Relationship between Emotional Intelligence and Academic Achievement among Iranian Students in Mysore

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Abstract. The present descriptive correlational study investigates the relationship between Emotional Intelligence and Academic Achievement among Iranian students who are studying in Mysore, India. Bar-On Emotional Intelligence test was administered to 200 undergraduate and postgraduate students who were selected through purposive sampling technique. Pearson's Product Moment correlation was applied to measure correlation between the first semester GPA (grade point average) as Academic Achievement criterion and emotional intelligence. The result of the study revealed that there is a significant relationship between some components of Emotional Intelligence and Academic Achievement.

Keywords: Emotional Intelligence, Academic Achievement, Iranian student, Teachers, Educators

1   Introduction

Educational psychologists and researchers indicated that emotions play a vital role in learning and teaching. An emotion expresses an individual's effort to establish, maintain or change relationship with their environment on a matter of importance to that person (Krause et al, 2003). Epstein (1998) states that individuals have two minds: rational and experiential, each with its own intelligence form. The rational mind is the cognitive domain which can be measured through IQ tests. The experiential mind, which is referred to constructive thinking, affords a key to understanding Emotional Intelligence. Researches have demonstrated that EQ accounts for success in life and education more than IQ (Goleman, 1995; Mayer & Salovey, 1990). Considering empirical research has been proved that Emotional Intelligence is also a significant factor associated with Academic Achievement.

        Three major models that defines and measures Emotional Intelligence are as follow (1) Thee Salovey-Mayer model (Mayer & Salovey, 1990; 1997), which defines the construct as the ability to perceive, understand, manage and use emotions to facilitate thinking, and is assessed by an ability-based measure (Mayer et al., 2002); (2) the Goleman model (Goleman, 1998), which views the construct as a wide array of emotional and emotional competencies that drive managerial performance (Boyatzis, et al., 2001); and (3) the Bar-On model (Bar-On, 2002), which describes a cross-section of emotional and social competencies that impact intelligent behavior, and is measured by a combination of self-report with a potentially expandable multimodal approach. (Bar-On, 2002).

2   Emotional Intelligence (EI) and Academic Achievement (AA)

Finnegan (1998) argued that abilities underlying the Emotional Intelligence should be taught to students. Also, Abisamra (2000) indicated that there is a positive correlation between Emotional Intelligence and Academic Achievement.
 Research on the predictive significance of EI over IQ was supported by Goleman's initial publication on the topic which claimed that Emotional Intelligence could be "as powerful, and at times more powerful, than I.Q." (Goleman, 1995). Lam (2001) indicated that advanced emotional intelligence was correlated with greater individual performance, often above and beyond that associated with one's level of general intelligence. The studies by (Jaeger, 2003; Chamundeswari, 2013; Maraichelvi and Rajan, 2013; Roy, Sinha, and Suman, 2013) revealed that there is a positive correlation between emotional intelligence and academic achievement. By contrast a few studies indicated that there is a limited relationship between students' emotional intelligence

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and their scores in their studies. For instance the studies by (Lawrence, and Deepa, 2013; Koifman, 1998; Zee, Thijs, and Schakel, 2002) indicated that there is no relationship
between emotional intelligence and academic achievement.
Therefore some studies found a positive correlation between emotional intelligence and in contrast some didn't agree with that, so still there is a need to investigate this relationship.

3   Purpose of the study
The main purpose of the study was to examine the relationship between Emotional Intelligence (EI) and Academic Achievement among Iranian students studying in Mysore.
4   Methodology
4.1   Hypotheses of the study
H1. There is no significant relationship between Emotional Intelligence and Academic Achievement.
H2. There is no significant relationship between the components of Emotional Intelligence [Intrapersonal Ability, Interpersonal Ability, Stress Management, Adaptability, and General Mood] and Academic Achievement.

