



## Study of the Relationship between Emotional Intelligence and Academic Achievement (A Case Study of Non-beneficiary Girl Guidance School Students of 12<sup>th</sup> City Area of Tehran)

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**Abstract.** Today, emotional intelligence has great significance in people's life dimensions and it's been determined that 80% of the people's success along the life stages depends on emotional intelligence and only 20% depends on intelligence quotient and academic achievement lies in the same range which can experience changes thanks to emotional intelligence. Therefore, the present study is an attempt to study the relationship between emotional intelligence and academic achievement of students. The implemented methodology is descriptive and correlation in type and the statistical population of the study consists of non-beneficiary girl guidance school students of 12<sup>th</sup> city area of Tehran. The corpus of the sample is 150 students which were incidentally selected from two guidance schools. Data collection instrument was questionnaire and data analysis was carried out by means of SPSS software and Pearson Correlation Test was administered.

Results showed that there is a meaningful and positive relation between emotional intelligence and academic achievement. And there is a meaningful and positive relation among the factors of emotional intelligence, self-management, social awareness, relation management, and academic achievement.

**Keywords:** Emotional intelligence, self-awareness, self-management, social awareness, relation management, academic achievement

### Statement of the problem

Intelligence is considered as one of the considerable aspects of individual adaptability with environment and also a factor of individual differences. Some of the experts deem intelligence as a singular identity and some others consider it under the influence of different guidelines. Concepts such as "social intelligence", "interpersonal intelligence", and "emotional intelligence" as influential factors of academic achievement, has occupied the attention of several scholars. (Samari, 2001). Emotional intelligence was first presented in the year 1940 and later in the year 1990, Saloy et al. for the first time presented emotional intelligence in general (Soltani far, 2007). Before the presentation of emotional intelligence concept all of the attention was directed towards the cognitive intelligence and was considered the most important factor of personal success. However, today most of the experts believe that cognitive intelligence in best condition only cause 20 % of the personal success, while 80% of the success depends on other factors and in many cases the fate of the people depends on the emotional intelligence skills (Golman, 2000). According to the carried out researches, people with emotional intelligence, that is those who know their emotions and direct them, understand others feelings and effectively respond to them and are excellent at every aspect of life whether emotional relations or at understanding unspoken principles which leads to the success of the organization. Such people are satisfied in their life and possess mental habits which make them productive and efficient people. For many years it was considered that intelligence quotient is the representative of people's success.

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## Study of the Relationship between Emotional Intelligence and Academic Achievement (A Case Study of Non-beneficiary Girl Guidance School Students of 12<sup>th</sup> City Area of Tehran)

But in recent decades scholars have found out that intelligence quotient is not the only factor which determines the success of people. In the past scholars focused on the cognitive part of the issue such as memory and problem solving issue but very soon found out that non-cognitive issues such as emotional and social factors are also influential. Emotional intelligence is an influential and determining factor in real life process such as school success and education and professional success and interpersonal relations generally affect health interaction (Siaroochi, din, and Anderson, 2002). In this issue, the education of the first year of life is very crucial and critical and whatever the child learns in the first years of life is the basis of emotional intelligence formation and this education all along his education at school and university has no relation with the ratio of intelligence but depends on the emotional and social skills, emotional intelligence, such as having the required incentive, ability to wait, and obedience of the orders and control over changes, the skill of asking for help from others, and expressing emotional needs and educational ones. Training and educating all students at all levels, in order to change the behavior, thoughts, views, and their skills is carried out and ultimately as the success and educational performance is evaluated. Different factors affect educational achievement which includes both internal and environmental factors such as internal motivation, parents' education level, family and environment condition, adaptability and intelligence (Sharafi, et al, 2012). Therefore, high emotional intelligence can give a good picture of the people's success and development but can not be a scale to evaluate the people's condition. People with higher emotional intelligence possess better social skills and more stable social relations and act much better in the face of the problems. Generally, emotional intelligence consists of four basic guidelines: self- cognizance, self-management, relation management, social cognizance (Saleh, et al, 2012)

Nowadays, most of the researches try to study the efficiency of emotional intelligence and respective factors in different aspects of life such as relation, education, profession etc. Emotional intelligence is the last and newest development in terms of relation understanding between cognizance and emotion. Schools which connect emotional intelligence and cognitive intelligence and consider their parallel development can meaningfully improve the academic achievement of the student (Petradiz et al. 2006).

