Emotional intelligence and academic achievements among 11th graders

Ammara Asif, Sohail Taj

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Declaration

I, Ammara Asif, Registration No. CP02-MPA-3, a Clinical Psychologist of My Psychologist Association. Dubai UAE, hereby solemnly declare that the thesis entitled, *"Emotional Intelligence & Academic Achievement among 11th Graders"*. Submitted in partial fulfillment of the community monthly research paper program for check the ratio of different areas of countries in base to cure different community individuals for their issues, this is my original work, except where otherwise acknowledged in the text, and has not been submitted or published earlier and shall not, in future, be submitted by me for any job requirement or any other university or institution.

(Dr. Ammara Asif)

Certificate

Certified that Research Paper titled "Emotional Intelligence & Academic Achievement among 11th Graders" by Dr. Ammara Asif, Registration No. CP02-MPA-3 is accepted for submission to the Psychology Department My Psychologist Association, Dubai UAE.

Dr. Sohail Taj

Acknowledgments

Abstract

The present study was intended to investigate the relationship between emotional intelligence and academic achievements among 11th graders. The convenient sampling technique used to draw the sample of (N =120) from different colleges of district Chakwal, Pakistan. The Wong & Law Emotional Intelligence Scale (Wong & Law, 2002) was used to measure the construct. Pearson correlation demonstrated that there was significant positive correlation between emotional intelligence and academic achievements, whereas t-test yielded non- significant gender difference on emotional intelligence.

Keywords: emotional intelligence, academic achievement

Introduction

We educate students with one main objective in mind: their success. What is the measure of success? Is it only a strong scientific mind? No! It was, in the past, but now some fundamental new theories have been introduced: The Multiple Intelligences Theory[1] & The Emotional Intelligence Theory.[2,3] Then we can say that success depends on several intelligences and on the control of emotions. IQ alone is no more the measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success.[4] In the work place all kinds of articles are written, workshops and conferences are held to help doctors,[5] employees and managers[6–8] become aware of the components of emotional intelligence so that they improve themselves. If emotional intelligence is considered nowadays vital for success, then why don't we start teaching its components to our students at school? If it affects student achievement, then it is imperative for schools to integrate it in their curricula, hence raising the level of student success.

Emotional intelligence was introduced in the 1990s by two psychologists, John Mayer and Peter Salovey. They define emotional intelligence as "the mental ability to reason with emotions to enhance thought while promoting emotional and intellectual growth." Mayer and Salovey developed a model to explain the capacity of emotions, the ability to reason with them, understanding the emotion's messages, and the meanings that they project. The model was later expanded upon by Daniel Goleman, a science journalist and psychologist. Goleman believed that EQ was the difference between mastery versus competence. Ability means competence. The potential to learn it is seen in the work or training to determine its mastery.[4]

Emotional Intelligence: It is being able to monitor our own and others' feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions.[9] The emotionally intelligent person is skilled in four areas: Identifying, using, understanding, and regulating emotions.[10] According to Goleman[4] emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.

Achievement

Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life.[11]" Merriam Webster defines achievement as "the quality and quantity of a student's work." This second definition is the one that more or less applies to this research, the former being too exhaustive. What we need here is the quality of the students' work; we need to calculate the mean of their overall grades during the first semester of the current year.

The assessment of emotional intelligence and competence

Assuming that emotional intelligence is important, the question of assessment and measurement becomes particularly pressing. What does the research suggest about the measurement of emotional intelligence and competence? In a paper published in 1998, Davies, Stankov, & Roberts concluded that there was nothing empirically new in the idea of emotional intelligence. This conclusion was based solely on a review of existing measures purporting to measure emotional intelligence at the point in time when they wrote that paper. However, most of those measures were new, and there was not yet much known about their psychometric properties. Research now is emerging that suggests emotional intelligence, and particularly the new measures that have been developed to assess it, is in fact a distinct entity. However, there still is not much research on the predictive validity of such measures, and this is a serious lack.

Let me briefly summarize what we really know about the most popular ones. The oldest instrument is Bar-On's EQ-I, which has been around for over a decade. This self-report instrument originally evolved not out of an occupational context but rather a clinical one. It was designed to assess those personal qualities that enabled some people to possess better "emotional well-being" than others. The EQ-I has been used to assess thousands of individuals, and we know quite a bit about its reliability and its convergent validity. Less is known about its predictive validity in work situations. However, in one study the EQ-I was predictive of success for U.S. Air Force recruiters. In fact, by using the test to select recruiters, the Air Force saved nearly 3 million dollars annually. Also, there were no significant differences based on ethnic or racial group.

