

# Management, Economics, Accounting and Humanities at the Beginning of Third Millennium

**Investigate the relationship between emotional intelligence and academic performance of seventh grade students in academic year 94-95 in Anzal district of Urmia**

**Dr.Nader Fozonmehr**

University faculty member educators, campus martyr Rajai Urmia

**Amir Hemmati\***

Phd Student of Educational Management, Islamic Azad University, Tabriz Branch, Tabriz, Iran

\* Corresponding author

Email: *Hemmati3417@gmail.com*

Hadi Najafifar

Student guidance and counseling, martyr Rajai University Pardis, Urmia, Iran

*hadi najafifar73@gmail.com*

## **Abstract:**

The present study investigated the relationship between emotional intelligence and academic performance of students in the seventh year level in Anzal district in academic year 93-94. Research method is correlation-descriptive research and data collection method is field study, the study was conducted using a questionnaire. The population in this study is 300 students of seventh level in Anzal district in the academic year 94-95 among which 169 cases were randomly selected. The analysis indicates that there is relationship between emotional intelligence and academic performance, emotional intelligence and academic success, emotional intelligence and mean scores of students in two months.

**Keywords:** emotional intelligence, academic performance, students, Anzal District

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## Introduction

Teaching students occurs with the goal of advancing the educational field. Study of factors affecting educational performance is a complex issue, because it is a multidimensional element. It relates in an elegant way to students' physical, social, cognitive and emotional growth. Much of the previous researches emphasis on the effects of mental and cognitive abilities on educational performance and it is mostly predicted but not only the key to predicting academic success. For this reason, in recent years, researchers have discovered a series of non-cognitive factors that could affect educational performance and overall success (Goleman, 1995; Bar-on, 1997). The researchers in explaining non-cognitive factors in success achieved remarkable results. And have shown that if these non-cognitive factors added to cognitive intelligence, predicted success will significantly be more possible rather than only use the ability of cognitive intelligence. Social and emotional skills and abilities known as emotional intelligence are strong predictors of academic performance (Parker et al., 2004). Emotional intelligence was produced the first time in 1990 as a general form of social intelligence. These include the ability to control emotions in themselves and others and to accept views of other people and controlling social relations. Emotional intelligence is a set of non-cognitive skills and abilities that increases person's ability to cope with environmental pressures (Bar-on, 2006). Research in this field related to emotional intelligence and academic performance generally represent significant role of emotional intelligence in educational performance (Elias et al., 2003; Meyer and Salovey, 2000). One of the phenomena that have been greeted in the last decades is the phenomenon of emotional intelligence due to supposed ability of emotional intelligence to better solve the problem. Reduce the conflict between what one feels and what he thinks, or the old conflict between mind and heart observe happy and successful life of those who are not educated, but due to the high emotional intelligence achieved happiness. For many years it was thought that general intelligence (IQ) determines one's success in life. Over past decade, researchers have found that IQ is not only light the success they are now considering how emotional intelligence can determine one's success in life. a different way Knd.hvsh emotional intelligence is being (Anil 1996). Emotional intelligence is a different way of being smart (O'Neill, 1996). Emotional intelligence is a kind of intrapersonal intelligence that individual by understanding and discover this skill in themselves achieve their success (Nelson, Lowe, 2003). One of the basic problems of modern life, solving technical problems rather than solve human problems, and from then on have to address the problems of humanity much more than technical problems. Interpersonal problems have wide ranges, including problems in the areas of personal tenacity, contact with other people, kindness, responsibility, restrain as adjusted by the capabilities of the other person. May be influenced by social and emotional intelligence competencies (Besharat; 2005, 41). Once thought that due to the lack of words to express feelings, problems are inevitable. But due to greater awareness of sincere sympathy, now we know that if we can really listen to other party we can understand the value of what he wants to deliver to us. Then, problem of interpersonal communication cannot be language problem, but the problem is give importance to other party (Peru Chaska, Norcross, 2002). Many researchers emphasis on the effects of mental and cognitive abilities on academic performance. However, over time it became clear that although mental and cognitive abilities are somewhat related to educational performance and largely predict educational performance but are not the only key to predict academic success. Social and emotional skills and abilities known as emotional intelligence are strong predictor of educational performance (Mayer, Salovey, 2004). Emotions are important factors in mental health. Mental