Therefore, the study of emotional intelligence and educational achievement is a concern which has been attended at different times. By considering the possibility of emotional intelligence elevation improvement such a concern looks quite reasonable. Therefore, by considering the importance of emotional intelligence at academic achievement this research is carried out, and the purpose of the present work are to examine the relation between emotional intelligence and educational development (This case study is carried out on non-beneficiary girl guidance school students of 12<sup>th</sup> city area of Tehran).

### **Theoretical principles**

Emotional intelligence, is a comprehensive term which encompasses a vast range of skills and features which usually attributes to those interpersonal and intrapersonal skills which goes beyond the previous sciences such as intelligence efficiency and technical and professional skills. Emotional intelligence is considered as the last subjects of experts in terms of differentiation between logic and emotion in contrast to thought and emotion as subjects for adaptability and intelligence. For the first time Dr. Peter Salovi (1980) put forward the subject of emotional intelligence and that emotional intelligence depends on factors such as personal emotions, sympathizing with others' feelings, and managing one's and others' emotions (Sobhani Nejad, 2008).

Emotional intelligence in Mayer and Salovey's (1997) opinion refers to the ability to identify emotions, thought evaluation in order to have access to productive emotions, personal emotion and knowledge identification by means of emotion training and intelligence development. People with higher emotional intelligence possess higher degrees of self-management and self-motivation abilities. Their life is meaningful and principle-oriented and they are responsive and express their emotions correctly and are content and enjoy a life ample with emotion and balance. In fact emotional intelligence is a kind of mutual understanding of those around us. In Golman's (1995) view, emotional intelligence is the efficient and optimal control of mental disposition and emotional changes management. It's a factor which creates motivation in the person at the time of failure when he has not reached a goal. Emotional intelligence means having the capacity to identify the emotions and feelings of oneself and the others and applying them in an optimal way to establish relation between oneself and others and abilities which enables cordial relations with others in work place and personal life (Sohrabi, 2009).

Emotional intelligence is a subject which tries to explain the position of emotions and feelings in enabling human abilities (Golman, 1999). Emotional intelligence is considered as the personal capacity to accept the realities and flexibilities, problem solving ability, and stress confrontation ability. He separates emotional intelligence from public intelligence and he considers emotional intelligence as the better way of intelligence usage by self-control, willingness, persistence, and self-motivation. He also believes that emotional intelligence consists of 1) self-cognizance, 2), self-management, 3) social awareness, 4) relation management

1) Self-cognizance: Which is obtained by deep identification of emotions, feelings, mental conditions of others and weakness and strength points assessment of oneself. And in other words in self-cognizance you read your emotions and feelings and get to know them. Self-cognizance allow people to know their weaknesses and strengths.

2) Self-management: emotion and feeling control, retaining calmness at stressful times and self-motivation ability and internal intentions expression. In other words, self-management is the self-control of emotions and honest behaviors. People by self-management ability do not allow mistreatments happen during the day and know the origins of bad-temperedness and know how long it takes.

3) Social awareness: people with this ability, precisely know that their words and behavior affect others and know that in case the effect of their behavior is bad they would change it. An example of social awareness is sympathizing. Sympathizing refers to entering into others feeling or understanding the workers emotions in individual or group decision making process.

4) Relation management, which consists of establishing relations, influencing, and cooperation. This skill can be used for expanding emotion and encouragement and settle contradictions. Self-cognizance and self-management skills are within personal realm while social awareness and relation management studies how to establish relation with people and society and mostly studies the apposite relation with others (Baloochi, et al, 2000).

