

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF POSTGRADUATE STUDENTS IN PAKISTAN

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ABSTRACT: Emotional Intelligence is a key factor which affect Academic Achievement of the students. This study intended to analyse the relationship between Emotional Intelligence (EI) and Academic Achievement (AA) of students at postgraduate level in Public Sector Universities of Rawalpindi Pakistan. Information about the research participants was taken through questionnaires. Pearson Correlation was applied. Data was analysed statistically and interpreted in the form of tables and charts. The results showd that there was significant relationship between emotional intelligence and academic achievement of postgraduate students. The study have far-reaching implications for teachers, students, administrators, policy makers and curriculum planners. Awareness of knowledge about the effects of emotional intelligence on academic results of students was a great impact of this study. Institutionalization of a formalized emotional training and counselling program for students is another major recommendation of the study.

KEYWORDS: Emotional Intelligence, Academic Achievement, Relationship, Postgraduate Students.

1 INTRODUCTION

For the last many years, education has concentrated merely on academic needs and performance offering advanced coursework for students with high IQ and remedial coursework for students with low IQ or special educational needs. Although IQ is a strong factor that contributes to academic performance and success, yet it is not an essential aspect contributing for school success and the life as a whole (McManus, 2001).

EI is also known as EQ (Emotional Quotient) in order to correspond to IQ. It is a competency by having which one can understand himself and others. After being trained emotionally, the students would be able to motivate themselves, to control their impulses and stay satisfied, to empathize and to hope, handle frustrations, to regulate their moods and to think positively (Goleman, 2001).

Intelligence Quotient (IQ) is no more the only measure of success; emotional intelligence, social intelligence and luck also play a significant role in a person's success (Fatima, 2009).

Bar-On's (2000) model is a trait model of EI. It measures EI through five composites: Interpersonal Skills, Intrapersonal Skills, Stress Management, Adaptability, and General Mood. Interpersonal skills involve management of relationships with others. Intrapersonal skills emphasize individual focus and contribution as well as the ability to plan and carry out independent projects. Stress-management skills encompass an individual's ability to remain calm, utilize positive coping techniques, and develop strong support systems. Adaptability skills include flexibility, strong problem-solving skills, and the ability to reframe problems and solutions. General Mood is an indicator of optimism and resilience (Qualter and Gardner, 2007).

Emotional intelligence is considered as a vital tool for success. So its components should be taught to the students. It should be made integral part of the Universities' curricula so that the students may be emotionally trained to be succeeded in academics and their lives as well (Akram, 2004).

Educational psychologists and researchers acknowledged that emotions are central to learning and teaching, and that an understanding of their role in the learner's experience is essential. An emotion expresses an individual's attempt to establish, maintain or change relationship with their environment on a matter of importance to that person (Krause *et al.*, 2003). Intelligence usually refers to rational abilities and excludes the emotions. Additionally, intelligence is commonly used in education where it is linked to paper tests which are designed to measure rational thinking (Metthews, 2006).

Research on the predictive significance of E.I. over I.Q. was spurred by Goleman's initial publication on the topic which claimed that emotional intelligence could be "as powerful, and at times more powerful, than I.Q." Much of this claim was based on past research revealing that the predictive nature of I.Q. on job performance was not promising, with I.Q. accounting from 10-25% of the variance in job performance. The results of longitudinal studies further implicated emotional intelligence as being important. One study involving 450 boys reported that I.Q. had little relation to workplace and personal success; rather, more important in determining their success was their ability to handle frustration, control emotions, and get along with others (Stys and Brown, 2004).

By the early 1990, there was a long tradition of research on the role of non-cognitive factors in helping people to succeed in both life and the workplace; the current work on emotional intelligence builds on this foundation (Kiani, 2003).

Educators' conceptions of the successful student seem to parallel those of the key business leaders queried. Successful students, they maintain, have learned to effectively balance the social and academic aspects of school, expect to succeed, and may be described as socially proficient, goal oriented, and intrinsically motivated (Scheuermann, 2000).

Ogundokun and Adeyemo (2010) found a strong relationship between EI and AA of the senior secondary school students. The research shows that relationships between EI (trait and ability) and later life success, indicated by a diversity of outcome measures including academic achievement among adolescence and adults. A few studies have been conducted with primary-aged children (those younger than 12) because of a lack of suitable measurement tools for this age group. Regarding life success, from an ability perspective, school children and adolescents who score high on EI are rated by their peers as less aggressive and more prosocial, are seen as more empathic (Ciarrochi *et al.*, 2000) and are less likely to engage in tobacco and alcohol consumption (Trinidad and Johnson, 2002; Trinidad *et al.*, 2004).

Recently, a number of studies have the impact of adolescent EI on academic success. These studies have mixed result, possibly due to differences in the reliability and validity of the EI tests used. A study of the heads of forty-two schools in the United Kingdom suggest that leadership style drove up students academic achievement by directly affecting school climate. When the school heads were flexible in leadership style and demonstrated a variety of EI abilities, teachers, attitude were more positive and students grades higher; when the leaders relied on fewer EI competencies, teachers tended to be demoralized, and students under performed academically. Effective's school leaders not only created a working climate conducive to achievement but also were more attuned to teachers perceptions of such aspects of climate and organization health as clarity of vision and level of teamwork. In a longitudinal study, Shoda, Mischel, and Peake tracked through high school a group of 4-year-old resisted impulse and found them more self-assertive, socially skilled, independent, preserving, and achieving significantly higher scores than their more impulsive counterparts (Akram, 2004).

