
Muhammad Umar Farooq*

Kamran Riaz**

Choudhary Zahid Javid***

Impact of Emotional Intelligence on Academic Achievement of English Language Learners

ABSTRACT

Among different learning concepts and models in psychology, EI is progressively being infused in teaching, education and development. Although students are equipped with books, notebooks, pens and pencils while teachers have course books, charts, blackboard, reference books and other teaching resources, most of the time students cannot meet the standards of learning. The purpose of the present research is to find out the relationship between emotional intelligence and academic success of the university students (enrolled in MA English) and important gender differences on academic success. Bar-On Emotional Intelligence Quotient Inventory of 125 items (Bar-On EQ-i: 125) was used to collect the data from 60 university graduates. The EQ-i of each student was compared with the marks obtained in the final examination at graduation level considered as academic success. Pearson

* Assistant Professor, Taif University, English Language Centre, At-Taif, Saudi Arabia.

** MA TEFL Student, Allama Iqbal Open University, Islamabad, Pakistan.

*** Associate Professor, Foreign Languages Department, Taif University, Taif, Saudi Arabia.

correlation coefficient was computed to assess the relationship between emotional intelligence and academic success of the students, and to analyze relationship among overall academic success and composite scales. T-test was computed to find out mean scores of two independent samples: EQ-i and academic success. It was found that there is a positive relationship between emotional intelligence and academic success of the students. Students with high emotional intelligence had high academic achievement while those who had low EQ-i performed low in academics. Also the mean difference between male and female students illustrate that female students had slightly higher Intrapersonal, Interpersonal, Adaptability, Stress Management, and General Good EQ-is cores as compared to male students.

Introduction

The idea of Emotional Intelligence (EI) is not new rather it is now growing, developing and consciously being applied in human life. Within the learning context it is not only being applied in schools, colleges and universities but also for the sake of character formation of individuals and groups. EI is knitted well in every field of life: human psyche, understanding, recognition, communication, interaction of people and groups, and contributing greatly in their advancement. Goleman (1998: 317) defines EI as "the capacity for recognizing our own feelings and those feelings in and of others, for motivating ourselves, and for managing well the emotions in ourselves and in our relationships". In a class, besides teachers, students should also be aware of EI. In Pakistan, child is made aware of EI at home by the parents but, nowadays, the role of parents has been reduced in this regard because of stressed economic

conditions of life. Hence, teaching EI has not only become a responsibility of teachers but also a necessity to be introduced at all levels of education and across the whole curriculum.

The gap between efforts for learning, effective learning and academic success can be bridged up by EI (Goleman, 1995). A teacher can lead a student towards effective learning if both of them are well aware of EI and its implementation in the classroom.

Factors of learning such as interest, attention, memorization, schema and motivation are necessary for academic success. In the present system of education in Pakistan, memorization is emphasized and academic success is directly associated with rote-memorization. Different types of fears are motivational factors for learning such as fear of punishment, failure, career-loss, teacher, and in case of failure humiliation in friends and family. These fears generate stress that makes association of learning with pain. Similarly, confidence is built up if recalling of the memorized material is exact reproduction of the original matter. The student is ready for academic success under different stresses.

On the other hand, factors of EI such as self-awareness, managing emotions, empathy, cooperation, communication and resolving conflicts are vital not only for academic success but also for lifelong learning and success. Among these factors of EI and learning, some factors are vital for academic success while others for effective learning. Effective learning is not a substitute of academic success rather it is a means to that success. Some factors directly while others indirectly contribute to academic success. These indirect contributing factors develop and support those direct factors for academic success. For example interest develops good schematic memory that has direct relation with effective learning but not with academic

success while awareness is based upon good schematic memory (good understanding of things and relationship between them) and has direct relationship with success. Awareness based on reliable schematic memory generates confidence that reciprocally strengthens motivation and awareness.

McCluskey (1997: online) describes the relationship between self-identity, academic persistence and achievement "the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18". The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement.

Optimistic and pessimistic ways of thinking highly contribute in the success and failure of people (Goleman, 1995). Moreover, these two thinking patterns: optimism and pessimism are based on optimistic and pessimistic schematic memories. Pessimistic schema is based on stress and pain while optimistic schema is based on happiness, hope and achievement. In teaching and learning, success of the student depends upon how skillfully teacher applies factors of learning and EI in the classroom for effective learning.

It is not possible to implement EI in the classroom without teacher-student and student-student interaction. As a general practice a teacher imparts education in classrooms of schools and colleges using different teaching-learning resources. Teacher, students and learning resources are useless if they stand alone. Interaction among the three generates the process of learning especially between teacher and students. In Pakistani schools teaching learning process is still too weak because of lack of interaction between teacher and students. Classroom environment is totally based on rote memorization and

punishment is a frequent motivational factor for learning and memorization.

The education system of Pakistan gives little value to emotional education of the students and emphasizes more on logic as academic education does not seem to be related to emotional education. This generally assumed concept has raised the question of value of emotional education. In pursuit of the answer the purpose of this study is to see whether or not there is a relationship between emotional intelligence and academic success.

Research Questions

1. What is the relationship between EI and academic success of the students?
2. What are the gender differences on EI and academic success?

Literature Review

Intelligence

The term intelligence usually refers to “a general mental capability of thinking abstractly, getting benefit from past experience, learning and understanding new material, reasoning and solving problems” (Sternberg & Berg, 1992: 09). These individual differences are significant and may vary from person to person and situation to situation. Bradshaw (2014) argues that “a given person’s intellectual performance may well vary on different occasions, in different domains, as judged by different criteria” (p. 158). Therefore, it is generally agreed that different kinds of tasks help in identifying and measuring intelligence. Such tasks engage number of mental processes, for example; perception, memory, thinking, decision-making, learning and reasoning. Intelligence is an

umbrella term and a very complex notion to define. According to the Webster's Dictionary intelligence is "the ability to apply knowledge to manipulate one's environment or to think abstractly as measured by objective criteria (such as tests)". In other words, intelligence is an ability of adapting the environment in effective manner. Adaptation in effective manner is possible either by making change in the environment or by finding a new environment or by making change in oneself. By examining the literature it is emerged that scientists are still trying to figure out a universally accepted conceptual definition that may explain intelligence as a single general ability or combination of many independent systems of abilities. Similarly they are trying to figure out whether the ability of intelligence is a characteristic of the brain or behavior, or is it a set of knowledge and skills.

