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Inquiry-Based Teaching: Emotional Intelligence and Academic Excellence of University Students

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Abstract: *The purpose of this research was to investigate the effects of inquiry-based teaching on emotional intelligence and academic excellence in students. This study aims to find the connection between emotional intelligence and academic excellence the of university students. This research was using the inquiry process as a learning and teaching in which the teachers provide detailed instruction and recognize issues in the form of questions and statements. The researcher used quantitative approach to collect the data through questionnaire. The population were included is three universities of Pakistan which is Islamia university of Bahawalpur, Bahauddin Zakariya University, Multan and NCBA&E university Bahawalpur as selected convenient non-random sampling. The data were analyzed interpreted by using Mean, T-test, Correlation and Regression Analysis. The results showed an interaction between the effects of inquiry-based teaching and emotional intelligence on students' academic excellence. Teachers need to use inquiry-based teaching so that students' academic excellence can be improved. In order for effective inquiry-based teaching, the emotional intelligence of students needs to be improved.*

Key Words: Inquiry-Based Teaching, Emotional Intelligence, Academic Excellence, Conventional Learning Approach, Navigate Emotions.

Introduction

Inquiry-based teaching and learning have importance in an educational institution because it enables students to take ownership over their own learning and to reach their goals. Science consists of four components: process, product, attitude, and application (Nasution, 2018). Science should be taught to students via exploration. As a result, individuals might obtain learning outcomes in facts, conceptions, principles, theories, and laws (Heindl, 2019). At present, the teacher training program has faced two major crises in the quality of its education.

The process of successful inquiry learning to improve the awareness of the critical thinking of both students and teachers (Johnston et al., 2020). Inquiry-based learning can train students to solve problems, recognize problems, and develop skills to solve the problems that they experience.

Additionally, Bugarcic et al. (2012) suggest that inquiry-based learning can allow students to benefit from the scientific research process. The Emotional Intelligence (EI) input a vital role in human life as well as consider of demographic opportunity (Cornali, 2012). Several studies have found a substantial link between academic performance and three aspects of emotional intelligence: intrapersonal, adaptability, and stress management (Qondias & Juliawan, 2018). That is, there is a link between emotional intelligence and academic excellence (Pordanjani, Atamaleki, Amiri, Khazaei, Fallahzadeh, Alayi, & Askarpour, 2020).

The approach to inquiry-based teaching and learning should be well-designed and structured, especially for children who struggle with science and problem solving. Inquiry-based learning is

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objective approach and inquiry-based teaching is subjective based approach which is successful for lower-ability pupils, according to several research ([Corno & Snow, 1986](#); [Wolters, & Brady, \(2020\)](#). Workplace success, quality of life, social experience, communication, leaning accomplishment, cognitive functions, and human processes are all linked to emotional intelligence (Bagheri, Kosnin & Besharat, 2016). Emotional intelligence is divided into five categories: (1) identifying emotions, (2) regulating emotions, (3) self-motivating, (4) recognising others' feelings, and (5) sustaining connections with others (Srivastava, Misra, Pathak, & Sharma, 2021).

Statement of the Problem

A great extent of professional social, emotional, and data driven medium, and its utilization has viewed as an internet addiction that influenced everybody's life. Explicitly, teenagers and youthful grown-ups, an age for which the line among on the internet and genuine association is for all intents and purposes & the use internet addiction has apply hindering consequences of other inspirations and fully depend on student's emotional intelligence and learning achievements. It is effects on different variables of these pressure of a dimension to insight. Without passionate insight abilities, youngsters might be progressively defenseless against physical sicknesses that drain their vitality and quality, and in addition emotional troubles that blocks academic achievements ([Elias, Chiles, & Crawford, 2021](#)).

Objectives of the study

The objectives of this study are:

1. To analyze the relationship between inquiry-based teaching and emotional intelligence among university students.
2. To analyze the relationship between inquiry-based teaching and academic excellence of university students.
3. To examine the impact of inquiry-based teaching on students' emotional intelligence and academic excellence.