## Study of the Relationship between Emotional Intelligence and Academic Achievement (A Case Study of Non-beneficiary Girl Guidance School Students of 12<sup>th</sup> City Area of Tehran)

### **Review of the literature**

Digosip (2002), found in his study that the performance of the peoples' education has a meaningful relation with the emotion-oriented assignments. The results of this study show that students with high educational achievement possess higher emotional intelligence. Lif, (2003), has also found the same results in terms of the emotional intelligence and educational achievement and that social intelligence defines only 50% of the academic achievement.

Some of the findings also show high relation between emotional intelligence aspects and academic achievement (Parker, 2004). Parker et al also have found out that (2006), the continuation of education is meaningfully in relation with emotional and social competency of the students. Parker et al (2006), Izenberg et al, (2000) and Shooltex et al, (2004), in their research showed that possessing high rate of emotional intelligence will predict positive outcomes in students' academic achievements. Bar-N and Handli, (1999), found out in a research that people with better academic achievement in comparison to other group had a better emotional intelligence level. Goomara and Arsino, (2002), in a research with 132 students find out that two variables of emotional regulation and educational emotion are meaningfully influential in students' academic achievement or their final report cards' scores and are beyond cognitive abilities of the students.

Watolski and Alsam, (2004\_, in a study on 39 super intelligent students found that emotional intelligence has no considerable effect of the academic achievement of the students. Barket, Haier, and Wayner, (2003) state that there are meaningful relations between high emotional intelligence, and academic achievement, and low emotional intelligence and academic decline of students, Nelson and Cock, (2004) showed that emotional intelligence skills have meaningful relation with creative thought skills which is a prominent facto in academic achievement.

Sefsik (2005), in a research on medical students showed that, educational achievement of them is in relation with their emotional intelligence's features. Gholestan Jahromi, also found out in her study that emotional intelligence of students and their academic achievement are meaningfully related and its rate among super intelligent students is more than normal students.

### **Methodology**

Since this research intends to determine the relation or correlation between two variables namely emotional intelligence and academic achievement, the research method is descriptive and coordination in type and the research population consists of all non-beneficiary girl guidance school students of 12<sup>th</sup> city area of Tehran. The corpus of the sample is 150 students which were incidentally selected from two guidance schools. Data collection instrument was questionnaire and data analysis was carried out by means of SPSS software and Pearson Correlation Test was administered.

## Results analysis

### There is a meaningful relation between emotional intelligence and academic achievement

Table 1. Pearson correlation Test.

		Academic achievement	Emotional intelligence
Academic achievement	Pearson correlation	1	.826**
	Meaningfulness		.000
	Number	150	150
Emotional intelligence	Person correlation	.826**	1
	Meaningfulness	.000	
	Number	150	150

In order to study the relation between emotional intelligence and academic achievement, Pearson correlation test is applied. Since the meaningfulness rate equaled 0 and was less than 1% consequently there should be a 99% meaningful relation between these two variables. Since the correlation value equals (0.826) and that it is positive it shows that there is a direct relation between these two variables.

### There is a meaningful relation between self-cognizance and academic achievement

Table 2. Pearson correlation Test.

		Academic achievement	Self cognizance
Academic achievement	Pearson correlation	1	.730**
	Meaningfulness		.000
	Number	150	150
Self cognizance	Person correlation	.730**	1
	Meaningfulness	.000	
	Number	150	150

In order to study the relation between emotional intelligence and academic achievement, Pearson correlation test is applied. Since the meaningfulness rate equaled 0 and was less than 1% consequently there should be a 99% meaningful relation between these two variables. Since the correlation value equals (0.730) and that it is positive it shows that there is a direct relation between these two variables.

