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Emotional Intelligence and Academic Achievement of Intermediate Level Students: A Correlational Study



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Abstract: *The study looked at the connection between intermediate-level students' academic performance and emotional intelligence. Three hundred and fifty (350) intermediate-level students from public institutions of District Attock participated in the study. Surveys were used to gather information to assess emotional intelligence. Academic success was measured in terms of the percentage of students who had finished their first year of college. In order to arrange and statistically evaluate the acquired data, the Mean, SD, and Pearson's correlation were computed. The research revealed a strong connection in academic success and the emotional intelligence (EI) of college students.*

Key Words: Emotional Intelligence, Intermediate Level, Academic Achievement

Introduction

In view of the fact that various learning activities are connected to various emotions, emotions are assumed as an essential component of the process of learning. The capacity to detect, manage and tackle emotions is known as emotional intelligence. Emotional intelligence is not the opposite of intellect; rather, it is the fascinating point at which the two come together.

Being emotionally intelligent is having the ability to successfully control your emotions and use them to sharpen your thinking. It was of great worth to know that whether academic success be attained through addressing children's emotional needs since children with stronger ability have positive relationships with their instructors and

parents. When it comes to achieving one's goals, emotional intelligence has a greater value for a person than general intelligence.

As for as the correspondence between students' success and emotional intelligence is concerned, mixed results were depicted by the researches. For example, Bar On, (2003); Farooq (2003); Marquez (2006); and Adeyemo (2007) were of the view that we can predict academic success by the emotional intelligence of a person. While Bastian et al (2005) concluded with no significant correspondence between students' performance and emotional intelligence. Due to the inconsistent nature of the study findings, it was necessary to look at academic success's connection with emotional intelligence in the Pakistani context.

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Statement of the Problem

Emotional intelligence and its consequences for education have caught the attention of educators due to their interest in the topic and the extensive research and publications in this area. Around the world, a lot of research have been done in several different areas of emotional intelligence. While in Pakistan, insufficient work has been done the area. The goal of the present study is to determine the correspondence between academic success and emotional intelligence in the particular educational context of Pakistan.

Objectives

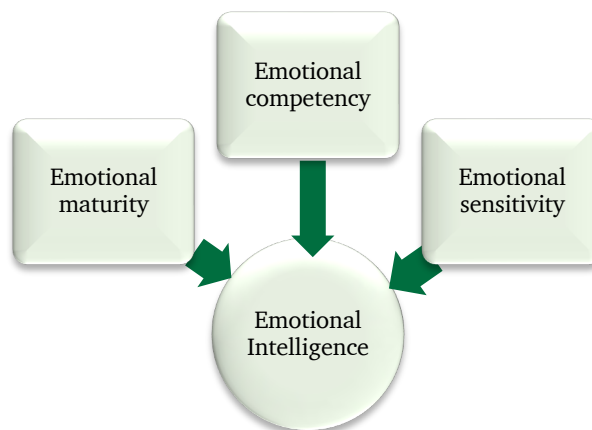
1. To find out the correspondence between intermediate-level students' emotional intelligence and their academic performance.
2. To determine the relationship between college students' emotional sensitivity and their academic performance.

3. To investigate the connection between students' academic success and emotional maturity.
4. To find out the relationship between intermediate-level students' emotional competency and their academic performance.

Literature Review

Emotions have always been viewed in education as unimportant to the learning process. Education increases knowledge and offers people the ability to adapt to their circumstances. Dilip Singh and N.K Chadha presented the emotional intelligence model. In that model they were of the view that emotional intelligence has three components i.e 1- emotional competency, 2- emotional sensitivity, and 3- emotional maturity. They said that emotional competency deals with passionate perspectives and conduct selfishness. Emotional sensitivity includes understanding relational connections and feelings. While emotional maturity refers to self awareness and adaptability.

Figure 1



According to Bar On, Farooq, Marquez, and Adeyemo in 2003, 2006, and 2007, academic performance can be predicted by emotional intelligence. To Jaeger (2003), people with the high level of emotional intelligence are able to realize and manage both their own unique feelings as well as those of others.