4.2   Sampling

200 Iranian undergraduate and postgraduate students including 100 male and 100 female who were studying in Mysore university, Farooqia College, Shardavilas College, Jss College, Maharaja College and St.philomenas College participated in the study, they were selected purposively base on the following criteria:

1.   Age Range: 20-40
2.   Sex: Female and male
3.   Ethnic Origin: Iranian
4.   Education: undergraduate- postgraduate
5.   Their willingness to voluntarily participate
4.3   Instruments

Bar-On Emotional Intelligence Test

Bar-On Emotional Intelligence Test short version (EQ-i:S)was used to collect data. The term Emotional Intelligence here is defined as a composite score of the subscales {e.g., Total EQ Score} on the Bar-On Emotional quotient Test. It is an indicator of the individual's emotional functioning and it takes into account the individual's response to every item and synthesizes the results of the scale. The test is
used for above 18 years old suppose that the person at least can write and read. It uses a five-point Liker scale response format in which respondents are asked to rate each statement with respect to their own experience. The response options are "very seldom or not true of me," "seldom true of me," sometimes true of me, "often true of me," and "very often true of me.
The fifteen subscales of Bar-On Emotional Intelligence assessment are grouped into five dimensions including:

1.   **Intrapersonal Scale:** Self-regard, Emotional Self-Awareness, Assertiveness, Independence and Self-Actualization;
2.   **Interpersonal Scale:** Empathy, Social Responsibility and Interpersonal Relationship;
3.   **Stress Management Scales:** Stress Tolerance and Impulse Control;
4.   **Adaptability Scale:** Reality Testing, Flexibility and Problem Solving; and
5.   **General Mood Scales:** Optimism and Happiness

Academic Achievement

The first semester GPA (grade point average) of the sample was used as Academic Achievement criterion.

4.4   Design of the study

Descriptive correlational research method was adopted in order to find out the relationship between Emotional Intelligence and Academic Achievement. The Baron EQ-I test was administered to the students.

4.5   Data collection

While the students were doing the Baron EQ-i:S, asked to write their first semester PGA on the top of the paper. Doing the test took approximately 20-25 minutes.

4.6   Analysis of data

Variables	Sex	Number	Mean	SD
Problem Solving	M	100	20.38	5.06
	F	100	23.23	5.46
Happiness	M	100	18.75	6.19
	F	100	22.53	6.03
Independence	M	100	22.33	5.87
	F	100	18.88	6.28
Stress Tolerance	M	100	25.42	1.94
	F	100	25.77	2.05
Self-Actualizations	M	100	22.39	5.69
	F	100	23.81	5.88
Emotional Self-Awareness	M	100	22.5	5.66
	F	100	19.53	6.07
Reality Testing	M	100	25.45	1.95
	F	100	25.84	1.98
Interpersonal Relationship	M	100	18.71	5.01
	F	100	20.71	5.08
Optimism	M	100	22.45	5.63
	F	100	19.5	6.12
Self-Regard	M	100	19.99	5.5
	F	100	22.34	6.24
Impulse Control	M	100	22.8	4.53
	F	100	23.98	4.11
Flexibility	M	100	20.69	5.8
	F	100	22.79	5.74
Social Responsibility	M	100	25.5	1.99
	F	100	25.84	1.98
Empathy	M	100	20.09	5.44
	F	100	22.54	6.02
Assertiveness	M	100	20.12	5.42
	F	100	22.88	5.63
Total	M	100	318.2	54.09
	F	100	349.54	62.01

According to the table 1 the highest mean score (25.45) is belong to Reality Testing and the lowest one (18.71) is in Interpersonal Relationship. In female the highest mean score (25.84) is belong to Social Responsibility and the lowest one (18.88) is in Independence. Men are scored 318.2 totally while women are scored 349.54.

Table 1: Mean and Standard deviation of the subscales

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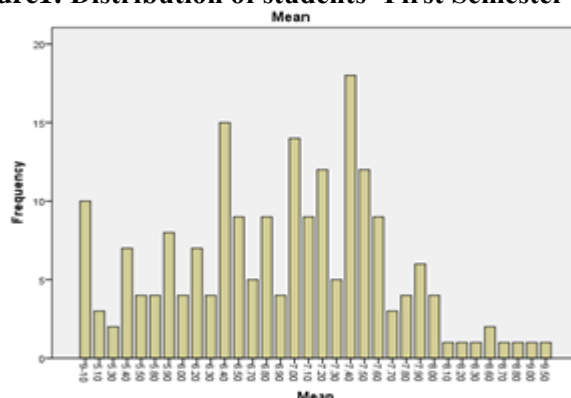**Figure1: Distribution of students' First Semester GPA**

Figure 1 shows that the most frequency of Mean score in boys and girls is 7.40 and the lowest frequecy of mean csore in boys and girls is 8.10, 8.20, 8.30, 8.70, 8.80, 9.00 and 9.50. The majority of the students are scored between 7- 8.