A second instrument is the Multifactor Emotional Intelligence Scale. The MEIS is a test of ability rather than a self-report measure. The test-taker performs a series of tasks that are designed to assess the person's ability to perceive, identify, understand, and work with emotion. There is some evidence of construct validity, convergent validity, and discriminant validity, but none for predictive validity.

A third instrument is the Emotional Competence Inventory. The ECI is a 360 degree instrument. People who know the individual rate him or her on 20 competencies that Goleman's research suggests are linked to emotional intelligence. Although the ECI is in its early stages of development, about 40 percent of the items come from an older instrument, the Self-Assessment Questionnaire that was developed by Boyatzis. These earlier items had been "validated against performance in hundreds of competency studies of managers, executives, and leaders in North America," Italy, and Brazil. However, there currently is no research supporting the predictive validity of the ECI.

Another measure that has been promoted commercially is the EQ Map. Although there is some evidence for convergent and divergent validity, the data have been reported in a rather ambiguous fashion. One other measure

deserves mention, even though it is less well-known than the others. Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim have developed a 33-item self- report measure based on Salovey[9] early work. There is evidence for convergent and divergent validity. Emotional intelligence scores on this measure were positively associated with first-year college grades and supervisor ratings of student counselors working at various mental health agencies. Also, scores were higher for therapists than for therapy clients or prisoners.

Finally, it might be helpful to keep in mind that emotional intelligence comprises a large set of abilities that have been studied by psychologists for many years. Thus, another way to measure emotional intelligence or competence is through tests of specific abilities. Some of these tests seem rather strong. To name just one example, there is Seligman's SASQ, which was designed to measure learned optimism and which has been impressive in its ability to identify high performing students, salespeople, and athletes, to name just a few.[12]

The value of emotional intelligence at work

Martin Seligman has developed a construct that he calls "learned optimism". It refers to the causal attributions people make when confronted with failure or setbacks. Optimists tend to make specific, temporary, external causal attributions while pessimists make global, permanent, internal attributions. In research at Met Life, Seligman and his colleagues found that new salesmen who were optimists sold 37 percent more insurance in their first two years than did pessimists. When the company hired a special group of individuals who scored high on optimism but failed the normal screening, they outsold the pessimists by 21 percent in their first year and 57 percent in the second. They even outsold the average agent by 27 percent. In another study of learned optimism, Seligman tested 500 members of the freshman class at the University of Pennsylvania. He found that their scores on a test of optimism were a better predictor of actual grades during the freshman year than SAT scores or high school grades.

The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success. A study of store managers in a retail chain found that the ability to handle stress predicted net profits, sales per square foot, sales per employee, and per dollar of inventory investment. Emotional intelligence has as much to do with knowing when and how to express emotion as it do with controlling it. For instance, consider an experiment that was done at Yale University by Sigdal Barsade He had a group of volunteers play the role of managers who come together in a group to allocate bonuses to their subordinates. A trained actor was planted among them. The actor always spoke first. In some groups the actor projected cheerful enthusiasm, in others relaxed warmth, in others depressed sluggishness, and in still others hostile irritability. The results indicated that the actor was able to infect the group with his emotion, and good feelings led to improved cooperation, fairness, and overall group performance. In fact, objective measures indicated that the cheerful groups were better able to distribute the money fairly and in a way that helped the organization. Similar findings come from the field. Bachman found that the most effective leaders in the US Navy were warmer, more outgoing, emotionally expressive, dramatic, and sociable.

One more example, Empathy is a particularly important aspect of emotional intelligence, and researchers have known for years that it contributes to occupational success. Rosenthal and his colleagues at Harvard discovered over two decades ago that people who were best at identifying others' emotions were more successful in their work as well as in their social lives. More recently, a survey of retail sales buyers found that apparel sales reps were valued primarily for their empathy. The buyers reported that they wanted reps that could listen well and really understand what they wanted and what their concerns were.