Emotions: A Different Kind of Intelligence

We experience emotions daily and see people expressing them to one another. Motorine (2006) holds the opinion that the language of emotions is universal; even infants and animals possess the ability to express emotions. Everyone has experienced emotions but it is difficult to define them with precision. The root meaning of the word emotion, according to Goleman (1995: 23) is "to move". Plutchik (2003: 05) quotes Paul T. Young (1943) that emotion is an acute disturbance of the individual as a whole. Basically it is psychological in nature and involves behavior, conscious experience and visceral functioning. In terms of psychology, "[Emotion is] an inferred complex sequence of reactions to a stimulus [including] cognitive evaluations, subjective changes, autonomic and neural arousal, impulses to action,

and behavior designed to have an effect upon the stimulus that initiated the complex sequence" (Plutchik, 1982, p.551 as cited by Kalat, & Shiota, 2007, p.3). Emotion is a feeling that is subjective: it is experienced by self and can be inferred but not observed by others. People infer state of emotion in others by indirect cues of nonverbal communication such as high pitched voice with swollen red face of a person may be inferred as anger by others. According to the definition emotion is an outcome of a stimulus either internal or external and contains three aspects: cognition, feeling and action. The result of emotion as an action can be an actual or potential response to a situation that makes emotion functional and useful. In the view of Hughes, Patterson & Terrell (2005) emotions help in identifying ourselves and distinguishing self from others while Lynn (2005, p.9) states that "emotions affect performance".

Hammond et.al (2012: 90) argue that "emotions are complex states of mind and body, and when one or more emotions are experienced these generate cognitive, physiological and behavioral reaction". Though uncontrollable, these emotions can be managed and directed to some degree. For example, in any sad event or situation perceiving the feelings of sadness is cognitive part of the reaction, yielding tears or change in heart rate is physical aspect of the reaction and seeking comfort or help is behavioral segment of the emotional reaction. Like Kalat, &Shiota (2007: 05), the writers recognize the important link between emotions, thought and action.

Emotion and Learning

Emotions interfere with learning of students in several ways: by distracting thoughts and memories, making them anxious

about their study assignment or upsetting them in classroom events, such as low grades in a test or a negative remark from a peer or teacher that may lead to repulsive reaction towards further learning. Hence, emotions affect learning, influence the ability to process information, and help in understanding all that is encountered (Hammond, et al. 2012: 90). Function of emotion is continuous and nonstop in a living being (Ellison, 2001). Intellectual capabilities and emotions of a person are interlinked with each other and this link makes people capable to utilize their emotions for different purposes. A peaceful, gentle, caring, nonthreatening and emotionally safe environment is necessary for students in an educational setting. Emotionally safe classroom provides chances to link their experiences with their learning; reinforces learning by maintaining focus of their attention and shaping their emotions.

Emotional Intelligence

Psychologists John Mayer and Peter Salovey together, in 1990, introduced the concept of emotional intelligence. It is the ability to perceive, understand, express and regulate emotions. In other words, emotionally intelligent people can use their emotions to guide thoughts and behaviour and can accurately read others' emotions. Later on Goleman (1995) expanded the concept of EI by including the concept of general social competence.

The term "emotional intelligence" seems to be an oxymoron as it is a generally accepted belief that emotions have no link with rationality and intelligence (Spendlove, 2008: 92). People think emotions as uncontrollable, disrupting, distracting that lead to undesirable behaviors. At times they drag us towards irrational action, but they also

help in making quick and useful decisions. An analytical mind may wonder that sometimes emotions help and at another moment they interfere in making beneficial decisions so when to follow or avoid them? Actually, knowing when to follow, show or suppress emotions is a kind of intelligence (Kalat, & Shiota, 2007, p.271).

EI discusses dimensions of intelligence that involve emotional, social, personal and survival aspects. The major concern of EI is to help individuals understand one another and the people, and comprehending the ways to adapt and cope with the immediate surroundings in order to be more successful in the situation in question. EI reflects ways a person applies knowledge to the immediate situation: better the understanding of the situation, more the chances of success. Hence, it helps to predict success. In other words, to measure EI is to measure the ability of a person to get along in this world. EI has posed and owed the basic question "why some individuals are more able to succeed in life than others?" By reviewing factors – emotional skills – of emotional intelligence which are considered responsible for determining general success, it has at least become clear now that cognitive intelligence alone is not the key to determine and predict success because "many less cognitively intelligent individuals are more prosperous and successful as comparing to many cognitively intelligent people" (Bar-On, 2004: 01). Wechsler (1958) defines intelligence as "the aggregate or global capacity of the individual to act purposefully, think rationally and to deal effectively with his (or her) environment" (p. 7). The definition of "general intelligence" is a broader one having wide conceptual framework. It discusses cognitive intelligence and other forms of intelligence without denying existence of

non-intellective factors. Moreover, it views the ability to adapt to new situations and to cope with life situations successfully as a key element of intelligence. Hence, it is safe to conclude that some other forms of intelligence or non-intellective factors that Wechsler alludes to may be considered as EI. In this regard, Gardner's multiple intelligence gives the impression that it is an expansion of Wechsler's theory.

In emotional intelligence the adjective 'emotional' is used to distinguish it from any other kind of intelligence especially cognitive intelligence. EI is a bunch of concepts: intelligence involves the idea of most important ability to do abstract reasoning, the field of emotions gives notion that emotions are cues which represent meanings of associated relationship such as fear represents threat and happiness is related to acceptance. Similarly, the idea that some emotions are universal has been conceived by classifying basic emotional expressions in human beings and other species through extensive studies. Hence, EI studies emotions and takes emotions as means to enhance thought (Mayer, et al. 2002, p.6).