Table 2: Correlation between emotional intelligence and GPA

Independent variable	'r' value	p- value
Problem Solving	0.75	0.00
Happiness	0.84	0.06
Independence	0.80	0.00
Stress Tolerance	0.82	0.00
Self Actualization ss	0.74	0.00
Emotional Self Awarene	0.81	0.00
Reality testing	0.81	0.00
Interpersonal Relationship	0.74	0.00
Optimism	0.84	0.05
Self Regard	0.72	0.00
Impulse Control	0.80	0.09
Flexibility	0.76	0.00
Social Responsiblity	0.74	0.00
Empathy	0.80	0.07
Assertiveness	0.82	0.08
Total	**0.81**	**0.00**

Table 2 indicates that there is a significant relationship between Problem solving, Independence, Stress Tolerance , Emotional self-awareness, Reality Testing, Interpersonal relationship, Optimism, Self-regard, flexibility and Academic Achievement. But there isn't any   significant relationship between Happiness, Impulse Control, Empathy and Assertiveness and Academic Achievement.

According to the table 2, there is significant relationship between Emotional Intelligence and Academic Achievement in general (r value= .81, P-value = *.000<.01) with strong effect size*.

5   Results and Discussion

The fundamental concern of the present research study was to examine the relationship between Emotional Intelligence and Academic Achievement. Results of Pearson's product-moment correlation indicates that Emotional Intelligence of the students are correlated with their Academic Achievement significantly. The finding is consistent with evidence of Schutte et al., (1988) who found that scores on a self-report measure of Emotional Intelligence completed at the beginning of the academic year significantly predicted grade point average at the end of the year. Also Abismara (2000) and Sottlemyer (2002) reported that there is a positive relationship between Emotional Intelligence and Academic Achievement. Parker, Summerfeldt, Hogan and Majeski (2004) discovered that various emotional and social competencies were strong predictor of academic success. Petrides, Frederickson, and Furnham, (2000) found that Emotional Intelligence moderate the relationship between academic performance and cognitive ability. Research's findings is in contrast with the studies by (Lawrence, and Deepa, 2013; Koifman, 1998; and Zee, Thijs, and Schakel, 2002).

6   Conclusion

The study provides an insight into the relationship between Emotional Intelligence and Academic Achievement among Iranian students in Mysore. Results of the present study demonstrate that there is a significant relationship between Emotional Intelligence and Academic Achievement. Also some components of Emotional Intelligence are correlated with Academic Achievement significantly. The information gathered by the study will help institutions, practitioners, and researchers to better understanding the interplay of Emotional Intelligence and Academic Achievement. Information obtained from the study may contribute to develop a new model for academic advising among Iranian students, that emphasizes Emotional Intelligence as an influencing factors in personal, academic, and career success.

7   Recommendations for Further Research

The following is a list of recommendations for further research:
1. Further studies should be conducted to explore other variables that directly or indirectly contribute to Academic Achievement. Variables may include socieconomic status, family structure, IQ, cultural differences, and other related variables.
2. Additional studies in the relationship of Emotional Intelligence and student Academic Achievement should be performed to develop education-based intervention models to teach Emotional Intelligence in the classroom.
3. The researcher recommends an ongoing search of the literature for instruments more sensitive to the relationship between Emotional Intelligence (EI) factors and Academic Achievement than the Bar-On Emotional Quotient Test: Short (EQ-i: S).
4. Due to the limited number of assessment tools in Emotional Intelligence and limitations of such existing instruments, research in the assessment tools of EI would be interesting. It would be valuable to find more instruments that complement the Bar-On Emotional Quotient Test: Short (EQ-i: S).
5. It is recommended that further research include comparisons with different groups, for example a comparison between Iranian students and Indian students in a similar environment and with a similar academic classification.
6. It is recommended that also use qualitative studies to explore the relationship between Emotional Intelligence and Academic Achievement among Iranian students.

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