

The Relationship between Emotional Intelligence and Academic Achievement of Girls in Tabriz High School Students

Solmaz Saeidi Haghi^{1*}, Fatemeh Hoseindoost Gashoogchi²

¹MA in Family Counseling, Tehran University, Aras campus

²MA in Psychology, Alzahra University, Tehran, Iran

*Corresponding Author Email: Solmazsaidihaghi@gmail.com

ABSTRACT: 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 girls in Tabriz and in 2009-2010. The sample size includes 209 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. The results showed that there is not a direct relationship between the total score of emotional intelligence and academic achievement in female students. In order to achieve a high level of academic skills, in addition to general cognitive abilities, one must grow in the other aspects such as control emotions. In other words, students, without access to these items that make up the emotional intelligence, will not be able to learn the subjects better.

Keywords: Emotional intelligence, Academic achievement, Gender.

INTRODUCTION

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). Only general intelligence is not sufficient to explain the success and the research show that general intelligence at best explains only 25% of success and the rest depends on emotional social Intelligence (Goleman, 1995). 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. 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). 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. In this way the research of Hein (2004) suggests that the scores of people in IQ tests cannot be a good predictor for the academic achievement. In addition, Bar_on and Parker (2000) in a research on emotional intelligence and academic achievement concluded that general intelligence explain only 50 percent of academic achievement. Studies indicate the importance and role of emotional intelligence in various aspects of life, such as education, occupation and education. 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). 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 385. 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 such as Pearson correlation, regression, mean difference test, independent T-Test through SPSS software version 17.

RESULTS

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

Variable	Academic achievement
Emotional intelligence of female students	Pearson's Correlation Coefficient: 0.067
	Sig. : 0.003
	Samples: 209

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 females 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

REFERENCES

- Bar_on, R., (1997). The Emotional Quotient Invent EQi. *Technical manual*.
 Bar_on, R., & Parker, J. D. A., (2000). Handbook of Emotional Intelligence. San Francisco, Josse_ Bass.
 Golemen, D., (1995). Emotional intelligence. New York: Bantam.
 Hein, S., (2004). Short definition of emotional intelligence. *Emotional Intelligence*, Homepage.
 Mayer, J. D., Dipalolo, M. T., & Salovey, P., (1990). Perceiving Affective content in Ambiguous visual stimuli: A component of emotional intelligence. *Journal of personality Assessment*, 54, 772-781.