Bar-On (2004:14) defines emotional intelligence as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures." He takes intelligence as a set of abilities, capabilities and skills which represent collection of knowledge used to handle life effectively. Using the adjective 'emotional' classifies intelligence to emotion related knowledge and abilities used in life that separates its functioning from cognitive intelligence. Furthermore, the writer states EI as a significant influential factor for determining success. He takes success as a set goal of a

person for which one struggles to accomplish, for example, in studies obtaining minimum grades to be promoted to next level can be a goal of a person. Achieving those minimum grades will be considered as success by the student. Similarly, coping with environmental demands is an important determinant of success. A good judgment of situation combining with personal factors, cognitive abilities and biological conditions influence behavior of self and others. In other words, behaviour cannot occur in isolation, it is always situational context and personal factors that assign meaning to behavior and lead one to success or failure.

Goleman and Cherniss (2001: 28) presented the idea of Emotional Competence which is a learned ability grounded in EI. It is the ability to understand, manage, express and use emotions. EI affects the ability to learn practical emotional competencies and develops emotional literacy necessary for satisfied better quality life and overall happiness. Goleman (2000) has provided twenty competencies nest in four clusters of general EI abilities which can be learned and applied in everyday life. Similarly, Singh (2003: 104) considers psychological perspective of EI as ability of a person to be emotionally competent, to gain emotional maturity and have emotional sensitivity. It is an essential social skill of relationship management.

Models of Emotional Intelligence

Several theories of EI have been presented and almost all of them emphasize how individuals perceive, understand, utilize and manage emotions for the evaluation and development of personal effectiveness (Emmerling & Goleman, 2003). With respect to operationalization various instruments have been

developed for the assessment of EI which can be divided in two broad categories: Ability Model of EI and Mixed Model of EI.

A. Ability Model of EI

Ability model considers emotions as useful source of information that helps in understanding and responding to the social environment. It states that people differ in their abilities in processing information of emotional nature, in relating emotional processing to a wider range of cognition and in their adaptive behaviour. Emotions are evolved system of signals and every emotion conveys special meaning such as fear is an emotion and it conveys a message that one is vulnerable: one will either stand and fight or escape (Emotional Intelligence: online).

Mayer, Salovey and Caruso made significant study on EI and in 1997 introduced MSCEIT – an Ability Model of EI. It consists of emotion-based problem-solving items to assess EI. It is a self-assessment test only with 141 questions that takes about an hour to complete. Mayer, Salovey and Caruso Emotional Intelligence Test – MSCEIT (pronounced as “Mes-keet”) has been evolved from an early scale Multifactor Emotional Intelligence Scale - MEIS (Mayer, Salovey and Caruso, 2004). Ability Model MSCEIT measures four areas of EI skills:

- a. Perceiving Emotions: to perceive emotions accurately in self and others. It is a basic aspect of EI as it makes all other processing of emotional information possible.
- b. Using Emotions: to use emotions to facilitate thinking, problem solving, and creativity. Emotionally intelligent person can take advantage of his/her changing moods according to the task at hand.

- c. Understanding Emotions: the ability to understand emotions, the ability to comprehend emotion language and to appreciate complicated relationships among emotions. To be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
- d. Managing Emotions: to manage emotions for personal growth. Managing emotions is the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals (pg.199-200).

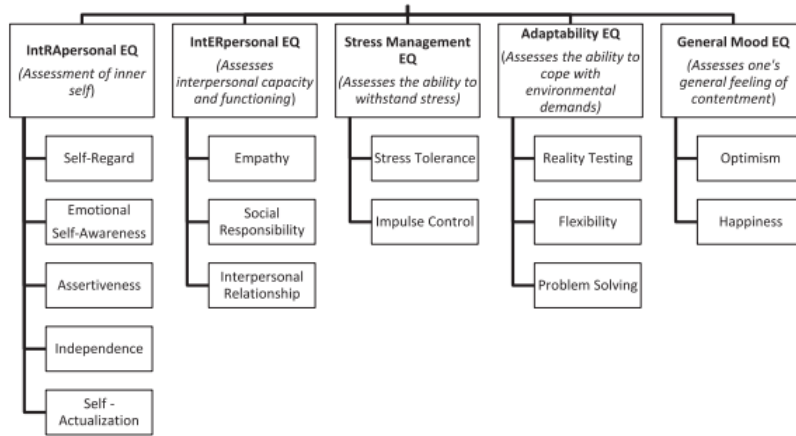
B. Mixed Model of EI

According to Mayer (2007: online), Mixed Model of EI is an assortment of qualities of emotional intelligence with other personality traits. The very name Mixed Model has emerged from the idea of forming models that mix characteristics of EI with a variety of other personality traits. Mixed Model of EI includes two main models of emotional intelligence.

i. Bar-On's Model of EI

Bar-On theory of EI describes specific emotional abilities that influence overall ability of a person to handle environmental demands effectively. It is "a theory of psychological well-being and adaptation" (Bar-On, 2004). He introduced Emotional Quotient Inventory (EQ-i) model of EI that measures EI skills. EQ-i mainly falls in Mixed Model of EI, personality traits and dispositions, and a number of constructs related to EI is measured with it.

Bar-On's Model of EI(Source: <http://www.biomedcentral.com>)



The model is multi-factorial and related to potential for performance. It is process-oriented instead of outcome-oriented. EQ-i is a self-assessment measure and was presented with 133 items that included 8 negative and 8 positive impression items. EQ-i: 125 and EQ-i: 117 are two other versions of standard EQ-i: 133. EQ-i:125 does not include 8 items of negative impressions while EQ-i: 117 in addition to negative items does not include 8 positive impressions. Any version of EQ-i takes around 30 to 45 minutes to complete. It measures skills in 5 composite scales and 15 subscales. Fabio and Vanessa (2005: 18) mentioned that in one study EQ-i was predictive of success for US Air Force recruiters.