Thus far I have been describing research suggesting that "emotional intelligence" is important for success in work and in life. However, this notion actually is somewhat simplistic and misleading. Goleman and Mayer, Salovey, & Caruso have argued that by itself emotional intelligence probably is not a strong predictor of job performance. Rather, it provides the bedrock for competencies that are. Goleman has tried to represent this idea by making a distinction between emotional intelligence and emotional competence. Emotional competence refers to the personal and social skills that lead to superior performance in the world of work. "The emotional competencies are linked to and based on emotional intelligence. A certain level of emotional intelligence is necessary to learn the emotional competencies." For instance, the ability to recognize accurately what another person is feeling enables one to develop a specific competency such as Influence. Similarly, people who are better able to regulate their emotions will find it easier to develop a competency such as Initiative or Achievement drive. Ultimately it is these social and emotional competencies that we need to identify and measure if we want to be to predict performance.

Trait EI versus ability EI

Petrides[13–15] proposed a clear conceptual distinction between two types of EI, i.e., trait EI and ability EI. Trait EI (or 'emotional self-e-cacy') refers to a constellation of behavioral dispositions and self-perceptions concerning one's ability to recognize, process, and utilize emotion-laden information. It encompasses various dispositions from the personality domain, such as empathy, impulsivity, and assertiveness as well as elements of social intelligence[16] and personal intelligence,[1] the latter two in the form of self-perceived abilities. Ability EI (or 'cognitive-emotional ability') refers to one's actual ability to recognize, process, and utilize emotion-laden information. Trait EI is measured through self-report questionnaires and pertains to the realm of personality. Ability EI requires the use of maximum performance tests with correct and incorrect responses and pertains primarily to the realm of cognitive ability. This is

an important distinction inasmuch as it bears directly on the operationalization of the construct and thence on the theories and hypotheses that are formulated about it.

The measurement of ability EI remains a challenging task given the difficulty of devising relevant items that can be objectively scored as correct or incorrect.[15–17] In contrast, the measurement of trait EI is much more straightforward and there already exist several widely used instruments for its assessment.[18,19] The theoretical underpinnings of trait EI, along with an operational defination of the construct and its precise location in established trait hierarchies are presented in Petrides.[15]

In the beginning, psychologists focused on cognitive constructs like memory and problem solving in their first attempt to write on intelligence. This did not last when researchers begun to challenge this orientation and recognized that there are other non-cognitive aspects of intelligence. For instance, Robert Thorndike wrote about social intelligence in 1937. And as early as 1943, David Wechsler proposed that the non-intelligence abilities are essential for predicting ability to succeed in life. Imbrosciano have remarked that ''success'' may be viewed in three main domains. A good student is often referred to as being ''intelligent'', or ''well behaved'', or ''academically successful''. Arising from this are the questions: Are there any connection between these domains? Is there a strong connection, between intelligence and academic achievement? Do students with high intelligence behave better? These and many more questions underscore the important place intelligence has been found to play in academic success.

Goleman[4] gave a short of answer when he asserted that success depends on several intelligences and on the control of emotion .Specifically, he stressed that intelligence (IQ) alone is no more the measure of success. According to him intelligent account for only 20% of the total success, and the rest goes for Emotional and Social intelligences. Abisamra (2000) then queried that if this is found to be so, why the teachers don't begin to teach its components (i.e.., emotional intelligence) to students at schools? He then concluded that if emotional intelligence affects student achievement, then it is imperative for schools to integrate it in their curricula and thereby raising the level of students' success.

According to Salovey,[9] Emotional Intelligence is being able to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this to guide one's thinking and actions. Again, Salovey[10] wrote that an emotionally intelligent person is skilled in four areas: identifying, using, understanding, and regulating emotions. Similarly, Goleman also stressed that emotional intelligence consists of five components: Knowing one's emotions (self-awareness), managing them, motivating self, recognizing emotions in others (empathy), and handling relationships. In recent times therefore, social scientists and educational psychologists are beginning to uncover the relationship of emotional intelligence to other phenomenon. These are: leadership;[20] group performance;[21] academic

achievement.[22] The foregoing attest to the significance of emotional intelligence to all constructs(school achievement inclusive).As a matter of fact, emotional intelligence (EI) has recently attracted a lot of interest in the academic literature. Specifically, Finnegan[23] argued that school should help students learn the abilities underlying the emotional intelligence. This he believes could lead to achievement from formal education years of the child. In a recent studies conducted by Parker[24,25] they discovered that various emotional and social competencies were strong predictors of academic success. Similarly, Parker [25] found emotional intelligence to be significant predictors of academic success. In the same vein, Low[26] reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively. Likewise, Abisamra reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools' curricula. Petrides[27] argued that any investigation of the potential effects of emotional intelligence on academic performance must be pursued in a specific context .In essence, the importance of emotional intelligence on academic achievement has been found to be very significant .Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the relationship of emotional intelligence to academic achievement most especially in country like Nigeria, where most researchers are yet to show interest in the construct.