Significance of the Study

For the students, it is important to give high need or importance to the individuals who show

inquiry-based teaching so as to quickly mediate and prevent insincerity of psychosocial viewpoints. For the instructors or teachers, showing the students to the right way, in the meantime the guardians and educators or teachers of these students, the conceivable impacts and early mediations is basic. Internet has influenced each part of individuals' lives. College students have all the of being bound to wind up reliant on the Internet than some other portion of society, likely in light of the fact that undergrads have a solid drive to build up a firm feeling of personality and to create important connections ([Blackwell, Leaman, Tramposch, Osborne, & Liss, 2017](#)). Colleges may in actuality be a significant educational ground for intellectual habit ([Transmawati, 2020](#)).

Literature Review

The Inquiry-based teaching with Emotional Intelligence

The inquiry-based teaching is a subjective approach includes of activities that focus on students' knowledge, abilities, and attitudes and actively engage students in figuring out their own solutions to a challenging problem ([Montrosse-Moorhead, Dougherty, La Salle, Weiner, & Dostal, 2019](#)). Although this strategy has been updated numerous times since 1910, the core parts have remained nearly same. Essentially, the researcher illustrious about work and temporary work of mind and hobby matter and creativity about work and references which concentrate on mental health and physical health which concern the actual allotted towards the person and its increase day by day in the concentrate level of opportunity of work and personally developed manner (Susan, 2011).

Teacher Acquisition of Inquiry-based Teaching Strategies

The standard way to educate via inquiry has yet to be determined by researchers ([Anderson, 2002](#)). Furthermore, additional study on teachers' attitudes toward inquiry-based education is needed, as teachers' views and values are crucial to the teaching and learning process. The technical, political, and cultural demands placed on new teachers play a crucial influence in the implementation of inquiry teaching techniques ([Anderson, 2002](#)).

Emotional Intelligence and Academic Excellence

As discussed previously, web reliance causes energetic shakiness among research studies. Passionate shakiness normally associated with poor insightful execution (Brutus, 2010). The individual who experiences enthusiastic shakiness can't manage weight well (Diller, Asen, & Späth, 2020).

Emotional Intelligence

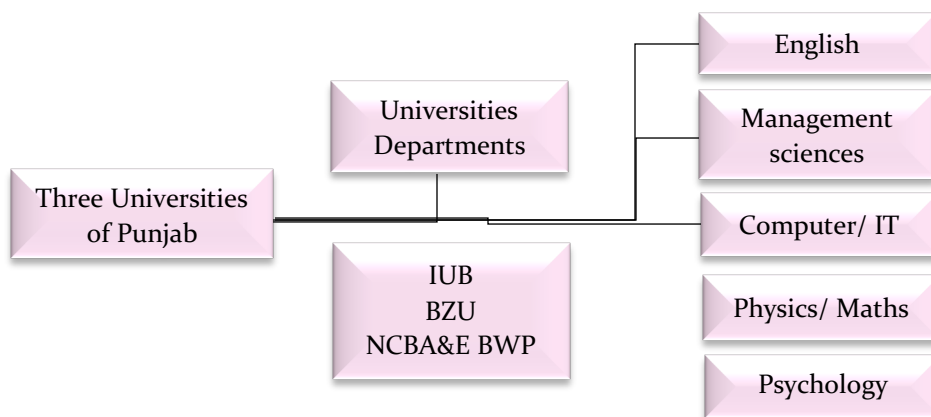
Evans, Hughes, and Steptoe-Warren, (2020) defined emotional intelligence as the ability to motivate oneself, control emotions, foster sentiments of understanding, and utilize emotions successfully for debating and solving issues, as well as improving cognitive activity. The capacity to inspire oneself, fight failure, and regulate one's emotions is referred to as emotional intelligence. Emotions, postpone gratification, and control psychological state from regions of thought empathy, as well as hope (Goleman, 1995).