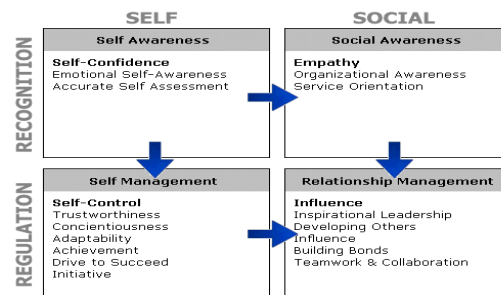
ii. Goleman’s Model of EI

Goleman, in 1998, presented the concept of emotional competence as a learned capability naturally embedded in EI that helps individual to perform well. His theory further states that emotional competencies can be strengthened by improving four major domains of EI: self-awareness, self-management, social awareness, and

relationship development. Later on, he developed another model of EI having 20 competencies and categorized these competencies into two major categories of personal competencies and social competencies. Emotional Competence Inventory (ECi) is a scale that is used for measuring emotional competence of a person and mainly falls in Mixed Model of EI. An accurate self-assessment can improve role and performance of the person (Goleman, Boyatzis & McKee, 2002: 253).

A Framework of Emotional Competencies

(Source: <https://rightways.wordpress.com/tag/emotional-quotient-eq/>)



2.6 Emotional Intelligence and Academic Success

Bar-On (2004, p.15), in context of EI, defines the term success as “the end-product of that which one strives to achieve and accomplish as such, it is very subjective and potentially socially influenced.” For example getting admission in a “good” school or obtaining “high” grades is success for someone. Regarding academic success, Bar-On (2004, p.132) cites the study of Amanda Swart who administered EQ-i to 448 students at the

University of Pretoria and concluded that academically successful students had significantly higher EQ-i scores.

Hammond et al. (2012: 92) states that learning to manage feelings and relationships develops a kind of EI that helps individuals to be successful. Similarly, Goleman (1995) regards EI responsible for success in almost every aspect of a person's life. Students who think positively can concentrate for a long time and attain academic achievement without any difficulty. Such students are self-motivated, capable and display strong personality traits. He considers EI as a set of crucial abilities for effective living and emphasizes teachings of its basics in schools. According to Cherniss, Goleman, Emmerling and Adler (1998: 2) early life plays key role in shaping or destroying emotional competency skills of an individual. So, there is a significant correlation between specific EI skills and academic success of students.

Studies on the relationship of EI and academic success have been carried out by many researchers. Very few studies have been made in Pakistan in this context and the present study is an effort to explore the relationship. It will also open new fields for the researchers in the light of the findings of the study.

Methodology

The purpose of this correlational research was to study the relationship between emotional intelligence and academic success, if there is any, of the students.

Sample

A sample of 60 students (30 male and 30 female) was taken randomly for the current study. The students were enrolled

in MA English program in 2013 at National University of Modern Languages, Foundation University and International Islamic University Islamabad.

Instrument

Bar-On Emotional Intelligence Quotient Inventory of 125 items (Bar-On EQ-i: 125) has been used to measure Emotional Intelligence of the students. It is a self-assessment measure of EI skills and contains 5 composite scales that include 15 subscales. It takes around 30 to 45 minutes to complete. Appendix A enlists all 125 items of Bar-On EQ-i: 125 while Appendix B gives detailed description of 5 composite scales, 15 subscales and their item numbers.

Validity of the Instrument

Validity of Bar-On EQ-i is very high. Nine types of validity studies namely construct, discriminant, face, content, criterion-group, convergent, factorial, divergent and predictive of the instrument have been conducted over the span of 17 years and results indicated their high rates of validity (Akram, 2003).

Data presentation and Analysis

The objective of the study was to measure emotional intelligence of the students, studying the relationship between EI and academic success, and comparing low and high achievers of EI with academic success. A sample of 60 students was taken and Bar-On EQ-i was administered for the assessment of emotional intelligence. Marks obtained in the final examination at graduation level by the students of various and varied combinations were taken as academic success. The

data was analyzed with PASW Statistics 18. Descriptive statistics were computed for participants. Pearson correlation coefficient was computed to assess the relationship between emotional intelligence and academic success of the students and to analyze relationship among overall academic success and composite scales. T-test was computed to find mean scores of two independent samples: EQ-i and academic success. Following tables elaborate the results obtained from data analysis.

The relationship between emotional intelligence and academic success of the students is shown in the table given below.

Table 1: Mean (M) and Standard Deviation (SD) of Emotional Quotient Inventory (EQ-i) and Academic Success of Students

| | Mean | SD |
|------------------|----------|----------|
| EQ-i | 435.1639 | 54.41023 |
| Academic Success | 60.22 | 7.377 |

Table 1 shows that the mean of Bar-On Emotional Quotient Inventory was 435 and of academic success was 54.

Table 2: Pearson Correlation Coefficient between Emotional Intelligence (Bar-On EQ-i) and Overall Academic Success of Students

| | Bar-On EQ-I (Emotional Intelligence) |
|------------------|--------------------------------------|
| Academic Success | .222 |

Table 2 shows a positive relationship between emotional intelligence and academic success of the students. Students

with high emotional intelligence had high academic achievement while those who had low EQ-i performed low in academics. The correlation coefficient (.222) indicates that academic success was related to emotional intelligence.

Table 3: *Pearson Correlation Coefficient between Overall Academic Success and Composite Scales of Emotional Intelligence (EQ-i) of Students*

| | Composite Scales of Bar-On EQ-i | | | | |
|------------------|---------------------------------|---------------|--------------|-------------------|--------------|
| | Intrapersonal | Interpersonal | Adaptability | Stress Management | General Good |
| Academic Success | .211 | .177 | .204 | .057 | .172 |

Table 3 illustrates an overall positive relationship between composite scales of Bar-On's EQ-i (Intrapersonal, Interpersonal, Adaptability, Stress Management and General Good) and academic success. The correlation coefficients in all the five composite scales of emotional intelligence show that relationship with academic success is significant.

Table 4: *Pearson Correlation Coefficient between Overall Academic Success and Subscales of Intrapersonal Composite Scale of Emotional Intelligence (EQ-i) of Students*

| | Subscales of Intrapersonal Composite Scale of Bar-On EQ-i | | | | |
|------------------|---|---------------|-------------|--------------------|--------------|
| | Emotional Self-Awareness | Assertiveness | Self-Regard | Self-Actualization | Independence |
| Academic Success | .279 | .126 | .137 | .202 | .028 |

Table 4 reflects the relationship between Academic Success and subscales of Intrapersonal Composite Scale of EQ-i. The figures show that there is a positive relationship between Academic Success and subscales of intrapersonal composite scale of EQ-i. The relationship between academic success and Emotional Self-Awareness is significant.

