



Comparison of Emotional Intelligence (EI) and Academic Achievement of Girls and Boys in the 6th Semester Payamnoor University (PNU) of the City of Sari During 2013-2014 Educational Years

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ABSTRACT

The aim of the present study is to recognize the relationship between student excitement intelligence and educational progress. Statistical Society of this study is the sixth semester boys and girls students of Sari Payamnoor University. Sample population attained by kumara formula is 44 people. The approaches in this study are measurement and documentary and questionnaire is used for gathering information. The findings of hypothesis test shows that there is a meaningful difference between excitement intelligence and the averages of boy and girl students, in a way that girls average was higher which indicates that boys have higher excitement intelligence. Correlation coefficient between average and excitement intelligence and its items ($r=0.52$) was meaningful in 1 percent base. In other words, there is a positive and direct relationship between two variables of average and excitement intelligence.

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1. Introduction

Academic achievement and scientific preparation of students, particularly in the transition from the academic section, is important for competition and success in various fields of study. Effects of social and emotional competence on educational achievement is a new field of research; since studying the factors affecting academic achievement is a complex problem because it is a multidimensional element. It is elegantly related to growing physically, cognitively, socially, emotionally of students. Academic achievement, as a dependent variable, is not influenced by only a factor but several factors such as academic aptitude, cognitive factors like general intelligence, academic self-efficacy, leading to patient, self-regulation, motivation, ability to learn, teachers teaching method and the motivates are also impacted. The fact is that these variables are intertwined and interact with each other that determining the role and contribution of each one seems impossible. However, studies show that among these factors, educational factors and individual cognitive and social nature have the greatest impact on educational attainment (Steve Gee, translated by Rouya Kochakzade, 2005).

Emotional skills and Social abilities known as emotional intelligence are among the strongest predictors of academic achievement (Parker, 2004). Since the concept of intelligence tests, and laboratory studies moved from the mystery of paper - pencil into the community and interpersonal relationships, such concepts as "Social intelligence", "interpersonal intelligence" and "emotional intelligence" has preoccupied the minds of many researchers. Since emotional intelligence is a key factor in learning achievement in succeeding courses and exam results are measured, therefore improves the importance of intelligence and emotional intelligence, and have great influence on academic achievement. EI is defined as an understanding of self and others, contracts with others and environment adaptability, which is necessary to succeed

meeting Social demands. Emotional intelligence is composed of a set of skills that can be learned through training, thus no wonder that schools are considered as a place to breed and raise emotional intelligence. Because IQ contributes a lot to the students' progress and improves their academic qualifications, it can be correlated to emotional intelligence (EQ). One of the reasons for popularity of the theory of emotional intelligence is that it is believed that it is considered to be a better predictor of Social success than IQ (Goleman, 1995). Its structures are linked with psychological constructs (Salvvy, Meyer, 1990). Therefore, getting information about emotional intelligence is important. Many experts suggest that there is a close relation between variables of emotional intelligence and academic achievement among boys and girls in terms of age. Therefore, the rise and fall of one variable affects other variables (Salvvy, 2001). This has led to rise of importance of emotional intelligence exactly as cognitive and analytic intelligence and now it can be effective in predicting academic success and career of individuals (Maya, 2001).

Sobhi-e Qaramaleki (2012), in his research in Karaj, has been predicting academic achievement of high school students on the basis of emotional intelligence. The results showed a significant positive correlation between emotional intelligence and motivation. Sharifi et al (2011) conducted a study entitled "Comparison of contribution of cognitive intelligence, creativity and emotional intelligence in predicting academic achievement of students at different levels" in Tehran. The results show that for senior high school students, only cognitive intelligence can predict academic achievement. At the undergraduate level, in addition to cognitive intelligence, creativity also plays a meaningful role in explaining academic achievement, but in graduate level both creativity and emotional intelligence have a significant role in predicting academic achievement. Samnae et al (2010), in a study entitled "Evaluation of the relation between emotional intelligence, self-esteem and academic achievement" in Kashan, indicated that there was no significant difference in emotional intelligence and