Research Methodology

Primarily, in data collection processes and the research approach would be elucidated. Then, complete the details about the questionnaire would be discussed. Lastly, discussed some partially important techniques for data entry and analysis would be introduced to answer the research questions. As the examination centers

around the connection between web fixation and the passionate knowledge then the other is the connection between web compulsion and the scholarly learning of Islamia University Bahawalpur, Bahauddin Zakariya University, Multan, and NCBA&E college Bahawalpur research studies, the analysts guessed this exploration custom fitting as an examination plan. The variables used in the study are 1) the effectiveness of an inquiry-based teaching, 2) emotional intelligence 3) gender, 4) inquiry-based strategies, and 5) purpose of inquiry-based teaching approach, 6) academic excellence.

The researchers used a quantitative descriptive design in developing the study. In this research the quantitative research design entails of the collection of data, using percentage, t-test, Correlation and Regression Analysis test by SPSS software. The primary research overdue this study is to survey analyses the study of internet addiction and its relationship with emotional intelligence and academic excellence of university students. To accomplish the goal of the research for the study the analyst utilized data source i.e. primary. This data of primary kind was gathered from the respondent sampled (students). The study was conducted in Islamia University, Bahawalpur, Bahauddin Zakariya University, Multan. The private university consist of NCBA&E University Bahawalpur campus. The participants were currently enrolled in these universities, BS Hons and master's year (2019-2020) students.



BS/MA Last Semester					
1	English	80	Total population 400	Return Data 350	Sample size 240
2	Management Sciences	80			
3	IT	80			

BS/MA Last Semester		
4	Physic/Math's	80
5	Psychology	80

Questionnaires were used to collect data from the respondents. There are three parts to the questionnaire for the respondents. The first part was to assess the effectiveness level of inquiry-based teaching. The second part assesses the level of emotional intelligence of the respondents. The third part assesses the academic excellence of university students with the relationship of inquiry-based teaching of the respondents. The researchers adapted 2 questionnaires from Dr. Kimberly Young and Hendrie Weisinger, Ph. D. The questionnaire is made up of 3 pages, which comprised of the consent form, the letter addressing the respondent, demographic data regarding the respondents followed by the Inquiry-based teaching approach and the Emotional Intelligence Self-Test. Third portion of questionnaire is making self-made questions through experience. They came up with a reliability of Cronbach's alpha for the six subscales

equaling to the range of 0.45 to 0.84 & the validity stating that all these six indicators expressively correlated with each other. The data collected was tabulated in order to arise with an accurate documentation, analysis, and interpretation, the descriptive statistical tools, such as frequency counts, percentages, T-test, Regression Analysis and Pearson Moment Correlation Coefficient was used in the conduct of the data.

Data Analysis

Extreme use of Internet is the main root cause to problems in time management. Different physical and psychological disorders, and conflicts arises in friends and family members. Problems are created if more time is spending on sleep rather than studies. Additionally, mental disorders result in mood change in users which is much dangerous for thinking ability ([Khoshakhlagh & Faramarzi, 2012](#)).

Table 1. Frequency and Percentage Distribution of Demographic Variables (N=240)

Respondent's Characteristics		f (%)
Gender	Male	120 (50)
	Female	120 (50)
Locality	Rural	124 (51.6)
	Urban	116 (48.4)
Hours of activities per day	1-3	48 (20.09)
	3-5	35 (14.5)
	5-7	63(26.25)
	7 and above	94(39.16)
Academic Qualification	BS HONS/BSc	165(68.75)
	MA/MSc	75 (31.25)
Achievement	Pass	187(77.9)
	Fail	53 (22.1)

This table showed the findings of frequency and percentage distribution of demographics variables. While, in gender, 120 (50%) were male and 120 (50 %) were female university students. Whereas, in locality, 124 (51.6%) were from rural areas whereas 116 (48.4) were from urban areas.

For academic qualification, 165(68.75%) were from BSc/BS HONS and 75 (31.25%) were from MA/MSc. Whereas for achievement level, 187(77.9%) were pass in their academics and 53 (22.1%) were fail.

Table 2. Correlation Analysis between Inquiry-based teaching, Emotional Intelligence and academic excellence (N=240)

Variables	Inquiry-based teaching	Emotional Intelligence	Academic Excellence
Inquiry-based teaching	.64**	.68**	.67**

Variables	Inquiry-based teaching	Emotional Intelligence	Academic Excellence
Emotional Intelligence		-	.54**
Academic excellence			-

** $p < .01$

The results of correlation analysis showed in above table that found that inquiry-based teaching was positively and significantly correlated with emotional intelligence (.68) and

learning achievement (.67). Whereas emotional intelligence was significantly positively correlated with learning achievement (.54) of university students.