Table 5: Pearson Correlation Coefficient between Overall Academic Success and Subscales of Interpersonal Composite Scale of Emotional Intelligence (EQ-i) of Students

| Subscales of Interpersonal Composite Scale of Bar-On EQ-i | | | |
|---|---------|----------------------------|-----------------------|
| | Empathy | Interpersonal Relationship | Social Responsibility |
| Academic Success | .201 | .145 | .129 |

Table 5 displays the relationship between Academic Success and subscales of Interpersonal Composite Scales of emotional intelligence (EQ-i). The table shows that there is a positive relationship between Academic Success and subscales of intrapersonal composite scale of EQ-i.

Table 6: Pearson Correlation Coefficient between Overall Academic Success and Subscales of Adaptability: a Composite Scale of Emotional Intelligence (EQ-i)

| Subscales of Adaptability: a Composite Scale of Bar-On EQ-i | | | |
|---|-----------------|-----------------|-------------|
| | Problem Solving | Reality Testing | Flexibility |
| Academic Success | .255 | .092 | .148 |

Table 6 shows the relationship between Academic Success and subscales of Adaptability: a composite scale of emotional

intelligence (EQ-i). The table shows that there is a positive relationship between Academic Success and subscales of composite scale Adaptability of EQ-i. The relationship between Academic Success and Problem Solving is statistically significant.

Table 7: *Pearson Correlation Coefficient between Overall Academic Success and Subscales of Stress Management: a Composite Scale of Emotional Intelligence (EQ-i)*

| Subscales of Stress Management: a Composite Scale of Bar-On EQ-i | | |
|--|------------------|-----------------|
| | Stress Tolerance | Impulse Control |
| Academic Success | .137 | .030 |

Table 7 presents the relationship between Academic Success and subscales of Stress Management: a composite scale of emotional intelligence (EQ-i). The table shows that there is a positive relationship between Academic Success and subscales of composite scale of Stress Management of EQ-i.

Table 8: *Pearson Correlation Coefficient between Overall Academic Success and Subscales of General Good: a Composite Scale of Emotional Intelligence (EQ-i) of Students*

| Subscales of General Good: a Composite Scale of Bar-On EQ-i | | |
|---|-----------|----------|
| | Happiness | Optimism |
| Academic Success | .087 | .221 |

Table 8 illustrates the relationship between Academic Success and subscales of General Good: a composite scale of emotional intelligence (EQ-i). The table shows that there is a

positive relationship between Academic Success and subscales of composite scale General Good of EQ-i.

Table 9: Mean Differences between Male and Female Students on the Overall Academic Success

| Gender | Mean | SD | t-value | p-value |
|--------|-------|-------|---------|---------|
| Male | 60.74 | 8.268 | .472 | .639 |
| Female | 59.83 | 6.738 | | |

The above table shows the mean difference between male and female on Academic Success. The figures show that male students have slightly higher Academic Success as compared to female students. The mean difference i.e. 0.907 is not statistically significant as $p > 0.05$.

Table 10: Mean Differences between Male and Female on the Score of Composite Scale of Intrapersonal of EQ-i

| Gender | Mean | SD | t-value | p-value |
|--------|--------|-------|---------|---------|
| Male | 140.00 | 15.43 | 0.686 | .495 |
| Female | 143.43 | 21.70 | | |

The above table illustrates the mean difference between male and female on the score of Composite scale of Intrapersonal of EQ-i. The figures show that female students have slightly higher intrapersonal score as compared to male students.

Table 11: Mean Differences between Male and Female on Composite the Scale of Interpersonal of EQ-i

| Gender | Mean | SD | t-value | p-value |
|--------|--------|-------|---------|---------|
| Male | 101.65 | 16.23 | 1.612 | .112 |
| Female | 108.82 | 17.86 | | |

Table 11 shows the difference between male and female on Composite scale of Interpersonal of EQ-i. The figures show that female students have slightly higher interpersonal score as compared to male students.

Table 12: *Mean Differences between Male and Female on Social Responsibility: a Subscale of Composite Scale of Interpersonal of EQ-i*

| Gender | Mean | SD | t-value | p-value |
|--------|-------|------|---------|---------|
| Male | 34.42 | 6.74 | 2.227 | .030 |
| Female | 38.22 | 6.49 | | |

Table 12 shows the difference between male and female on Social Responsibility which is the subscale of Interpersonal Scale of EQ-i. The figures show that female students reflect more social responsibility as compared to male students. The mean difference i.e. 3.8 is statistically significant as $p < 0.05$.

Table 13: *Mean Differences between Male and Female in Adaptability: a Composite Scale of EQ-i*

| Gender | Mean | SD | t-value | p-value |
|--------|-------|-------|---------|---------|
| Male | 81.50 | 12.95 | 2.062 | .044 |
| Female | 88.25 | 12.43 | | |

Table 13 presents the difference between male and female on composite scale Adaptability of EQ-i. The figures show that female students have slightly higher Adaptability as compared to male students. The mean difference i.e. 6.75 is statistically significant as $p < 0.05$.

Table 14: Mean Differences between Male and Female on Reality Testing: a Subscale of Composite Scale of Adaptability of EQ-i

| Gender | Mean | SD | t-value | p-value |
|--------|-------|------|---------|---------|
| Male | 29.96 | 7.53 | 2.903 | .005 |
| Female | 34.94 | 5.86 | | |

Table 14 illustrates the difference between male and female on Reality Testing which is subscale of composite scale Adaptability of EQ-i. The figures show that female students have higher Reality Testing as compared to male students. The mean difference between genders i.e. 4.98 is highly statistically significant as $p < 0.01$.

Table 15: Mean Differences between Male and Female in Stress Management: a Composite Scale of EQ-i

| Gender | Mean | SD | t-value | p-value |
|--------|-------|-------|---------|---------|
| Male | 56.73 | 8.45 | 2.374 | .021 |
| Female | 62.68 | 10.50 | | |

Table 15 describes the difference between male and female on composite scale Stress Management of EQ-i. The figures show that female students have slightly higher Stress Management score as compared to male students. The mean difference between genders i.e. 6.0 is statistically significant as $p < 0.05$.

