affect the emotional well-being of the individual. To help the set of students who are having these views will be ability of the teachers and other stakeholders to convince them that a job awaits them or try to sell another reality to them.

There are five elements identified as the components of emotional intelligence: self awareness, self regulation, motivation, empathy and social skills that comprise the field of emotional intelligence (Mayer and Salovey 1993):

- **Self-awareness -** The ability to identify and name one's emotional states and to understand the link between emotions, thought and action.
- **Self-Regulation -** The capacity to manage one's emotional states or to shift undesirable emotional states to more adequate ones.
- **Motivation** – The ability to enter into emotional states (at will) associated with a drive to achieve and be successful.
- **Empathy -** The capacity to read, be sensitive and influence other people's emotion.
- **Social Skills -** The ability to enter and sustain satisfactory interpersonal relationship

These Emotional elements are important at each stage of development. These same skills and competencies are critical to achieving academic and career excellence in life.

The development of emotional intelligence is an intentional, active and engaging process.

Emotional state and academic achievement are related in the sense that when the emotional state of mind is tended towards the negative. It can lead to absent mindedness, low self-esteem, lack of self-confidence which in turns affect the performance of a child in a group (when his/her result is compare to the members of the group (group norms) or when compare to a set standards

Emotional intelligence skills enable people to reduce negative stress in their life, build healthy relationships, communicate effectively and develop emotional health. Emotional safety is important at each stage of development. These same skills and competencies are critical to achieving academic excellence in life. .

Emotional Intelligence and Academic Achievement

Emotional intelligence is not an entirely new management concept. Its origin can be traced to the human intuitive sense and the need for effective interpersonal skills in relationships. Goleman (1997) popularized the term and states that emotional intelligence encompasses the knowledge of: *'what you feel and being able to handle those feelings without having them swamp you, being able to motivate yourself to get jobs done, to be creative and perform at your peak and sensing what others feel and handling relationships effectively'*

According to Mayer and Salovey (1997), emotional intelligence is the capability to recognize, comprehend, and manage emotions in one's self and in others. The competencies of emotional intelligence include; the capacity to comprehend emotions in oneself, being able to manage and regulate these emotions, the ability to comprehend the emotions of other people to facilitate the effective management of relationships (Goleman, 1995; Salovey and Mayer,1990).

The possibility of correlation between emotional intelligence and academic performance has created a surge of interest amongst scholars in recent years. Before the construct of emotional intelligence was established, customary measures of cognitive thinking models i.e. IQ tests, examinations, grades and test scores, were relied upon to determine academic performance and predict success in life (Dulewicz and Higgs, 2000). Goleman (1996) asserts that the intelligence quotient of an individual is only instrumental to overall success in life by about 20%. Gardner and Hatch (1989) advanced the theory of multiple intelligences and concluded that there are 'other' intelligences different from IQ that play prominent roles in determining an individual's success. Goleman (1996) maintains that what Gardner and Hatch (1989) refer to as 'multiple intelligences' or 'other intelligences' is majorly emotional intelligence, and that individuals who possess an admixture of intelligence quotient and emotional intelligence have the potential to be generally successful in life. Other commentators (Steiner, 1997; Salovey and Mayer, 1990) propose that the amalgamation of intelligence quotient and emotional intelligence explicates further differences in outcomes than intelligence quotient alone. However, they state that a measure intelligence quotient is essential for the fusion with emotional intelligence to result in distinctive

Concept of Economics

Economics as a compulsory subject to all senior secondary schools students in the Nigeria is concerned with the optimal distribution of resources in the society. It involves understanding what happens in markets, micro and macro economy, examining statistics about the state of economy and explaining their significance and understanding different policy options and evaluating their likely outcome.Thetgggh importance of economics to the stakeholders like parents and government as well the society at large cannot be overemphasized, the importance are not limited to:

- It helps in removing the poverty from the country. Under developed countries are facing many problems like unemployment, over population low per capita income and low production. Economics is very useful in solving these problems.
- Its study is helpful for the leaders to understand the economic problems if they have a knowledge of Economics.
- From the study of Economics one can easily judge that how the income should be distributed among the four factors of production. For this purpose Marginal productivity theory is suggested by Economic and further aids the budget planning and frame the tax policy.
- A person's education cannot be considered complete unless he has some knowledge of Economics. The things which happen daily around us have an important economic bearing. So there is also the cultural value of the study of Economics.
- In the modern age the importance of economic planning cannot be ignored. Through planning we can utilize our natural resources in better way and can improve our economic condition.
- It guides the workers that how they can get maximum wages from the employer. It enables them to get the right of trade union,

collective bargaining and fixation of working hours.

- It guides the nations that how they can save themselves from the economic crises. The advanced countries desire is that there should be economic stability and full employment without inflation to achieve these objectives, economics is very useful for them.
- Economics has great intellectual value, because it broadens our out-look, sharpens our intellect and inculcate in us the habit of balanced thinking.
- In the third world countries there is a lot of wastage of resources which is the main cause of their poverty. The study of economic development will enable them to make the optimum use of their resources. (Essential Economics for Senior Secondary Schools by Cole E. Ande 2015)

Conclusion

This study examined the influence of Emotional Intelligence and students' Academic Achievement in Economics. Based on the discussions of the study, it could be concluded that; Emotional intelligence has great influence on students' academic achievement Economics. The underlying assumption here is that when students are able to control their emotion in spite of what they might be passing through, they will perform excellently in their school subjects especially in Economics. It is therefore expected that only students that can manage their emotions will perform efficiently in their academics. Hence, students should learn how to manage effectively, their emotions.

Recommendation

The following recommendations were made that;

1. Government should employ qualified educational counselors in the schools who can assist students that have challenges with their emotions
2. Parents should assist their children that have challenges who are not intelligent in their emotions by showing them love and advising them on how to manage their emotions.
3. It is therefore recommended that, in finding solutions to the poor academic achievement of students in economics, some attentions need to be directed to the development of the affective domain of the students.

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