Study of the Relationship between Emotional Intelligence and Academic Achievement (A Case Study of Non-beneficiary Girl Guidance School Students of 12<sup>th</sup> City Area of Tehran)

**There is a meaningful relation between self management and academic achievement**

**Table 3.** Pearson correlation Test.

		Academic achievement	Self cognizance
<b>Academic achievement</b>	<b>Pearson correlation</b>	<b>1</b>	<b>.797**</b>
	<b>Meaningfulness</b>		<b>.000</b>
	<b>Number</b>	<b>150</b>	<b>150</b>
<b>Self management</b>	<b>Person correlation</b>	<b>.797**</b>	<b>1</b>
	<b>Meaningfulness</b>	<b>.000</b>	
	<b>Number</b>	<b>150</b>	<b>150</b>

In order to study the relation between emotional intelligence and academic achievement, Pearson correlation test is applied. Since the meaningfulness rate equaled 0 and was less than 1% consequently there should be a 99% meaningful relation between these two variables. Since the correlation value equals (0.797) and that it is positive it shows that there is a direct relation between these two variables.

**There is a meaningful relation between social awareness and academic achievement**

**Table 4.** Pearson correlation Test.

		Academic achievement	Social awareness
<b>Social awareness</b>	<b>Pearson correlation</b>	<b>1</b>	<b>.678**</b>
	<b>Meaningfulness</b>		<b>.000</b>
	<b>Number</b>	<b>150</b>	<b>150</b>
<b>Self cognizance</b>	<b>Person correlation</b>	<b>.678**</b>	<b>1</b>
	<b>Meaningfulness</b>	<b>.000</b>	
	<b>Number</b>	<b>150</b>	<b>150</b>

In order to study the relation between emotional intelligence and academic achievement, Pearson correlation test is applied. Since the meaningfulness rate equaled 0 and was less than 1% consequently there should be a 99% meaningful relation between these two variables. Since the correlation value equals (0.678) and that it is positive it shows that there is a direct relation between these two variables.

### There is a meaningful relation between relation management and academic achievement

Table 5. Pearson correlation Test.

		Academic achievement	Relation management
Social awareness	Pearson correlation	1	.742**
	Meaningfulness		.000
	Number	150	150
Relation management	Person correlation	.742**	1
	Meaningfulness	.000	
	Number	150	150

In order to study the relation between emotional intelligence and academic achievement, Pearson correlation test is applied. Since the meaningfulness rate equaled 0 and was less than 1% consequently there should be a 99% meaningful relation between these two variables. Since the correlation value equals (0.742) and that it is positive it shows that there is a direct relation between these two variables.

### Conclusion

Studies showed that there is a meaningful and positive relation between emotional intelligence and academic achievement. And also there was a meaningful and positive relation between variables of self cognizance, social awareness, relation management and academic achievement.

Emotional intelligence can be much more influential and effective than that of cognitive intelligence and many students who are bereft of social-emotional skills need to learn emotional intelligence skills (Alksenin and Alksenin, 2003).

There is a possibility that the youth possessing high rate of emotional intelligence, have higher level of understanding others' demands and requests and are well able to understand the elders' pressure. By obtaining this skill many interpersonal and intrapersonal features will emerge among them so that they acquire a realistic view of them and the world around them and become capable of curbing their emotions and feelings and also in establishing honest, deep and effective relation with others become more successful and ultimately obtain a self-efficiency and academic achievement ability. It seems that students with higher emotional intelligence possess more positive social skills. Consequently, there is a greater chance of academic success. Studies have showed that according to social skills the rate of success in different areas are predictable and can improve educational achievement. Generally, having high rate of emotional intelligence, such as social skills not only provides a chance of mutual and positive interaction with others but also create an ability of achieving ones goals. It needs to be mentioned that the subjects of the research population were teens and that expanding the results to other age ranges might be faced with some limitations and besides that since the population under the study is limited to girls of a particular school level, therefore, the results may not be applied to other age groups and the accuracy of the results and their applicability can be tested by doing other researches with other age groups. And also, by considering the above mentioned limitations the study can be don on boy students of the same age group for further

Study of the Relationship between Emotional Intelligence and Academic Achievement (A Case Study of Non-beneficiary Girl Guidance School Students of 12<sup>th</sup> City Area of Tehran)

clarification of the issue. And by considering the effective role of schools in improving social and emotional skills of students and the importance of acquiring these skills for students to enhance student capabilities in adaptability with surrounding environment and special sensitivity of teenage period and lasting influences on this period, the necessity of attention and training emotional literacy and emotional intelligence skills at guidance school period.

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