Table 16: *Mean Differences between Male and Female on Impulse Control: a Subscale of Composite Scale Stress Management of EQ-i*

| Gender | Mean | SD | t-value | p-value |
|--------|-------|------|---------|---------|
| Male | 27.34 | 5.31 | 3.899 | .000 |
| Female | 33.60 | 6.77 | | |

Table 16 shows the difference between male and female on Impulse Control which is subscale of composite scale Stress Management of EQ-i. The figures show that female students have higher Impulse Control as compared to male students. The mean difference between genders i.e. 6.3 is statistically overwhelming significant as $p < 0.001$.

Table 17: *Mean Differences between Male and Female in General Good: a Composite Scale of EQ-i*

| Gender | Mean | SD | t-value | p-value |
|--------|-------|-------|---------|---------|
| Male | 61.30 | 9.07 | 0.534 | .596 |
| Female | 62.82 | 12.24 | | |

Table 17 shows the difference between male and female on composite scale General Good of EQ-i. The figures show that female students have slightly higher General Good score as compared to male students. The mean difference between the genders i.e. 1.5 is not statistically significant as $p > 0.05$.

Discussion, Findings and Conclusion

The purpose of conducting the present study was to find the relationship between emotional intelligence and academic success, if any, of postgraduate level students of English. The sole objective of the study was finding if there were any relationship between emotional intelligence and academic success.

The purpose of the present study was to find if there is any positive relationship between emotional intelligence and academic success of the students studying in MA English. Table 2 reveals that there is an overall positive relationship between emotional intelligence and academic success of M.A. English students, students with high emotional intelligence had high academic achievement while those who had low EQ-i performed low in academics. The correlation coefficient (.222) indicates that academic success was related to emotional intelligence and the trend shows that it may become significant if the population size is increased. Similarly, Table 3 illustrates an overall positive relationship between composite scales of Bar-On's EQ-i (Intrapersonal, Interpersonal, Adaptability, Stress Management and General Good) and academic success. The correlation coefficients in all the five composite scales of emotional intelligence indicate relationship with academic success. In support of the findings Zins, Weissberg, Wang and Walberg (2004) observed in their study that students showed significant improvement in academic success after going through emotional intelligence program.

On the basis of gender difference the mean differences between male and female students of M.A English had shown following trends. In overall academic success male students had slightly higher statistics as compared to

females and the mean difference i.e. 0.907 is also not statistically significant as $p > 0.05$ (See table 9).

Similarly the mean difference between male and female students illustrate that female students had slightly higher Intrapersonal, Interpersonal, Adaptability, Stress Management, and General Good EQ-i scores as compare to male students. Table 10, 11, 13, 15 and 17 had shown it respectively. Though the relationship is positive, the mean difference is not statistically significant as $p > 0.05$ in intrapersonal, interpersonal and General Good composite scales while the mean difference is statistically significant as $p < 0.05$ in composite scales Adaptability and Stress Management.

Table 12, 14 and 16 show that female students are socially more responsible, realistic and had more impulse control as compare to male students. The mean difference between male and female is statistically significant as $p < 0.05$ on Social Responsibility which is subscale of Interpersonal Scale of EQ-i. In Reality Testing: a subscale of composite scale of Adaptability, the mean difference between genders is highly statistically significant as $p < 0.01$. In the same manner, the mean difference between male and female on Impulse Control: a subscale of Stress Management is overwhelmingly significant as $p < 0.001$.

So, emotions influence thinking and also have potential to energize and interfere with learning. In the present era, considerable attention has been paid to the theory of Emotional Intelligence. Students who feel secure, happy or excited learn and perform more successfully as compared to the students who are angry, anxious and sad. In support of the findings Zins, Weissberg, Wang and Walberg (2004) observed in their study that students showed significant

improvement in academic success after going through emotional intelligence.

It may be concluded based on the findings of the current research that there is a positive relationship between emotional intelligence and academic success of students. Those who are high in emotional intelligence also have high level of academic success and vice versa. In overall academic success, male students have slightly higher statistics as compared to female students though the mean difference is also not statistically significant. In the light of the current research there is a positive relationship between emotional intelligence and academic success.

It is also suggested that the future researchers may explore effects of emotional intelligence with other variables such as with respect to gender difference, academic background, family background, socioeconomic status, teaching methods and many others.

Bibliography

- Akram, R. S. (2003) *Emotional Intelligence and Academic Achievement among University Students*, Unpublished PhD Dissertation, Quaid-i-Azam University, Islamabad.
- Bar-On, R. (2004) *Emotional Quotient Inventory: A Measure of Emotional Intelligence*. Canada: Multi-Health Systems Inc.
- Bradshaw, J.L. (2014) *Human Evolution: A Neuropsychology Perspective*. New York: Psychology Press
- Cherniss, C., D. Goleman, R. Emmerling, K. Cowan and M. Adler. (1998) *Bringing Emotional Intelligence to the Workplace*. Available at http://www.eiconsortium.org/reports/technical_report.html, Accessed on May 4, 2012.
- Ellison, L. (2001) *The Personal Intelligences: Promoting Social and Emotional Learning*, USA: Thousand Oaks, California, Corwin Press, Inc.
- Emmerling, R. J. D. Goleman.(2003) *Emotional Intelligence: Issues and Common Misunderstandings*. Available at <http://www.google.com.pk/individualsperceiveunderstandutilizeandmanageemotionalinformation&source>, Accessed on April 20, 2012.
- Emotional Intelligence. (n.d.) In *Wikipedia*. Available at http://en.wikipedia.org/wiki/Emotional_intelligence, Accessed on March 12,2012.
- Fabio, S and U.D. Vanessa. (2005)*Linking Emotional Intelligence and Performance at Work: Current Research Evidence with Individuals and Groups*. Mount Gerald Publisher.