To Brackett et al. (2011), teachers and friends perceive emotionally intelligent kids as kind and non-adversarial. This strengthens relationships between coworkers and contributes

to intellectual development, both of which increase academic success.

Emotional intelligence promotes beneficial behavior, thought, and lifestyle. This improves academic performance further. According to Petrides et al. (2004), emotional issues that affect students' academic progress from the pre-school level to the college level have long been a cause for worry.

The reviews of Fanin (2000), revealed the positive relationship of emotional intelligence with achievement. Saira & Sehrish studied 325 business students in Pakistani context, they found a weak connection of emotional intelligence with the academic performance of students. According to Qualter et al., (2007), capacity for adaptation to an environment can be facilitated by emotional intelligence. To Bastian et al. (2005), emotional intelligence has no statistically significant relationship with academic success.

Methodology

The goal of this descriptive survey study was to draw conclusions about the association between students' academic performance at public institutions in the Attock area and their emotional intelligence. The study also examines in depth how each aspect of emotional intelligence relates to academic achievement.

Population and Sample

There were 4,328 intermediate-level students registered in district Attock public institutions, making up the target population. 350 individuals were chosen for the study from among those attending government colleges using a random

sample approach. This consists of 175 men and 175 women.

Instrument

Emotional intelligence was evaluated using an instrument developed by Dilip Sing and N.K Chatha. Data on academic performance, age, gender, household, income, parental education, nationality, and place of residence are among the details included in the demographic section of the questionnaire.

Data Collection

Data were collected personally by using the aforementioned instrument. Before distributing the questionnaires, the students were briefed about the purpose of the research and the confidentiality of the information provided by them.

Data Analysis

After determining the emotional intelligence of the students, further analysis was carried out by employing Pearson product moment correlation, mean, and standard deviation.

Results

Table 1.

Correspondence between (E.I.) Emotional Intelligence and (A.A.) Academic Achievement

Variables	N	Mean	S.D	R	Interpretation
E.I.	(306)	(68.69)	(13.74)	(0.199)	Significant
A.A.	(306)	(54.61)	(9.11)		Relationship

Table 2.

Correspondence between (E.S.) Emotional Sensitivity and (A.A.) Academic Achievement

Variables	N	Mean	S.D	R	Interpretation
A.A.	(306)	(54.61)	(9.11)	(0.137)	Significant
E.S.	(306)	(56.68)	(15.91)		Relationship

Table 3.

Correspondence between Emotional Maturity (E.M.) and Academic Achievement (A.A.)

Variables	N	Mean	S.D	R	Interpretation
E.M.	(306)	(54.02)	(11.77)	(0.228)	Significant
A.A.	(306)	(54.61)	(9.11)		Relationship

Table 4.

Relationship between Emotional Competency (E.C.) and Academic Achievement (A.A.)

Variables	N	Mean	S.D	r	Interpretation
E.C.	(306)	(69.22)	(16.83)	(0.114)	

Variables	N	Mean	S.D	r	Interpretation
A.A.	(306)	(54.61)	(9.11)		Significant Relationship

Table 1 displays the association between students at the intermediate level's academic performance and emotional intelligence. The examination of the association in Table 1 demonstrates that kids who have greater levels of emotional intelligence perform well academically. Table 2 above depicts the association between intermediate-level students' academic performance and emotional sensitivity. According to the examination of association in Table 2, kids who are more emotionally sensitive perform better

academically. Table 3 displays the correlation between intermediate-level students' academic performance and emotional development. According to the association study in Table 3, emotionally mature students do better academically. Table 4 depicts the association between intermediate-level students' academic performance and emotional competence. The results of the correlation study indicate that children who have greater levels of emotional intelligence do better academically.