Table 3. Mean Comparison of Inquiry-based teaching, Emotional Intelligence and Academic excellence between Male and Female Sample by use of Independent Sample t-Test (N=240)

Variable	Male (n = 120)		Female (n = 120)		t	p	95%CI	
	M	SD	M	SD			LL	UL
Inquiry-based teaching	55.47	15.76	52.20	14.15	-3.44	.00	-13.73	-3.73
Emotional Intelligence	84.88	23.24	81.41	21.53	-3.09	.00	-5.80	-1.28
Academic excellence	17.88	9.80	19.19	10.02	-2.44	.02	-2.37	-2.25

$p > 0.05$

The results of independent sample t-test showed significant gender differences in Inquiry-based teaching, emotional intelligence and learning achievement. While the mean score of Inquiry-based teaching (Male: M= 55.47, SD= 15.76; Female: M= 52.20, SD=14.15) and emotional intelligence (Male: M= 84.88, SD= 23.24; Female: M= 81.41 SD= 21.53) were significantly higher among male university students as compared to female adolescents. While, the mean score of academic excellence (Male: M= 17.88 SD= 9.80; M= 19.19 SD= 10.02) was significantly higher among female students than male student.

Conclusions and Discussions

The growing need, dependence, and use of the activities there is need of Inquiry-based teaching approach among the University students in three Pakistan Universities. There was a substantial difference in mean among inquiry-based approach and emotional intelligence. There was an interaction between the effects of the inquiry-based teaching and emotional intelligence on students' academic excellence. Teachers need to use inquiry-based teaching so that students' academic excellence can be improved. In order for effective inquiry-based teaching, the emotional intelligence of students needs to be improved. Majority of the students are experiencing a moderate level of Inquiry-based teaching, while the minority is experiencing severe emotionally attachment. The smallest percentage among the

population experience normal levels of use and do not have Inquiry-based teaching. In general terms, the university students have a high level of Emotional Intelligence, regardless of gender. In this study mentioned that there were no significant differences in indicators of Emotional Intelligence in form of time and hours of use and the gender wise. There was, however, a significant difference in Emotional Intelligence when compared to the purpose of Inquiry-based teaching. Purpose of internet use, 12.5% was for research/academics 31.3% for social networking/chatting, 29.2% for gaming/gambling and 27% for others/surfing. Whereas, in locality, 51.6% were from rural areas whereas 48.4% were from urban areas. For, Hours of Internet use per day 20.09% used for 1-3 hours, 14.5% used for 3-5 hours, 26.25% used for 5-7, and 39.16% used for 7 hours and above. For academic qualification, 68.75% were from BSc/BS HONS and 31.25% were from MA/MSc. Whereas for achievement level, 77.9% were pass in their academics and 22.1% were fail.

Correlation Analysis between Inquiry-based teaching, Emotional Intelligence and academic excellence. The results of correlation analysis found that internet addiction was negatively and significantly correlated with emotional intelligence and learning achievement. Whereas emotional intelligence was significantly positively correlated with learning achievement of university students. The utilization of web too much makes

the research studies lead towards web fixation which may influence the scholarly accomplishment. There is have to take such measures for the guardians and instructors which would help in maintaining a strategic distance from the issues identified with the research studies whose scholarly presentation is low and may demonstrate that web dependence is one reason.

Recommendations

For university level and university workers, the researchers recommend that early diagnosis and

solutions must be done for those with Inquiry-based teaching, especially for those whose social interaction, university or work performance, and general health have been affected by this kind of addiction. It was said earlier that excessive internet use can lead to difficulties in physical and mental health.

Awareness programs, seminars, workshops can be a means of disseminating information about prevalence, symptoms, and preventive actions about internet addiction. Since this is also a multi sectorial problem, government organizations, and non-government organizations should be allies in combating this social problem.

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