- Goleman, D. (1995) *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.
- Goleman, D. (2000) The Emotionally Intelligent Workplace. An EI-Based Theory of Performance. Available at <http://www.sq.4mg.com/GolemanElskills.htm>, Accessed on April 16,2012.
- Goleman, D and C. Cherniss. (2001).*The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. San Francisco, CA: Jossey-Bass
- Goleman, D.R. Boyatzis and A. McKee. (2002)*Primal Leadership: Learning to Lead with Emotional Intelligence* USA: Harvard Business School Press.
- Hammond, L. D.S. Orcutt, K. Strobel, E. Kirsch, I. Lit, D. Martin, and J. Comer. (2012) Feelings Count: Emotions and Learning. Available at www.learner.org/courses/learningclassroom/support/05_emotions_learning.pdf, Accesses on Mach 12, 2012.
- Hughes, M., L.B. Patterson and J.B. Terrell. (2005)*Emotional Intelligence in Action: Training and Coaching Activities for Leaders and Managers*. USA: Pfeiffer.
- Intelligence [Def. 2]. (n.d.). In Merriam Webster Online. Available at <http://www.merriam-webster.com/dictionary/Intelligence>, Accessed on September 24,2016.
- Kalat, J. W and M. N. Shiota. (2007) *Emotion*, Canada: Wadsworth Thomson.

- Lynn, A. B. (2005) *The EQ Difference: A Powerful Plan for Putting Emotional Intelligence to Work*. USA: American Management Association.
- Mayer, J. D. (2007) How Does This Model Compare to Other Approaches to Emotional Intelligence: On Mixed Models of Emotional Intelligence. Available at https://www.unh.edu/emotional_intelligence/eiWhatisEI/eimodelcomparison.htm, Accessed on April 17, 2012.
- Mayer, J. D., P. Salovey and D.R. Caruso. (2004) Emotional Intelligence: Theory, Findings and Implications. *Psychological Inquiry*. Vol15. No.3 Pgs197-215.
- McCluskey, A. S. (1997) February). Lifelong Learning: Emotional Intelligence in Schools. Available at <http://www.connected.org/learn/school.html>, Accessed on January 16, 2011.
- Motorine. V. (2006) Emotional Wellness Dimension Exercises. Available at <http://www.friendlyware.com/wellness/EmotionalWellnessExercises.html>, Accessed on February 28, 2012.
- Plutchik, R. (2003) *Emotion and Life: Perspectives from Psychology, Biology, and Evolution* USA: American Psychological Association.
- Singh, D. (2003) *Emotional Intelligence at Work: A Professional Guide*. (2nd edition), New Delhi: Response Books.
- Spendlove, D. (2008). *Emotional Literacy*, London: MPG Books, Ltd, Cornwall, Continuum International Publishing Group.

Sternberg, R. J. and C.A. Berg. (1992) *Intellectual development*. USA: Cambridge University Press.

Wechsler, D. (1958) *The Measurement and Appraisal of Adult Intelligence*. (4th edition), Baltimore, MD: The Williams & Wilkins Company.

Zins, J. E., R.P. Weissberg, M.C. Wang and H.J. Walberg. (2004) *Building Academic Success on Social and Emotional Learning: WHAT DOES THE RESEARCH SAY?*, New York: Teachers College Press.

(Appendix A)

EMOTIONAL QUOTIENT INVENTORY (EQ-i)

Instructions:

Manual of Bar-On's Emotional Quotient Inventory (EQ-i: 125) is a measure of emotional intelligence and consists of sentences that describe the ways people usually feel, think or act in most of the situations. Responses to these sentences will help in analyzing the personality of the respondents. Possible response to each statement can be:

1. Very seldom or Not true of me
2. Seldom true of me
3. Sometimes true of me
4. Often true of me
5. Very often true of me or True of me

Read each statement carefully and then find out which response from the above mentioned five point scale best suit you. Neither there are right or wrong answers nor good nor bad choices, therefore, do not leave any sentence without response. Though there is no time limit, the manual can be answered in 30 to 45 minutes. Respond to the statements realistically how you actually act and not how you would like to be. All the information provided by you will be used only for research purpose and will be kept confidential.

| No. | Statement |
|------------|---|
| 1. | My approach in overcoming difficulties is to move step by step. |
| 2. | It's hard for me to enjoy life. |
| 3. | I prefer a job in which I am told pretty much what to do. |
| 4. | I know how to deal with upsetting problems. |
| 5. | I like everyone I meet. |
| 6. | I try to make my life as meaningful as I can. |
| 7. | It's fairly easy for me to express feelings. |

| | |
|-----|---|
| 8. | I try to see things as they really are, without fantasizing or daydreaming about them. |
| 9. | I'm in touch with my emotions. |
| 10. | I'm unable to show affection. |
| 11. | I feel sure of myself in most situations. |
| 12. | It is a problem controlling my anger. |
| 13. | It's difficult for me to begin new things. |
| 14. | When faced with a difficult situation, I like to collect all the information about it that I can. |
| 15. | I like helping people. |
| 16. | It's hard for me to smile. |
| 17. | I'm unable to understand the way other people feel. |
| 18. | When working with others, I tend to rely more on their ideas than my own. |
| 19. | I believe that I can stay on top of tough situations. |
| 20. | I really don't know what I'm good at. |
| 21. | I'm unable to express my ideas to others. |
| 22. | It's hard for me to share my deep feelings with others. |
| 23. | I lack self-confidence. |
| 24. | I'm optimistic about most things I do. |
| 25. | When I start talking, it is hard to stop. |
| 26. | It's hard for me to make adjustments in general. |
| 27. | I like to get an over view of a problem before trying to solve it. |
| 28. | It doesn't bother me to take advantage of people, especially if they deserve it. |
| 29. | I'm a fairly cheerful person. |
| 30. | I prefer others to make decisions for me. |
| 31. | I can handle stress, without getting too nervous. |
| 32. | I have good thoughts about everyone. |
| 33. | It's hard for me to understand the way I feel. |
| 34. | In the past few years, I've accomplished little. |
| 35. | When I'm angry with others, I can tell them about it. |
| 36. | I have had strange experiences that can't be explained. |
| 37. | It's easy for me to make friends. |
| 38. | I have good self-respect. |
| 39. | My impulsiveness creates problems. |
| 40. | It's difficult for me to change my opinion about things. |
| 41. | I'm good at understanding the way other people feel. |
| 42. | When facing a problem, the first thing I do is stop and think. |
| 43. | Others find it hard to depend on me. |
| 44. | I am satisfied with my life. |
| 45. | It's hard for me to make decisions on my own. |