Figure 2.
Emotional Intelligence and Academic Achievement

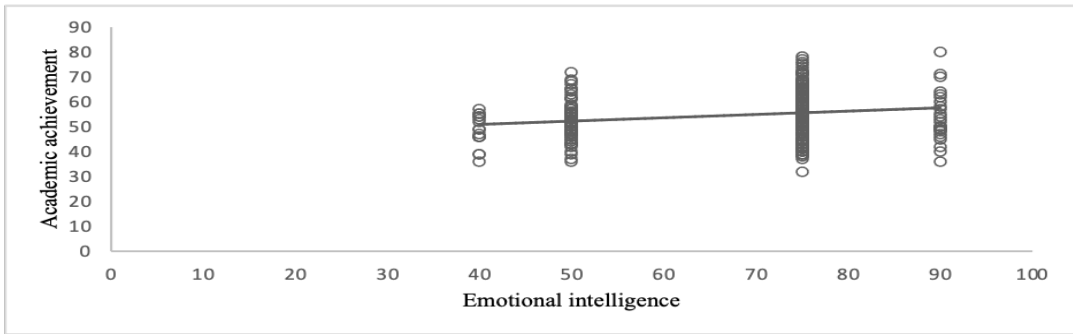


Figure 2 depicts the correspondence between intermediate students' academic success and emotional intelligence. The rising slope of the

trend line in the scatter plot above demonstrates that an increase in emotional intelligence typically leads to boost academic success.

Figure 3.
Emotional Sensitivity and Academic Achievement

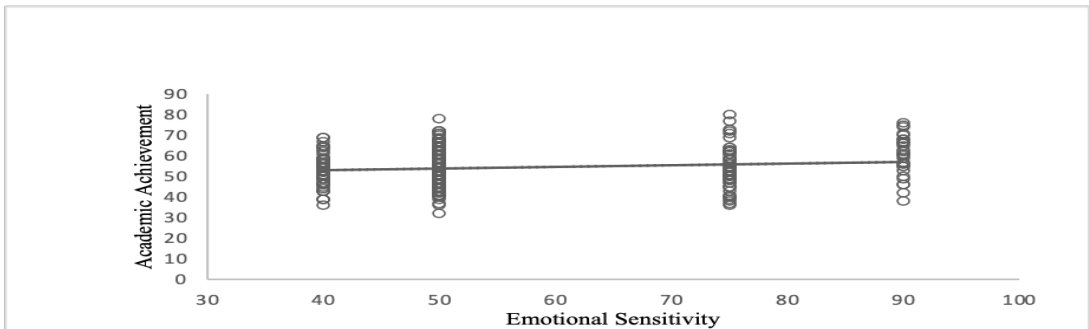


Figure 3 depicts the relationship between intermediate students' academic success and emotional sensitivity. The rising slope of the trend

line in the scatter plot above demonstrates that an increase in emotional sensitivity typically tends to lead to an increase in academic success.

Figure 4.
Emotional Maturity and Academic Achievement.

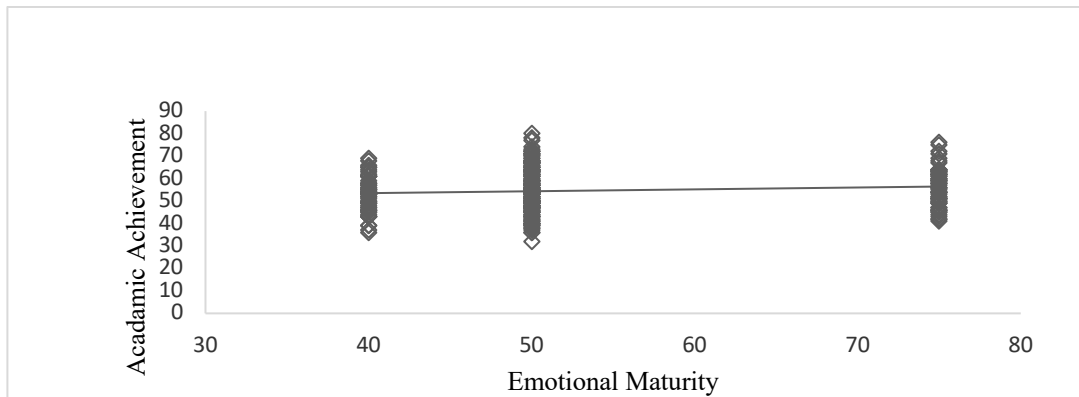


Figure 4 displays the scatter plot of the relationship between intermediate students' academic success and emotional development.

The trend line's increasing slope in the scatter plot above demonstrates how academic success tends to rise as emotional maturity rises.

Figure 5.
Emotional Competency and Academic Achievement.