The idea of an emotional intelligence was anticipated, at least implicitly, by various theorists who argued that traditional notions of analytic intelligence are too narrow. Emotional intelligence adds an affective dimension to Robert Sternberg's 1985 work on practical intelligence, is consistent with theorizing by Nancy Cantor and John Kihlstrom about social intelligence, and is directly related to research on children's emotional competencies by Carolyn Saarni[28] and others. Emotional intelligence is most similar to one of the multiple intelligences characterized by Howard Gardner.[1] Gardner delineated intrapersonal intelligence as awareness of one's feelings and the capacity to effect discriminations among these feelings, label them, enmesh them in symbolic codes, and draw upon them as a means of understanding and guiding one's behavior.

Mayer and Salovey described emotional intelligence more specifically in 1997 by outlining the competencies it encompasses. They organized these competencies along four branches:

a. The ability to perceive, appraise and express emotion accurately.

b. The ability to access and generate feelings when they facilitate cognition.

c. The ability to understand affect- laden information and make use of emotional knowledge.

d. The ability to regulate emotions to promote growth and well-being.

Individuals can be more or less skilled at attending to, appraising, and expressing their own emotional states. These emotional states can be harnessed adaptively

and directed toward a range of cognitive tasks, including problem solving, creativity, and decision-making. Emotional intelligence also includes essential knowledge about the emotional system. The most fundamental competencies at this level concern the ability to label emotions with words and to recognize the relationships among exemplars of the affective lexicon. Finally, emotional intelligence includes the ability to regulate feelings in one self and in other people. Individuals who are unable to manage their emotions are more likely to experience negative affect and remain in poor spirits.[29]

Measures and findings

There are two types of measures of emotional intelligence: self-report questionnaires and ability tests. Self-report measures essentially ask individuals whether or not they have various competencies and experiences consistent with being emotionally intelligent. Ability tests require individuals to demonstrate these competencies, and they rely on tasks and exercises rather than on self-assessment. Self-report and ability measures may yield different findings, because asking people about their intelligence is not the same as having them take an intelligence test.

Self-report measures include relatively short scales, such as Niccola Schutte and colleagues'(1998) scale, intended to assess Salovey and Mayer's original model of emotional intelligence, and the Trait Meta-Mood Scale (TMMS), designed to assess people's beliefs about their propensity to attend with clarity to their own mood states and to engage in mood repair. More comprehensive self-report inventories, such as the Bar-On Emotional Quotient Inventory (EQ-i) encompass a larger number of subscales that tap into personality and other traits related to emotional experience and self-reported, non cognitive competencies. The advantage of self-report measures is that they provide a global self-evaluation of emotional competence. They draw upon a rich base of self-knowledge and reflect people's experiences across different settings and situations. However, these measures have important limitations: they measure perceived, rather than actual, abilities; and they are susceptible to mood and social desirability biases, as well as deliberate or involuntary self-enhancement. Moreover, self-report measures overlap substantially with personality, and it is unclear whether they contribute to the understanding of social and emotional functioning over and above what personality traits might explain.[19]

To overcome such problems, Mayer[30] developed an ability test of emotional intelligence. Their first test, called the Multidimensional Emotional Intelligence Scale (MEIS), paved the way for a more reliable, better normed, and more professionally produced test, the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT). This test asks people to process emotional information and use it to solve various problems, and to rate the effectiveness of different strategies for dealing with emotionally arousing situations. It consists of eight tasks, including decoding facial expressions and visual displays of emotion, understanding blends of emotions and emotional dynamics, integrating emotional information with other thinking processes, and

managing emotions for purposes of self-regulation and social interaction.[30]

Review of literature

Emotional Intelligence is a fairly new concept. Can see reviewed the literature-in refereed journals, non-refereed journals, books, and on the Internet-in order to see what researchers have discovered about it so far and how they linked it to achievement. In the 1940s and 1950s, there were several attempts to find a substantial relationship between achievement and personality, but these attempts did not meet much success.[31] In 1968, Cattell[32] tried to predict both school achievement and creativity from ability, personality, and motivation. The authors succeeded in showing the importance of personality in academic achievement however could not link motivation to it. In 1972, Cattell[33] conducted another study to assess more fully the relative importance of both ability and personality variables in the prediction of academic achievement. One of the conclusions they reached was that IQ together with the personality factor-which they called conscientiousness-predicted achievement in all areas. What was tested under personality was-among others-whether the student is reserved or warmhearted, emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not, shy or socially bold, tough-minded or tender-minded, zestful or reflective, self-assured or apprehensive, group dependent or self-sufficient, uncontrolled or controlled, relaxed or tense.