To explore this premise, researchers have begun to look past traditional cognitive assessments of academic ability to evaluate non-cognitive factors specific to achievement-related beliefs, knowledge of and adjustment to social context, and variables related to campus climate. This issue is of significant importance because researchers have now identified non-cognitive factors that may be equally important in academic achievement. Goleman's (1995) and Bar-On's (1997; 2000) concepts of "emotional intelligence" provide an extremely useful instrument to describe this configuration of non-cognitive factors. As a result, the exploration of EI represents movement from an exclusive focus on cognitive processes and academic achievement to a more comprehensive and holistic approach in predicting academic achievement (Fatum, 2009).

2 OBJECTIVES OF THE STUDY

- To understand the general concept of Emotional Intelligence.
- To analyse the relationship between emotional intelligence and academic achievement of postgraduate students.

3 RESEARCH QUESTIONS

Following research questions have been formulated for the current study:

- i. What is the general concept of emotional intelligence?
- ii. How emotional intelligence is related to the academic achievement of the students?

4 MATERIALS AND METHOD

The research was descriptive in nature. It described the relationship between emotional intelligence and academic achievement of postgraduate students.

Population was comprised of postgraduate students studying in public sector Universities of Rawalpindi Pakistan. The convenient sampling method was used, combining with stratified random sampling framework. Three strata of students were developed comprising "above average" "average" and "below average" from the cross-sectional disciplines. Bar-On Emotional Quotient Inventory (EQ-I) was taken up for study. It included five points self-rating response format and 117 items. Each statement has five choices ranging from 1 to 5. One had to select one of the choices for each statement according to his or her degree of agreement. The Baron EQ-I consisted of five points self-rating response format. 117 items of the inventory were distributed into fifteen sub-scales.

Correlation between emotional intelligence and academic achievement was calculated considering these fifteen subscales. Thus proper procedure was adopted for collection of relevant data from the sampled population. The scores of EQ test and the mean of all first semester grades were calculated. Data was analyzed by calculating Pearson correlation and tabulated along with graphical presentations.

5 RESULTS AND DISCUSSION

Table 1-Correlation of Emotional Intelligence with Academic Achievement of students

Scale	R	P
Emotional Intelligence with Academic Achievement	0.682	0.00

P<0.01

The analysis of empirical data revealed that emotional intelligence was significantly correlated with academic achievement. Hence, null hypothesis was rejected as it was inferred that there is a significant and positive relationship between emotional intelligence and academic achievement though it was not so much vital, forceful and dynamic. From the results, it could be seen that the study is associated with Schuttle *et. al.* (1998) and Tapia (1998) who asserted that EI and Scholastic Aptitude of students were highly related.

The effect of EI on AA is well written in literature. Baron (2003), Farooq (2003), Marquez (2006) and Adeyemo (2007) discovered that EI is a strong predictor of academic performance.

This study is also consistent with the findings of Fatima (2009) who found a significant relationship between EI and AA of the students at undergraduate level in the Universities of Rawalpindi and recommended to guide the learners emotionally and Parker *et al* (2001, 2002, and 2003) who gave the evidence on the relationship between emotional intelligence and academic success.

It is also collaborated with a study conducted by Ogundokun & Adeyemo (2010). They examined a strong relationship between EI and AA of the senior secondary school students. The effect of EI on AA is well written in literature. Baron (2003), Farooq (2003), Marquez (2006) and Adeyemo (2007) discovered that EI is a strong predictor of academic performance.

In the same way Qualter and Gardner (2007) argued that EQ-I assesses larger number of components that may be relevant and good predictors to academic success.

6 CONCLUSIONS

It is concluded that the researcher succeeded in rejecting the null hypothesis in order to show the relationship between emotional intelligence and academic achievement of the students at postgraduate level, and thus the basic purpose of the research was achieved that emotional intelligence and academic achievement were interrelated. It was also generated from the research that the academic success is mostly related with the level of IQ which is also a best predictor of academic performance. But through IQ, emotional and social skills cannot be improved. By modelling, demonstrating and training, teacher can support students understand to mould and monitor their own positive and negative feelings, overcome complications and problems, defeats frustrations peacefully and without relinquishing and surrendering, channel their motivation to learn in positive and progressive ways, and relate to others in a supportive and sympathetic way. Emotional intelligence can be learnt, developed and improved in the same way as academic performance can be enhanced. Therefore, training programs, workshops, seminars and may be arranged on Emotional Intelligence in academic institutions. A competent and effective teacher is the one who is emotionally healthy and academically sound because learning evolves the interplay of cognition and emotions.

RECOMMENDATIONS

It was suggested that mentoring services need to be institutionalised in order to guide the learner about their emotional and social affairs. Curriculum of higher education should be updated by considering elements related to Emotional Intelligence. It was further recommended that the teachers should be emotionally as well as socially intelligent because the teachers serve as role models for the students to be imitated by them. Teachers need to be trained to sublimate the students' emotions. The teachers are expected to be patient and emotionally balanced personality so that the students develop a sense of attachment and identity with their teachers and establish good pupil teacher relationship which is likely a key factor to effective teaching and successful learning. Emotional and social skills of students should also be taken into consideration while evaluating the students.

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