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disorders related to emotional disorders. Disorders such as depression, anxiety and other forms have clear affective and emotional foundations. Therefore knowing about excitement and correct planning and management are basic points in public health and mental health (Zare, 2004, 65). The biggest human challenge is development of meaningful and satisfying relationship. While individual don't pay attention to emotional needs of himself and others and don't empathy with them, do not communicate effectively with people. Francis Bacon said, the ability of any person is to the extent that knowledge allows him. So as much the population have information in different dimensions (cognitive and affective) are equally capable. It is necessary to enhance cognitive and emotional information actions to be taken. If one have emotional understanding can benefit academic performance in all areas of life such as work and education, etc. and use this understanding to manage and cope with the excitement (Vela, 2003). As emotional intelligence plays an important role to cope with the problem, academic performance motivation to the extent appropriate to the person who helped him come up with his world and enhance his view about himself and adopted with fundamental values (Parsa, 1997). In this Mott research (2005) the relationship between emotional intelligence and its effect on superior performance in international commercial transactions were carried out. Mott was focused on individual performance, and in this study, a significant correlation was found between emotional intelligence and performance. Marquez (2006) study the relationship between emotional intelligence and academic achievement by using correlation method achieved significant and positive relationship between the two variables between 14-17 years high school students in Spain. In this study he used Five Factor Personality Inventory, Mayer, Caruso, Salovey Emotional Intelligence Test, attitudes and social cognitive strategies of Morlada Gonzalez. Manley (2009) in his study on the relationship between emotional intelligence and Royal school students' performance come to the conclusion that there is a positive relation between these two variables. In this study he used the emotional intelligence questionnaire by Mayer and Salovey. Amin al-Din and Solomon (2009) investigate the relationship between emotional intelligence, anxiety and academic achievement came to the conclusion that there is a negative relationship between anxiety and emotional intelligence and there is significant and positive relationship between academic achievement and emotional intelligence. They used Scott self-report questionnaire in their study. Armo and Tella (2006) in a research by investigating relationship between emotional intelligence with parent interact and academic achievement among students of guidance school in Ibadan, Nigeria found that there is positive relationship between emotional intelligence with parents interact and academic achievement. The instrument used in the study was Scott Emotional Intelligence Scale. Inside Iran, many studies have been conducted between two variables of emotional intelligence and academic performance. That can be found in most articles and present entries. Most of the research conducted by researchers at schools and educational environments showed a high correlation between these two variables. In AmeneSaber's study (2003) that examined the relationship between emotional intelligence and academic performance obtained results show that there is a significant relationship between students gender and emotional intelligence so emotional intelligence of girls is more than boys. Yahyaee (1997) in a study have examined the factors affecting the academic achievement motivation of students at Tehran University and its relationship with emotional intelligence. Sample size of 261 patients were selected by stratified-random sampling method. In this study it was shown that there is a significant relationship between emotional intelligence and academic achievement motivation. Zandi (2000) in a study have examined the distribution of male and female emotional intelligence of Psychology department. 126 students included 66 girls and 37 boys were randomly chosen from the community, who all were studying in 79-80 academic year. He by 70-item questionnaire derived from the theories of Goleman refers to the

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distribution of scores between individuals; based on his conclusion the mean score of emotional intelligence for boys and girls are the same. Shah Moradlu (2004) in another study that has been done sought to compare the cognitive intelligence and emotional intelligence in academic achievement show which is a better predictor of academic achievement. From obtained results it can be concluded that emotional intelligence has greater power rather than cognitive intelligence in predicting academic achievement. The results of the study by Dortaj, RabieeVaziri that is about the relationship between emotional intelligence and academic performance in first and second grade students in the city of Kerman show that there is a significant relationship between intelligence and academic performance. Some of these children have problem with homework that requires more attention and controlling emotions such as mathematics and conceptual lessons. In another study investigated by Babapoor and Khairuddin, motor skills and academic achievement of students compare with emotional control. They concluded that the understanding of educational topics require emotional and motor impulse control and more dominant on excitement. Students who has high excitement and lack the understanding and control of their emotions cause weakness in learning concepts and courses. It also concluded that very low emotional intelligence and lonely and isolated children cause failures in various fields of life especially academic success and lose their self-esteem is low.

### Research Objectives:

General intention is review the relationship between emotional intelligence and academic performance of students in the seventh grade in Anzal district.

