The Significance of Emotional Intelligence in Student Success and Its Integration into Educational Curricula

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Abstract

This present academic paper aims to look into the vast role of emotional intelligence (EI) as a concept with relation to students' achievement, as well as its application in the current schemes of learning. Based on the complex and composite nature of self- awareness, self-regulation, motivation, empathy and social skills, EI has come out as an influential predictor of student's achievement, emotional, psychological and social growth. This review acknowledges the importance of emotional intelligence in influencing better learning atmosphere in classrooms as well as higher performance and efficient problem solving hence improving the education delivery to students. The inclusion of emotional intelligence into learning is particularly made easy by Social-Emotional Learning (SEL) programs where organizations such as the Collaborative for Academic, Social, and Emotional Learning (CASEL) has developed frameworks for its effective practice. In addition, there are tests like the Emotional Intelligence Appraisal test and the Mayer-Salovey-Caruso Emotional Intelligence Test that plays a big role in determining the EI of students and enable us to see where they stand and what they need to improve on. Nevertheless, this paper is timely in pointing out the criticism and challenges facing EI in Education such as impairment of the objectivity in assessment and training requirement for teachers and curriculum for all institutions. Ahead the concept of emotional intelligence in education gives a lot of potential for future research and practice. Firstly, further studies should focus on the standardization and confirmability of the available instruments for EI assessment. Subsequent research needs to focus on developing better and more refined instruments to assess emotional competencies of students to some extent. Second, high importance is attributed to the further assessment of the contribution of the education in EI to the students' academic and life success. A type of research based on the investigation of student learning processes for many years can help to explain the positive impact of applying emotional intelligence to curricula. Thirdly, more ideas should be investigated on how to provide better training for teachers and how to determine what kind of curriculum modification is most suitable to infuse EI into education. Research studies could yield important gains in acquaintances with the requirements of teacher preparation and modification in their curricula to guarantee successful implementation. Finally, the use of technology for delivering the education and assessment of EI provides another potentially advantageous research direction for the future. Suppose, extending the application of digital platforms and artificial intelligence to the development of the emotional intelligence of students is considered. However, considering

education as a field for the development and implementation of this concept, it is crucial to mention that the concept of emotional intelligence is still in development, and there are many opportunities for research, as well as rich possibilities to improve the effectiveness of learners' increase and their well-being in the framework of the further advances in this field.

Keywords: *Role, Emotional Intelligence (EI), Students' Achievement, Self-Awareness, Self-Regulation, Motivation.*

1. Introduction

Self and other awareness, often referred to as emotional intelligence (EI), is now known to play a large part in students' outcomes. In synthesizing the research literature for this paper, this paper looks at the significance of EI in education and the ways in which the principles have been implemented in curricular. EI has now been established as a powerful predictor of students' outcomes in the area of learning. Closely linked to the capacity to identify, understand, express, regulate, and apply the emotional self and others' emotions, EI is most crucial for positive students' achievements and personal as well as social success in school (Goleman, 1995). EI is significant in enhancing education since it relays with benefits such as bettered classroom behavior, performance results, and advanced problem-solving aspects, among others (Brackett & Rivers, 2014). Given the dynamic nature of education, teachers and colleges are, thus, bending an eye to include Emotional Intelligence in their curriculum in an effort to equip students with the relevant life skills in this emerging globalized world. As a review paper, this paper discusses the empirical and theoretical evidence of the role of emotional intelligence in students' performance and covers approaches that might be used to integrate it into curricula while also discussing the difficulties of doing so and possible solutions to them as well as the possible directions for future research. Specifically, in the recent years the focus have been made on the consideration of emotional intelligence or EI as one of the critical students' success predictors in the field of education. The underlying reason for embracing this change is well supported by literature establishing EI as a potent factor in not only academic success but also the overall student development. Based on the model that acknowledges the ability to identify, interpret, regulate, and utilize emotions both within one self and others EI occupies a singular and important role within the academic environment (Goleman, 1995). By mapping the various self and people components of EI with the different aspects of education, self- and other-regulation, motivation, empathy, and social skills found in EI components can know classroom behaviour, academics performance, and problem solving skills as components of improved educational experience for students (Brackett & Rivers, 2014). With the world becoming more and more complex in terms of interdependence, educators and institutions of learning have also woken up to the realization that EI is a critical factor in molding students to handle the complex world out there. The aim of this review paper is twofold: to discuss the diverse function of emotional intelligence to students and to review approaches to implementing the concept effectively in education. However, it is submitted that this transformation process is not empty of different issues, including; Some scholars have criticised the claims of the assessments of Emotional Intelligence (EI) as biased in estimations (Maul, 2012). This review paper therefore aims at covering the wide dissemination of research in the area of EI in education and bring forth an all inclusive review of the current state of research. In that sense, this paper has included numerous references from the experts and scholars of emotional intelligence to shed light on the evolving nature of education and the complex facets of EE for which this paper seeks to shed light on the vast possibilities that EI may hold for the successes and well-being of the learners.