We can easily see that most of these factors are included in the components of emotional intelligence. In 1983, Howard Gardner introduced his theory of Multiple Intelligences which opened doors to other theories like Emotional Intelligence. Then the term Emotional Intelligence appeared in a series of academic articles authored by John D Mayer.[34–38] Their first article presented the first model of emotional intelligence. However, the term "emotional intelligence" entered the mainstream only with Daniel Goleman.[4] He argues in his book that IQ contributes only about 20% to success in life, and other forces contribute the rest. We can infer that emotional intelligence, luck, and social class are among those other factors. He also says that emotional intelligence is a new concept indeed, but the existing data imply that it can be as powerful as IQ and sometimes even more. And, at least, unlike what is claimed about IQ, we can teach and improve in children some crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake. Teaching emotional and social skills is very important at school; it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement.[39]

In explained Emotional[40] Intelligence saying that it reflects our ability to deal successfully with other people and with our feelings. He developed the Bar on EQ- i after 17 years of research, and this inventory is the first scientifically developed and validated measure of emotional intelligence that reflects one's ability to deal with daily environmental challenges and helps predict one's success in life, including

professional and personal pursuits.(Baron Emotional Quotient Inventory (EQ-i);[6] It was published by Multi-Health Systems in 1996 as the first test of its kind. The test covers five areas: intrapersonal, interpersonal, adaptability, stress management and general mood.[41] Richardson[42] explored some methods for teaching social and emotional competence within a culturally diverse society. Their purpose was to help students connect with each other, in order to assist them in developing interpersonal, intrapersonal, and emotional intelligences, arguing that these intelligences are essential for personal accomplishment. The emotions, feelings, and values are vital for a person's well being and achievement in life, according to Ediger.[43] He also states that science teachers should stress on the affective domain that cannot be separated from the cognitive domain. Quality emotions and feelings help students give their best potential in the classroom. The students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others.

At La Salle Academy, a private school in providence, Rhode Island, students are given lessons in emotional intelligence across the curriculum. This is part of an exhaustive program in social and emotional education called "Success for Life." The school's academic council voted to approve this program by 20-0 vote.[44] Pool,[45] the senior editor of Educational Leadership, stated in an article she wrote in 1997 that emotional well-being is a predictor of success in academic achievement and job success among others. Finnegan[23] argues that schools should help students learn the abilities underlying emotional intelligence. Possessing those abilities, or even some of them, "can lead to achievement from the formal education years of the child and adolescent to the adult's competency in being effective in the workplace and in society" (p. 23). Students often experience failure in school, at home, with friends, and on the job because they have poor communication skills, argue.[46]

In January 2000, Coover[47] conducted a study that examined the relationship between self-identity and academic persistence and achievement in a counter stereotypical domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18. The study also showed that self- identity improves through social interaction and communication with others, which would enhance achievement. In September 1999, a conference on emotional intelligence was held in Chicago, IL. The conference mission was to "provide the most comprehensive learning forum on emotional intelligence and its impact in the workplace." Linkage Incorporated claims that "research shows that well-developed EI distinguishes individual "star performers" and plays an important role in determining which organizations will outperform the competition, due in part to higher retention rates, better morale and heightened results."

In this review of literature studied what researchers have published about emotional intelligence so far and how they have linked it to achievement. Also covered how important emotional intelligence has become nowadays in the work-place. Still have to conduct our research to see whether there is any relationship between this intelligence and academic achievement. If the results turn out to be positive, then, in order to prepare better students for this new century, it might be better to include emotional intelligence in the school and even university curricula. After all, university students haven't benefited from it yet, and they are the ones to start working soon.