| | |
|-----|--|
| 46. | I don't hold up well under stress. |
| 47. | I don't do anything bad in my life. |
| 48. | I don't get enjoyment from what I do. |
| 49. | It's hard to express my intimate feelings. |
| 50. | People don't understand the way I think. |
| 51. | I generally hope for the best. |
| 52. | My friends can tell me intimate things about themselves. |
| 53. | I don't feel good about myself. |
| 54. | People tell me to lower my voice in discussions. |
| 55. | It's easy for me to adjust to new conditions. |
| 56. | When trying to solve a problem, I look at each possibility and then decide on the best way. |
| 57. | I would stop and help a crying child find his or her parents, even if I had to be somewhere else at the same time. |
| 58. | I'm fun to be with. |
| 59. | I'm aware of the way I feel. |
| 60. | I feel that it's hard for me to control my anxiety. |
| 61. | Nothing disturbs me. |
| 62. | I don't get that excited about my interests. |
| 63. | When I disagree with someone, I'm able to say so. |
| 64. | I tend to fade out and lose contact with what happens around me. |
| 65. | I don't get along well with others. |
| 66. | It's hard for me to accept myself just the way I am. |
| 67. | I care what happens to other people. |
| 68. | I'm impatient. |
| 69. | I'm able to change old habits. |
| 70. | It's hard for me to decide on the best solution when solving problems. |
| 71. | If I could get away with breaking the law in certain situations, I would. |
| 72. | I get depressed. |
| 73. | I know how to keep calm in difficult situations. |
| 74. | I have not told a lie in my life. |
| 75. | I am generally motivated to continue, even when things get difficult. |
| 76. | I try to continue and develop those things that I enjoy. |
| 77. | It's hard for me to say "no" when I want to. |
| 78. | I get carried away with my imagination and fantasies. |
| 79. | My close relationships mean a lot to me and to my friends. |
| 80. | I am happy with the type of person I am. |
| 81. | I have strong impulses that are hard to control. |
| 82. | It's generally hard for me to make changes in my daily life. |
| 83. | Even when upset, I'm aware of what's happening to me. |
| 84. | In handling situations that arise, I try to think of as many approaches as I |

| | |
|------|---|
| | can. |
| 85. | I'm able to respect others. |
| 86. | I'm not that happy with my life. |
| 87. | I'm more of a follower than a leader. |
| 88. | It's hard for me to face unpleasant things. |
| 89. | I have not broken a law of any kind. |
| 90. | I enjoy those things that interest me. |
| 91. | It's fairly easy for me to tell people what I think. |
| 92. | I tend to exaggerate. |
| 93. | I'm sensitive to the feelings of others. |
| 94. | I have good relations with others. |
| 95. | I feel comfortable with my body. |
| 96. | I'm impulsive. |
| 97. | It's hard for me to change my ways. |
| 98. | I think it's important to be a law abiding citizen. |
| 99. | I enjoy weekends and holidays. |
| 100. | I generally expect things will turn all right, despite setbacks from time to time. |
| 101. | I tend to cling to others. |
| 102. | I believe in my ability to handle most upsetting problems. |
| 103. | I have not been embarrassed for anything that I've done. |
| 104. | I try to get as much as I can out of those things that I enjoy. |
| 105. | Others think that I lack assertiveness. |
| 106. | I can easily pull out of day dreams and tune into the reality of the immediate situation. |
| 107. | People think that I'm sociable. |
| 108. | I'm happy with the way I look. |
| 109. | It's hard for me to describe my feelings. |
| 110. | I've got a bad temper. |
| 111. | I generally get stuck when thinking about different ways of solving problems. |
| 112. | It's hard for me to see people suffer. |
| 113. | I like to have fun. |
| 114. | I seem to need other people more than they need me. |
| 115. | I get anxious. |
| 116. | I don't have bad days. |
| 117. | I avoid hurting other people's feelings. |
| 118. | I don't have a good idea of what I want to do in life. |
| 119. | It's difficult for me to stand up for my rights. |
| 120. | It's hard for me to keep things in the right perspective. |
| 121. | I don't keep in touch with friends. |

| | |
|------|---|
| 122. | I tend to explode with anger easily. |
| 123. | It would be hard for me to adjust if I were forced to leave my home. |
| 124. | Before beginning something new I usually feel that I'll fail. |
| 125. | Looking at both my good points and bad points I feel good about myself. |

(Appendix B)
ITEM NUMBERS OF COMPOSITE AND SUBSCALES OF EQ-
i

| Composite Scale | Subscale | Item Number |
|------------------------|----------------------------|--|
| IntRApersonal | Emotional Self-Awareness | 7, 9, 22, 33, 49, 59, 83, 109 |
| | Assertiveness | 21, 35, 63, 77, 91, 105, 119 |
| | Self-Regard | 11, 23, 38, 53, 66, 80, 95, 108, 125 |
| | Self-Actualization | 6, 20, 34, 48, 62, 76, 90, 104, 118 |
| | Independence | 3, 18, 30, 45, 87, 101, 114 |
| IntERpersonal | Empathy | 17, 41, 52, 57, 67, 93, 112, 117 |
| | Interpersonal Relationship | 10, 22, 29, 37, 52, 58, 65, 79, 94, 107, 121 |
| | Social Responsibility | 15, 28, 43, 57, 67, 71, 85, 93, 98, 112 |
| Adaptability | Problem Solving | 1, 14, 27, 42, 56, 70, 84, 111 |
| | Reality Testing | 8, 33, 36, 50, 64, 78, 83, 92, 106, 120 |
| | Flexibility | 13, 26, 40, 55, 69, 82, 97, 123 |
| Stress Management | Stress Tolerance | 4, 19, 31, 46, 60, 73, 88, 102, 115 |
| | Impulse Control | 12, 25, 39, 54, 68, 81, 96, 110, 122 |
| General Good | Happiness | 2, 16, 29, 44, 58, 72, 86, 99, 113 |
| | Optimism | 11, 19, 24, 51, 75, 100, 102, 124 |
| | Positive Impression | 5, 32, 47, 61, 74, 89, 103, 116 |