self-concept between boy or girl students. But self-esteem in female students was significantly higher than male students. Bar-on-R (2006) showed that people with high emotional intelligence are usually more successful in dealing with the environmental pressures. He believes that emotional intelligence and cognitive intelligence, equal to general intelligence influence the individual. Parker et al (2004) examined the relationship between emotional intelligence and academic progress; their findings showed a significant correlation between emotional intelligence and academic achievement of students. Another study on the effects of emotional intelligence on academic performance in 2004 was performed by Farenham et al. This research studied 950 primary school students in England and found that those students with high emotional intelligence have better academic performance than others. As noted above, various factors can be associated with emotional intelligence and get influenced; this is also on evident in conducted studies. It can be noted that emotional intelligence is an important factor which impacts both public health and academic achievement; therefore, in this study we have tried to find the relationship between emotional intelligence and academic achievement among students of the 6th semester of PNU in city of Sari in a case study.

2. Materials and Methods

This study is Practical in terms of aim and has a Describing Nature and is correlated in terms of method. The study sample is all boys and girls students in the sixth semester of PNU in Sary city during 2013-2014 educational year, whose number is 50 people. To select the sample size we used Morgan Table and thus the number of participants was determined 44 people. To evaluate the emotional intelligence of the sixth semester students we used a Standard Bar-on-R questionnaire containing 90 items. Emotional Intelligence Questionnaire of Bar-on-R was selected due to its comprehensiveness, simplicity, variety of questions and its dependence on non-Iranian cultures. This questionnaire examines and reports non-cognitive intelligence (emotional, personal and social intelligence) and is applicable for training, industrial, medical, clinical environments.

Emotional Intelligence Test of Bar-on-R began using this question: "Why are some people more successful than others in life". He presented a definition and measures of non-cognitive intelligence (Bar - On, 1988, 1992, 1996). His strategy for creating an exam includes four steps:

Classification of variables and identifying the column classification of the variables

1. The operational definition of these factors
2. Designing a model of the questionnaire, to test these factors
3. Interpreting the results and applying them to access credit, factor structure and validity of test

This test is comprised of 117 questions and 15 scales. The answers range on a 5 point Likert scale (Totally Agree 5 and Totally Disagree 1) and some question have negative contents. In order to determine the validity of the questionnaire we have used researchers and experts' ideas in the field. Moreover, the level of Krenbakh alpha was reported of 93%, which demonstrated the reliability of the questionnaire. Also, the validity of the method was examined using Even-Odd method and it was reported 88%, which is significant at 1 percent level.

3. Results and Discussion

In reviewing the demographic characteristics of the respondents it was indicated that half of them were female and other half were male. Also, 59.1% of the respondents were between 25-21 years old, 18.2 percent were 20-18 years old, 11.4 percent were 30-26 years and 4.6 percent were 35-31 years old. The descriptive results also show that 36.4 percent of respondents were single and only 13.6 percent were married. However, 50% of the respondents did not answer this question. In addition, academic average of 52.3

percent of respondents was between 15-13 and other 47.7 percent between 18-16.

Table 1 reports sample statistics to measure different types of intelligence and academic average of the participants. The results show that the highest average scores belonged to interpersonal (external) emotional intelligence (45.90) and the lowest to interpersonal (internal) emotional intelligence (32.56). The maximum score of Emotional Intelligence is 665 in which the highest possible score is 462.

Table 1: Frequency Contribution of dependent and independent variables

Index	Average	Standard Deviation	The Least	The Most	Number
Overall EI	203.97	38.61	136	462	44
Interpersonal EI (internal)	32.56	6.54	21	49	44
Interpersonal EI (external)	45.90	7.11	23	65	44
EI compatibility	38.02	8.26	22	59	44
Emotional intelligence to deal with pressure	37.79	11.39	26	92	44
The general mood EI	41.68	9.31	24	61	44
Total	16	1.27	13.45	18	44

Research Finding Source

In this study, to assess different significance of variables we used single-sample t-test and Pearson test. The result of assuming no significant differences between emotional intelligence among sexual groups is presented in Table 2.