Emotional Intelligence Defined:

As described by Goleman (1995) there is a range of components which forms an umbrella of what is known as emotional intelligence, including self-awareness, self-regulation, motivation, empathy and social skills. Emotional intelligence is a part of EI

meaning the capability of individuals to notice and accurately report certain emotions which are the initial very important ability at the least (Salovey & Mayer, 1990). The primary deployed component of emotional intelligence is the capability of self-regulation where an individual is able to moderate their emotions and keep them in check, with the prime responsibility of regulating and controlling emotions since they determine balance in decision making processes (Mayer et al., 2004). In the context of EI motivation refers to the willingness to work towards goals despite failure or setbacks and comprises self-generated motivation to succeed (Bar-On, 2006). Another ingredient is Empathy which is the ability to appreciate the feelings of other people and be able to relate in a social way (Petrides & Furnham, 2003). What concerning social skills they reflect individual's ability to perform techniques of interpersonal communication, conflict solving and cooperation (Lopes et al., 2005). The fact that there is no clear separation between emotional intelligence and the fully realized intellect is why it plays such a critical role across one's interpersonal, group and vocational activities. Emotional intelligence is a construct that has received much attention and, at the same time, has been the subject of criticisms, though a fair analysis of its limitations has been presented by Ciarrochi and colleagues (2000). However, Brackett and Geher (2006) and Zeidner, Matthews, and Roberts' edited volume (2012) argue about different paradigms, but also reconnect via the discussion of main and secondary measures and findings, and stress upon the status of emotional intelligence as core psychological concept.

The Relevance of Emotional Intelligence in Education:

EI has especially been deemed important in education due to a plethora of empirical research which has revealed a positive relationship between EI and achievement (Brackett & Rivers, 2014). Students with greater level of emotional intelligence are better prepared to meet challenges of the educational context. Their ability to cope with stress, control emotions, and maintain attention in class leads to better concentration, sound problem solving skills and general good behavior in class (Brackett & Geher, 2006; Ciarrochi, V. et al., 2001). Furthermore, those students who have high levels of emotional intelligence satisfy the cooperation between students and teachers as well as between students as to create a friendly environment for learning (Lopes et al., 2004). This emotional intelligence enables students to qualities that go along with life that aid them not only in academic achievement but also in the overall personality development of the student.

Integration of Emotional Intelligence in Educational Curricula:

EI has been incorporated in learning institutions through SEL programs which are prevalent in schools, this paper. SEL programs are aimed at developing skills which are inherent to the emotional intelligence such as self-awareness, self-control, emotions towards others, relationship, and interpersonal skills. Such programmes enable students to detect feelings and increase awareness of such feelings thus increasing their ability to cope with stress and emotional strength (Durlak et al., 2011). SEL programs also help students develop problem solving and conflict solving skills that are fundamental in a persons' life as well as in their academic life. A notable example of such a body is the Collaborative for Academic, Social, and Emotional Learning (CASEL), which has developed a SEL framework that has gained a lot of recognition and endorsement and focuses on effective practice-based and proven and process skills that inform student success (Elias et al., 1997). In the process of such integration, not only do students receive necessary tools for dealing with the challenges of the contemporary world but the society also becomes more emotionally intelligent and empathetic (Jones, et al., 2015).

