

The Relationship between Emotional Intelligence and Academic Achievement of Boys

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ABSTRACT: Today emotional intelligence, as a new subject in the field of psychology, is mainly taken into consideration. Studies, which have been conducted in this field, show the role of emotional intelligence and its components in various aspects of life, such as educational achievement, employment, and social relations. This study, which investigated the relationship between emotional intelligence and academic achievement and gender of the students, is a descriptive- correlation study. The statistical population consisted of all secondary high school boys in Tabriz. The sample size includes 176 samples which calculated using Cochran formula and randomly selected sampling method. To collect the data, the Schutte EIS questionnaire and to measure the academic achievement of school, the student's averages were used. For data analysis, the Pearson correlation coefficient was used. The results showed that there is a direct relationship between the total score of emotional intelligence and academic achievement in male students.

Keywords: Emotional intelligence, Academic achievement, Gender.

INTRODUCTION

Emotional intelligence is the latest development in understanding the relationship between thought and emotion. The term was first proposed by Salovey and Mayer. It means a capacity to perceive, express, recognize, use and manage one's emotions, and others (Mayer et al., 1990). According to Bar-on, Emotional intelligence is a set of non-cognitive capabilities, competencies and skills that affect the individual's ability to be successful, cope with the environmental demands and pressures (Hein, 2004). The theory of emotional intelligence is a new perspective in predicting the factors affecting success and also provides the primary prevention of mental disorders that complement the cognitive sciences and the child's growth. Emotional intelligence competencies have much more importance in the emotional self-regulation and skillfully management (Bar_on, 1997). According to the traditional definition, intelligence has long been considered as the main factor in academic achievement and success, but now with the changing in the theoretical views about the factors forming intelligence, it is no longer considered as successful predictor of academic achievement. At best, intelligence contributes about 20% in predicting success in life. Herrnstein and Murray, in their book called "the bell curve" gave the highest importance to the intelligence. They believe that characteristics that a person achieves in life overshadow the relationship between test results and progress. Gardner also believes that it is not a unified and integrated intelligence that guarantees success in life, but there is also a wide range of intelligence that lead to the success of individuals in different areas. Thus knowing that

a person is privileged graduates, only means that he has been very successful in the aspects measured by the score, while it does not tell us anything about this fact that how he will react to the ups and downs of life. There is a problem in our educational system that its emphasis is purely on academic ability and the emotional intelligence, a set of traits that are important to the fate of individuals, are ignored because social and emotional abilities and competencies are considered as influencing factors in academic achievement. Today the assessment of emotional intelligence and its effects on the academic achievement is the most important areas of research in psychology. The question is that what capabilities are needed to achieve success? Is the presence of a strong scientific mind equal to academic success? Today the researchers, by the help of emotional intelligence and social theory, seek to explain the educational and career success (Bar_on, 1997). According to some researchers, determinants of academic achievement include intelligence, family environment, and parental educational level, the relationship between patterns, motivation, self-concept and psychological adaptation. The relationship between emotional intelligence and academic achievement and gender of students has been assessed in different studies. Some researchers believe that in new researches what is rejected is not the relationship between intelligence and academic achievement, but more emphasis on the differences such as openness to the experiences, introversion extraversion, conscience, agreement, and emotional stability. Sternberg and Wagner, in a study on 286 college students, called “the relationship between emotional intelligence and indicators of academic performance and compliance with university”, found a significant correlation. American Psychiatric Association studied the patterns of success and emotional development among academic successful women in deprived class. In this study, the experiences of 21 women (24-54 years old), who were successful in school, were studied. The results also showed that people with higher emotional intelligence have better academic achievement. Elias and his colleagues in a series of studies found that emotional skills can have long-term effects on academic achievement. Parker and his colleagues (2004) in a study “the relationship between emotional intelligence and academic achievement of high school students” found that there is a strong relationship between some aspects of emotional intelligence and academic achievement (mean score). Golemen (1995) in a study “the role of emotional intelligence in academic performance” indicated that emotional intelligence is important in various aspects of life, such as education, occupation and social environment, while our educational system still emphasizes on IQ and its effect on different aspects of life. Therefore, conducting such studies in order to persuade the educational authorities to pay attention to EQ as a critical component for the students' performance seems necessary (Bar_on, 1997). Thus; the research question is that is there a relationship between emotional intelligence and academic achievement? The situation of emotional intelligence and academic achievement of boys and girls in this study is evaluated.

MATERIALS AND METHODS

This is a correlational study in which the relationship between variables is examined. The relationship between emotional intelligence and academic achievement and gender were also studied.

Statistical population, sample and sampling method

The Statistical population of this study consisted of the whole secondary high school students in 2009-2010 school year. They were 35917 students. To determine the sample size, Cochran formula was used. By considering 0.05 as allowable error (d) and 0.95 confidence level the sample size was 176. Sampling method in this study was stratified one. First, the statistical population was classified based on gender and then samples were randomly selected within each class.

Measurement Tools

Standard Emotional Intelligence questionnaire by Schutt

This is a 33-item test made by Schutt and his colleagues based on the emotional intelligence model of Mayer and Salovey. Exam questions in three categories of emotional intelligence include emotional regulation, productivity and evaluation in a five-point Likert scale (strongly disagree - strongly agree). Although the emotional intelligence scale saturated with the three aforementioned components, we only achieve a total score for emotional intelligence that is ranging from 33 to 165. The overall reliability of this scale among the youth was 85% and its subscales were 0.75, 0.81 and 0.88, respectively. Academic achievement: the students' first semester average was the criterion.

Data Analysis

The data analyzed using statistics indexes of Pearson correlation, by SPSS software version 17.

RESULTS

Table 1. Relationship between emotional intelligence and academic achievement of male students academic Variable achievement.

| Variable | Academic achievement |
|---|--|
| Emotional intelligence of male students | Pearson's Correlation Coefficient: 0.155 |
| | Sig. : 0.003 |
| | Samples: 176 |

According to Table 1, the relationship between emotional intelligence and academic achievement of students is calculated which is in consistent with findings of Bar_on (1997). It is noteworthy that the structures related to academic achievement are related with cognitive functions and especially memory and learning capacities of person, while the emotional intelligence is mainly related with person's success in interpersonal relationships.

CONCLUSION

The relationship between emotional intelligence and academic achievement results indicate that emotional intelligence and academic achievement of the males has a significant positive correlation. It means that when emotional intelligence increases, academic achievement of students increases, too. This is consistent with several studies that show a positive relationship between emotional intelligence and academic achievement (Hein, 2004). Mayer et al. (1990) in the revised model of emotional intelligence, emotional cognition, and emotional management determined for this structure and they reinforce and complement the role of each other and provide good grounds for the academic success. In relation to gender and emotional intelligence, it is indicated that the girl students have high emotional intelligence than the boys. The results of Bar_on (1997) are consistent with it and suggest that the girls in comparison with boys have higher emotional intelligence. The results of Mayer et al. (1990) show that the total emotional intelligence is different among the boys and girls: that is, the girls have higher emotional intelligence scores. Therefore, in terms of academic achievement of students, it is recommended to use programs to improve self-help strategies, emotional intelligence in school students, self-regulation and way of communicating and problem solving, because according to Golemen research (1995), self-learning, self-regulation, communication and problem solving make the emotional intelligence of the adolescents grow since in natural conditions, emotional intelligence follows a predictable growth path.

Conflict of interest

The authors declare no conflict of interest

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