#### Minor objectives:

1. Determine the relationship between emotional intelligence and academic achievement
2. Determine the relationship between emotional intelligence and academic performance of students
3. Relationship between emotional intelligence and mean score of students in two months

### Hypothesis:

1. There is a significant relationship between emotional intelligence and academic performance.
2. There is a relationship between emotional intelligence and mean score of students in two months.
3. There is a significant relationship between emotional intelligence and academic success.

### Methodology:

Present research is descriptive-correlational study. The study population consisted of all students in seventh grade in Anzal district which are 300 students. The study sample was randomly selected from seventh grade students in Anzal area. The sample size is 170, which is adjusted according to Morgan table. The method of collecting data is field study using researcher made questionnaires. So, to collect information and data a questionnaire containing 15 questions were used. The questionnaire consisted of 15 questions was given to students which is designed in emotional intelligence field. Graded figure is done based on Likert scale from 1 to 5.

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**Findings:**

Hypothesis 1: There is positive and significant relationship between emotional intelligence and academic performance.

**Table 1: Correlation between emotional intelligence and academic performance**

	Variable	Academic Performance
<b>Emotional intelligence</b>	<b>Spearman correlation coefficient</b>	0/08
	<b>P amount</b>	0/003
	<b>Number</b>	170

To test the first hypothesis and calculating the correlation between emotional intelligence and academic performance with respect to qualitative (ordinal) variables, the Spearman correlation coefficient was used. According to Table 1. Spearman correlation coefficient is  $r = 0/08$  and  $P = 0/003$ . Since the p value is less than  $0/05$ , so, by probability of 95% it can be said that null hypothesis is rejected. And consequently there is a significant, weak and positive relationship between emotional intelligence and academic performance.

Hypothesis 2: There is positive and significant relationship between emotional intelligence and academic success.

**Table 2: Correlation between emotional intelligence and academic success**

	Variable	Academic success
<b>Emotional intelligence</b>	<b>Spearman correlation coefficient</b>	0/10
	<b>P amount</b>	0/0091
	<b>Number</b>	170

To test the second hypothesis and calculating the correlation between emotional intelligence and academic success with respect to qualitative (ordinal) variables, the Spearman correlation coefficient was used. According to Table 2 Spearman correlation coefficient is  $r = 0/1$  and  $P = 0/0091$ . Since the p value is less than  $0/05$ , so, by probability of 95% it can be said that null hypothesis is rejected. And consequently there is a significant, weak and positive relationship between emotional intelligence and academic success.

Hypothesis 3: There is significant and positive relationship between emotional intelligence and students' scores in two months.

**Table 3: the relationship between emotional intelligence and two-month scores of students**

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	Variable	Mean score in two months
Emotional intelligence	Spearman correlation coefficient	.096
	P amount	0/006
	Number	۱۷۰

To test the third hypothesis and calculating the correlation between emotional intelligence and mean score of students in two months with respect to qualitative (ordinal) variables, the Spearman correlation coefficient was used. According to Table 3 Spearman correlation coefficient is  $r = 0/096$  and  $P = 0/006$ . Since the p value is less than  $0/05$ , so, by probability of 95% it can be said that null hypothesis is rejected. And consequently there is a significant, weak and positive relationship between emotional intelligence and mean score of students in two months.

**Discussion and Conclusion:**

1. There is a relationship between emotional intelligence and academic performance.

To test the first hypothesis and calculate the correlation between two variables emotional intelligence and academic performance can be said that the null hypothesis is rejected, as a result there is a significant positive correlation between two variables of emotional intelligence and academic performance.

2. There is a relationship between emotional intelligence and academic success

To test the second hypothesis and calculate the correlation between two variables emotional intelligence and academic success, it can be said that the null hypothesis is rejected, so there is a significant correlation between two variables of emotional intelligence and academic success.

3. There is a relationship between emotional intelligence and the means of students' scores in two months.

To test the third hypothesis and calculate the correlation between two variables emotional intelligence and the mean of students' score in two months, the null hypothesis is rejected, so there is a significant correlation between two variables of emotional intelligence and the mean of students' score in two month.

**Research Suggestions:**

1. It is suggested to officials and practitioners, to increase the capability of emotional intelligence, workshops and training courses be held.
2. It is suggested that a research be done about relationship between emotional intelligence components on academic performance functions.
3. Emotional intelligence tests that have been validated be used in the student community.

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