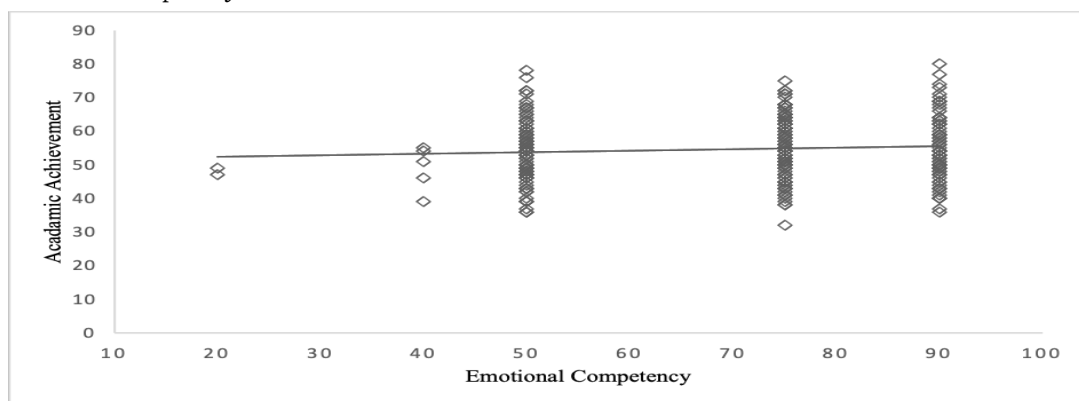


Figure 5 above displays the scatter plot showing the relationship between academic success and emotional competence. The rising slope of the trend line in the scatter plot above indicates that a gain in emotional competency typically tends to lead to an improvement in academic accomplishment as well.

(E.I.) emotional intelligence. Statistics were used to confirm the association.

Finding 1

The study found a strong positive association between academic achievement and (E.I.) emotional intelligence. These outcomes were in line with earlier research in this field. According to Malik, S. Z., & Shahid, S. (2016) and Kashani, F. L., Azimi, A. L., & Vaziri, S. (2012), emotional intelligence is a key factor in academic performance. According to research by Joibari & Mohammad T. (2011), there is a strong correlation between academic success and

Discussion

The purpose of the study was to explore a number of hypotheses on the connection between academic performance and (E.I.) emotional intelligence. The data analysis showed a strong relationship between academic performance and

emotional intelligence. The current study's findings are in line with those of Chamundeswari (2013), Joshi, S. V., Srivastava, K., & Raychaudhuri, A. (2012), Nasir, M., & Masrur, R. (2010), And Sharfi, N., Ganji, H., Hashemian, K., & Zandi, J. (2012).

Similar findings were made by Indian writers Kalapriya & Anuradha (2015), who discovered that pupils with high emotional intelligence outperform those with poor emotional intelligence in terms of their academic achievement.

On contrast to the other studies cited, Felicia Bell Bradshaw revealed in April 29, 2008, that there is no statistically significant relationship between the academic success of African American female college students and their emotional intelligence level. In a similar manner, studies by Shah et al. (2014) found an antagonistic link between academic success and (E.I) emotional intelligence. These studies demonstrate the inverse association between academic success and (E.I.) emotional intelligence.

However, this discrepancy in the results might be the consequence of a number of factors, including the surroundings, the educational environment, and the emotional intelligence measurement tools themselves.

Finding 2

The emotional competency aspect of students' emotional intelligence was strongly correlated with their academic performance. The following competencies are part of this component:

- a. Dealing with emotional upsets: This suggests a lack of contentment, conflicts, feelings of inadequacy, etc. It also means keeping a strategic distance from emotional exhaustion, such as worry, tiredness, and pessimism. Finding methods to control anger, fear, tension, and anxiety are fundamental signs of emotional competency.
- b. A strong sense of self-worth enables one to view obstacles as opportunities for growth. As a result, one advances and grows continuously.

- c. Tactful response to emotional stimuli: This refers to being creative and sensible when faced with emotional triggers brought on by one's own identity and their current situation.
- d. Dealing with egoism: An egotistical person is always talking about himself and his actions and is only interested in his own personal problems. The key to success is dealing with conscience difficulties without losing confidence.