Assessment of Emotional Intelligence:

EI can thus only be assessed when it comes to integration into curricula. Different assessment techniques including the Emotional Intelligence Appraisal and the Mayer-Salovey-Caruso Emotional Intelligence Test exist to help measure EI of students. Their

effectiveness may be measured by various kinds of assessments that may point to some weaknesses and document progress. EI is most likely to take long to be integrated into educational curricula because of the need to assess the EI and provide necessary intervention for the students in the class. There are a number of Effective Intelligence related quite strong tools and assessment that have been created to measure EI competencies. For example, the Emotional Intelligence Appraisal that has been developed based on Goleman's model focuses on quantitative measurement of the constructs of EI which is self- awareness, self- regulation and other-oriented skills (Goleman, 1995). Another useful measures of EI is Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) that is a reliable and valid inventory that permits the determination of the specific strengths and limitations of the learner in the broad spectrum of EI skills (Mayer et al., 2002). These assessments provide the teachers with a useful information concerning the students' EC, which can be used for planning of interventions, as well as monitoring of change over time (Petrides et al., 2007). When introduced as part of a teaching plan, the tests will help educational facilities create a positive environment in which students' emotional issues will be considered to enhance self development, and academic achievement (Brackett & Rivers, 2014; Lopes et al., 2004).

Challenges and Criticisms:

Opponents' opinion is that EI assessments are subjective and can therefore not properly assess the students' emotional intelligence. Also, there are difficulties in the adoption of EI programs: in-service teachers' training and curriculum integration. As the EI programs are being incorporated into school curricula, they come with some benefits and drawbacks, and critiques as well. Critics have argued that the EI assessments might be biased and, therefore, cast aspersions on the conclusion and precision of the assessment of students' EI (Maul, 2012). Moreover, the use of self-generated data for the most of the assessments can potentially raise an issue of response biases, and social desirability bias (Mavroveli et al., 2007). However, apart from what has been discussed in relation to assessment, there are a number of barriers to the delivery of EI programs. Surprisingly, one of the issues is the lack of teacher training in teaching all aspects of emotional intelligence skills (Schonert-Reichl, 2017). Furthermore, integrating EI components into existing curricula and courses requires additional work, and is likely to meet resistance at educational institutions (Brackett & Geher, 2006). Nevertheless, the present study and future undertakings on these issues have the possibility of contributing to the development of the field and the utilization of EI and the several facets of the students' personality and personal-growth characteristics.

Conclusion

Emotional intelligence serves as one of the foundation blocks of the students performance and learning achievements as well as their psychological well-being. Incorporation of EI in learning frameworks learning curriculum as seen by SEL is a viable method of preparing learners for life. That being said, there are some challenges for which continuous research combined with practical application will contribute to the better understanding of the advantages of using EI in education.

Summary of Analysis and Interpretation:

This paper has provided a review of a contemporary topic concerning the role of EI in students' achievement, and the implementation of EI in curricula. EI which comprises of self-awareness, self-regulation, motivation, empathy, and social skills has been found to be very useful in determining the students' academic performance, personal and social competence. The review stresses the point that students that have higher emotional intelligence show enhanced levels of class conduct, academic accomplishment, and problem-solving abilities. The process of applying emotional intelligence in education is done through the programs referred to as SEL, Social-Emotional Learning, and students' organizations such as for Academic, Social, and Emotional Learning (CASEL) provide frameworks for this process. The EI can be

assessed through the Emotional Intelligence Appraisal and the Mayer-Salovey-Caruso Emotional Intelligence Test to determine the student's strengths and weaknesses. However, the review addresses criticisms and challenges such as raised over the bias nature of EI assessment, teacher training, and curriculum implementation.

Future Scope and Direction of Research:

EDU 231 Emotional Intelligence Research Paper There is potential for future research and development in the concept of emotional intelligence in education. First, there is a need to elaborate and prove the objectivity and reliability of the EI assessment instruments. There is opportunity to study more development of other aspects of students' ECI and the elaboration of more reliable and valid instruments. Second, more studies on the effectiveness of EI education for students' academic and life success at the long run are crucial. Research following the pass through students for years will help in revealing the long term effects of inculcating emotional intelligence in education curriculums. Third, it is crucial to identify the right approaches for teachers to assume new knowledge and modify the curriculum accordingly. There could be studies conducted which might help in making the changes in the preparation programs for teachers as well as the curriculum of how to implement EI into education effectively. Finally, the applicability of technology in the delivery of EI education and assessment has further research potential. Thus, further research can be another interesting area of focus: the application of the digital environment and AI for the development of EI in students. In conclusion, it is necessary to note that the study of EI in school settings is still an active area and has great potential for further future development, as well as being rich in opportunities for further investigation, creativity, and improvement of students' achievements and well-being.

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