Table 2: Test results of significant differences in emotional intelligence between men and women

Significance Level	Amount of t	Freedom Degree	Average	Number	Sample
0.00	124	34	38.2	22	Females
			28.7	22	Males

Research Finding Source

As it is obvious, there is a significant difference between the average emotional intelligence of male and female students, in a way that the average of men was higher than women, which means men have higher emotional intelligence. In Table 3 the results of assuming a significant difference between average of men and women is reported. Results indicate that there is a significant difference between male and female students' grade averages. Thus, the average for men is higher which means women have a higher grade average.

Table 3: Test results of significant differences in average scores between men and women

Significance Level	Amount of t	Freedom Degree	Average	Number	Sample
0.09	1.7	42	15.68	22	Females
			16.32	22	Males

Research Finding Source

As it is understood from Table 4, there is a significant difference between the average EI of single and married students, in a way that average of married students was higher, which means single people have higher emotional intelligence.

Table 4: Test results of significant difference between single and married students

Significance Level	Amount of t	Freedom Degree	Average	Number	Sample
0.01	1.34	41.34	47.22	16	Females
			42.94	6	Males

Research Finding Source

In Table 5, the difference between single and married students' average is examined, the resulting statistics show that there is a

significant difference between married and single students' average of grade average, in a way that single students' average was higher, which means married students have a higher grade average.

Table 5: Test results of significant difference in average scores between single and married students

Significance Level	Amount of t	Freedom Degree	Average	Number	Sample
0.05	189	20	15.76	16	Females
			15.88	6	Males

Research Finding Source

Table 6 also examines the relationship significant between grade average and EI. The results show that the correlation coefficient between average emotional intelligence and its components (0.52 = r) is significant at 1 percent level. In other words, there is a positive and direct relationship between the two variables. It means the higher the emotional intelligence of students, the higher their grade average. Also, the correlation coefficient between the components of emotional intelligence: emotional intelligence adaptability, intrapersonal (internal) emotional intelligence, interpersonal (external) emotional intelligence, general creativity emotional intelligence and emotional intelligence to deal with the pressure, are respectively, 0.28, 0.58, 0.30, 0.74 and 0.50, which are significant at 1 percent level. That is, increasing one of these components also increases students' average.

Table 6. Correlation matrix between average emotional intelligence and its components

Index	1	2	3	4	5	6	7
Overall EI	1	.۸۹	.۷۴	.۸۴	.۷۳	.۷۸	***.۵۷
Interpersonal EI (internal)		۱	.۵۷	.۷۹	.۵۱	.۷۸	***.۵۸
Interpersonal EI (external)			1	0.33	0.67	0.43	0.30**
EI compatibility				1	0.52	0.52	0.28**
Emotional intelligence to deal with pressure					1	0.21	0.50**
The general mood EI		9.31	24	61	44	1	0.74**
Total		1.27	13.45	18	44		1

Research Finding Source*** 1 percent probability

Conclusions and Recommendations

The present study is aimed to investigate the influence of students' emotional intelligence effect on academic achievement in term of 6 semester students of PNU in city of Sary and also to study the theories and theoretical debates surrounding this issue. Although supporters of EI ability try to conduct various researches to defend its structures, some researchers view it as an honor and question its intelligence nature (Roberts et al, 2001; Eyzard 2001; Kaufman, 2001). The results show that the highest average of these scores belonged to interpersonal (external) components of emotional intelligence and the lowest scores to interpersonal (internal) components of emotional intelligence. The maximum score for EI in this study is 462. Moreover, the results indicate a significant difference between EI and grade average between groups of married and single students which are men and women. Therefore, from the perspective of emotional intelligence women and married individuals are better and from the perspective of grade average and being single have better situation compared to the second group.

Using correlation coefficient verifies the relation between grade average and the components of emotional intelligence. That is, the higher emotional intelligence of students, the higher grade average. Based on the research findings it is suggested that along with academic intelligence, also emotional intelligence should be considered as a factor in students' progress. It can be enhanced by making the culture of academic progress, efforts to create an environment favorable to the development of children, and strengthening useful counseling centers at universities.

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