Following are some of the primary behavioral pattern-related emotional maturity components of (E.I.) emotional intelligence:

- a. Self-awareness: The ability to recognize various emotions as they arise from the inside and give them identities.
- b. Developing others: Encouraging others to support It frequently works effectively to recognize and encourage others' dedication.
- c. Delaying gratification: This refers to taking a little extra time to consider what will be said or done. The greatest strategy is conveying individual anxiety without indignation or arrogance, appearing out of the blue. Delaying gratification is therefore "doing well" and has significant benefits for achieving success in both personal and professional life.
- d. Adaptability: Knowing when to take the lead and when to follow the group's basic emotional instincts.

Sensitivity refers to the trait of being unusually sensitive and determining the threshold for different sorts of simulations evolving sensations. These abilities also lay a solid basis for success. It contains.

- a. Understanding the range of emotional arousal: One should be able to respond to little stimuli. The ability to understand how emotions and behaviors are related is also crucial.
- b. Empathy: is the ability to understand how other people feel.

- c. Improving interpersonal connections: Everyone benefits from creating strong connections. Positive interpersonal relationships are a sure sign of success.
- d. Emotional contagiousness: Emotional communicability spreads quickly, starting with one person and moving on to the next. A person with intelligence emits assurance and dignity.

Finding 3

The study found a strong correlation between academic success and the three psychological factors that make up emotional intelligence i.e 1- Emotional Sensitivity, 2- Emotional Maturity, and 3- Emotional Competency.

Last but not least, it is crucial to teach pupils these emotional skills so they can persevere through challenges. So that we might achieve outstanding academic outcomes and develop a young population that is full of life and enthusiasm for the future.

Conclusions

The study comes to the conclusion that there is a considerably positive link between emotional intelligence and academic achievement. So, it can be said that intermediate students' academic success tends to grow as their emotional intelligence does.

According to the study's findings, emotional intelligence's emotional component is just as crucial for academic performance as its cognitive component. The study finds a substantial correlation between intermediate-level pupils' academic success and emotional sensitivity. Thus, academic success among pupils is improved by greater emotional sensitivity.

The correlation between emotional maturity and academic success shows that emotional maturity has educational importance. The study's findings support the notion that intermediate-level students' emotional development and academic performance are significantly related. This implies that emotionally mature students do better academically.

Achieving a high standard of schooling can be facilitated by academic achievement and emotional maturity. The study's findings lead to

the conclusion that pupils at the intermediate level may have a weakly positive association between emotional competency and academic success. It demonstrates that pupils who have greater levels of emotional intelligence perform better academically.

The study's final finding is that by teaching our children emotional intelligence abilities, educational achievement may be achieved and they can be prepared for a successful life. Students' transition from high school to college can be facilitated by offering them instruction in developing their emotional intelligence.

Recommendations

The researcher suggested the following additional components based on the strong foundations of this research experience.

Students at Colleges of District Attock might well be strengthened with such efficient emotional abilities, which are useful in real life, as a consequence of the priority placed on emotional intelligence with the particular aim of realizing exceptional academic outcomes.

Educational institutions should set up a personality development program for its pupils with the intention of turning them into successful people. Educational institutions should include emotional intelligence into their academic activities and curricular modules, such as group projects, simple leadership, decision-making, etc. Teachers should increase their own emotional intelligence in order to build stronger relationships with their pupils and to foster a positive learning environment.

Only public colleges in the District of Attock were allowed to participate in this study. It may be done similarly in other universities. To design and set up the program on emotional intelligence abilities for preparing the pupils for a successful life, research is necessary. Pakistani students served as the study's research participants. The study may be repeated for different cultural groups. In order to better understand their children, parents should be taught on the value of emotional intelligence.

Academic success and emotional intelligence are the main factors in this study. It is possible to conduct further research on alternative viewpoints. Additional research may be done to observe the long-term impacts of emotional

intelligence on academic attainment. Future studies should include a larger, more diverse sample of individuals. for instance, pupils in elementary, middle, and high schools.

Only intermediate students are included in the population of this research. The following

research may be conducted by asking university students to assess how age affects emotional intelligence. Other factors, such as family and school environment, can be included in future research on emotional intelligence and academic accomplishment.

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