

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF STUDENTS OF ALLAMA IQBAL OPEN UNIVERSITY

By

Naila Naseer*

Qudsia Rifat**

Samar Naseer***

Abstract

The purpose of the study was to assess the relationship between emotional intelligence and academic achievement of graduate level students (B.Ed Autumn, 2007) of Allama Iqbal Open University. A random sample of 469 B.Ed students (Autumn, 2007) enrolled at AIOU was selected. Emotional intelligence of students was analyzed by administering Bar-On Emotional Quotient Inventory. Students' overall result of third semester (Autumn 2007) was taken as the academic achievement. The instrument was administered on the participants during their B.Ed workshop. The data was analyzed in the form of mean, standard deviation, and correlation. The findings revealed a highly significant relationship between emotional intelligence and academic achievement of students. It was suggested that future researches may evaluate the relationship of emotional intelligence on other variables like gender, family background, socio economic status.

Keywords: Academic Achievements, Emotional Intelligence

Introduction

In the field of psychology, intelligence is a multifaceted phenomena and the term is used to define a number of cognitive abilities of human beings. The concept of intelligence testing and measurement was expanded by different psychologists, as a result, new concepts and theories of intelligence emerged (Gerow, 1996). Sir Francis Galton is very famous in the field of intelligence study, who termed intelligence as general mental ability. The concept of intelligence was enhanced by different psychologists and theory of multiple intelligences was introduced by Howard Gardner in 1983, in which he argued that

* Lecturer, DNFCE Department, Allama Iqbal Open University, Islamabad

** Associate Professor, Department of Science Education, AIOU, Islamabad

*** Research Scholar, Quaid-e-Azam University, Islamabad

a person's intelligence is composed of Linguistic intelligence, logical-mathematical intelligence, musical intelligence, spatial-visual intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence and naturalistic intelligence (Gardner, 1983). In 1995 Daniel Goleman further enhanced Gardner's intelligence theory and introduced emotional intelligence (EI) theory in which he argues that a person who has the ability to know his/her own emotional state and effectively handle and communicates his relations with others is called intelligent. (Goleman, 1995). Hookey (2005) argues that people are greatly influenced by their emotions and thinking patterns mentioned by Daniel Goleman. Different psychologists enhanced the notion of EI. In this regard, Funder (2001) and Hammett (2005) described EI as a person's ability or collection of competencies which are complementary to intellectual capabilities or academic intelligence. Singh (2003) debates on EI that "a more formal academic definition refers to emotional awareness and emotional management skills which provide the ability to balance emotions and reason so as to maximize long-term happiness" (p. 47). Papalia, Olds, and Feldman (1998) argued that EI consists of some unique capabilities such as: emotional self-regulation which IQ tests cannot measure; rather it is measured as an Emotional Intelligence Quotient (EQ).

Mayer (1999) says that EI is not only influential, but in most of the cases it is more effective than intelligence quotient because it may best predict success in life and such predictions are not only useful in practical domain of life, but are also impressive theoretically. Nelson, Low and Vela (2003) indicate that students are measured in terms of their performance and grades. However, an important aspect of students is not usually measured, that is emotional intelligence, which is closely related to their academic success. Achievement is not measured only through the measurement of IQ, because when psychologists worked with intelligence, they focused on non-cognitive aspects and explored emotional intelligence as an important predictor in academic success (Cherniss, 2002). Eugene (2004) highlighted that a person's inner self constitutes his/her as emotionally intelligent which provides a basis for him to be an introvert or extrovert. Nelson and Low (2003) discussed that EI plays a pivotal role not only in mental and physical health but also encourages individual's happiness, improves educational accomplishment, and brings occupational brilliance.

Different researchers have recommended that education should make emotional intelligence a top priority. In this regard, psychologists have put great emphasis on development of performance based EI models (Fabio and Vanessa,

2005). In a study, Vishwanathan (2008) explored EI and its effects on students' academic achievement. The study sample consisted of more than two hundred students. A self-developed instrument was administered on the sample. The results of the study highlighted a significant linkage between students' emotional disposition and their exam scores. Overall, the results indicated significant evidence in support for the role of socio-emotional factors in students' grades. Mayer, Caruso, and Salovey (2000) also investigated whether EI can be assessed in terms of an individual's problem solving skills or not. They conducted two studies and in the first study it was assumed that EI foretells parental warmth, cultural pursuits, and empathy. EI was operationalized in terms of 12 emotional intelligence ability tests. A large group of adults were taken in the sample and EI ability tests were administered on them. The study results indicated that:

- EI can be spelled out in terms of sets of skills.
- In general, EI can be broken down into three subscales: Perception, Understanding, and Managing.
- Emotional intelligence is not only related to other intelligences but also predicts a person's empathic skills, life skills and parenting style skills.

In their second study, they hypothesized that on certain tasks adults do better than adolescents. For this purpose a sample of adolescent was taken. The results of the adolescents' group were compared with the results of the adults group from the first study. The sample consisted of young adolescents (age 12-16). The scales employed in the first study were used in the second study and adolescents' performance was compared with the performance of an adult sub sample of the first study. The findings of the study indicated that performance of the adults was higher than adolescents' performance. In addition, emotional intelligence in adolescents showed the same relations to verbal intelligence and empathy as with adults.

Different researchers have constantly investigated that positive ideas, confident communication, time managing skills, ambition accomplishment, dedication, and tension managing talents help in academic accomplishment (Nelson & Low 2003). EI helps to predict success by helping a person to apply knowledge according to his/her situation (Merkowitz & Garee. 2006). EI skills can be nurtured and it helps individuals to get emotional stability with experience and maturity (Papalia et al. 1998). In short, emotional intelligence has flourished and successfully applied in education, psychiatry and human resources (Ciarrochi, Forgas & Mayer, 2006).

Problem Statement

In our schools, emotional education of students is neglected. That's why many intelligent pupils tend to leave school. In Pakistan, only 63% children complete their primary education, and 35,000 high school students drop out every year (Interface, 2009). Dropout rate of urban vs. rural areas is 23.7% and 23.5% (Bilquees & Saqib, 2004). It is generally considered that academic education is hardly related with emotional education. But in most of the cases, students' natural abilities do not help them to solve complicated mathematical queries; rather they excel in perceiving and handling inherent emotional situation. This raises certain questions about the importance of emotions in academic life of students. Is there any relationship between emotional intelligence and academic achievement of students? To find out answers of such questions, this study was conducted to assess the relationship between emotional intelligence and academic achievement of graduate level students of Allama Iqbal Open University.

Objectives

Following were the objectives of study:

- To measure the level of emotional intelligence of B.Ed students.
- To investigate the relationship between emotional intelligence and academic achievement of B.Ed students.

Hypotheses

1. There is a significant relationship between emotional intelligence and academic achievement of the students.
2. The emotional intelligence level of high achievers is higher than the emotional intelligence level of low achievers.

Population

Population of the study consisted of B.Ed students of third semester (Autumn 2007) from Rawalpindi and Islamabad regions of Allama Iqbal Open University (AIU).

Sample

Ten percent sample was drawn out randomly by using table of random numbers. The sample consisted of 469 students of B.Ed 3rd Semester, Autumn 2007, from Rawalpindi and Islamabad regions.