Emotional intelligence has been historically rooted within the rubric of social intelligence, which is defined as the ability to understand and manage people, thereby guiding adaptive and purposive behavior.[16] According to Thorndike,[48] the model of social intelligence incorporates work from the disciplines of personality and social psychology, focusing on individuals in their social contexts.[49] There is a preponderance of literature that examines the areas of multiple and emotional intelligence given that a person's behavior is best understood in terms of its adaptability and functionality.[1,28,50] Some empirical evidence form neuroscience also enriches the emotional intelligence construct in understanding the role of emotion in cognition. Based on the neurobiological basis of impaired decision-making in patients with bilateral lesions of the ventro medial prefrontal cortex, Damasio[51] advanced the somatic marker hypothesis which posits that decision-making is a process that depends on emotional signals; only patients with lesions in the somatic marker circuitry have significantly lower emotional intelligence and poor judgment in decision-making as well as evidence of social dysfunction, in spite of normal levels of cognitive intelligence.[52]

Goliman's emotional competence model

The term EQi was introduced in the book of Deniel Goleman and its arguments about the influence of these traits on various aspects of our life.[4] Recently this model compare of four major categories which are further subdivided into 20 competencies.[53] These are:

Self-awareness

The first category of goleman's emotional competencies model is based on emotional self –awareness, accurate self-assessment and self-confidence.[54]

Social awareness

Social awareness comprise of empathy, service orientation and organizational awareness, decision network and politics, and providing services to other.[51]

Self-management

Self-management includes self-control, trustworthiness, conscientiousness, adaptability, achievement drive, and initiative.[54]

Relationship management

The fourth category of this model, entail in it developing others, influence, communication, conflict management,

leadership, change catalyst, building bonds and teamwork and collection.

Objective

To find out the relationship between emotional intelligence and academic achievements among 11ᵗʰ graders.

To explore the effect of gender on emotional intelligence among.

Hypotheses

H1. There would be significant positive relationship between emotional intelligence and academic achievement.

H2. Gender relates to emotional intelligence.

Rationale

Emotional Intelligence is being able to monitor our own and others' feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions.[9] The emotionally intelligent person is skilled in four areas: Identifying, using, understanding, and regulating emotions.[55] According to Goleman[4] emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.

Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life."[56] Merriam Webster defines achievement as "the quality and quantity of a student's work." This second definition is the one that more or less applies to this research, the former being too exhaustive. What we need here is the quality of the students' work; we need to calculate the mean of their overall grades during the first semester of the current year.

If emotional intelligence is considered now a day important for success, then why don't start teaching its components to our students at school or colleges? If it is affects student's achievements. Then it is imperative for school or colleges to integrate it in their curricula, hence raising the level of students' success. The purpose of this study is to see whether there is any relationship and checked the level between emotional intelligence and academic achievements of undergraduate students.[57]

Method

Sample

The present study consisted of the sample (*N*=120) of 11ᵗʰ graders (60 boys and 60 girls) from different college of district Chakwal, which was taken through convenient sampling technique. The age of participants ranged between 14 to 18 years. It was drawn from Chakwal, Pakistan. Survey research design will be used.

Instrument

Wong and law emotional intelligence scale (WLEIS)

Emotional Intelligence Scale developed by[58] was used in order to measure individual differences in the ability to identify and regulate emotions in the self and others. The scale is comprised of following four sub-scales:

Appraisal and Expression of Emotion in Oneself: This relates to a person's ability to become aware both of their mood and their thoughts concerning that mood.

Appraisal and Recognition of Emotions in Others: This relates to a person's ability to perceive and understand the emotions of others.

Regulation of Emotion in Oneself and Others: This relates to a person's ability to regulate his or her emotions; that is, to monitor, evaluate, and act to change one's mood. Regulation of emotion also includes the ability to change the affective reactions of others.

Use of Emotion to Facilitate Performance: This relates to the ability of the person to utilize his or her emotions by directing them toward constructive endeavors and performance.

The items are anchored on six-point Likert format where one corresponded to *strongly disagree* and six corresponded to *strongly agree.* High scores should correspond to high levels of emotional intelligence. The internal consistency for this scale, as reported by[59] was quite good (*r*=0.94).

Procedure

After taking permission from colleges the participants were individually contacted in class rooms. They were briefed about the rationale and objectives of the current study and be provided the aforementioned scale. They were assured of the confidentiality of the information that they were going to provide as it would only be used for research purpose. Informed consent was taken through form. The instruments were accompanied by demographic data form and written as well as oral instruction on how to respond each question/item.

Results

The current study was aimed to find out the relationship between emotional intelligence and academic achievements among 11ᵗʰ graders. For this purpose data was analyzed through the statistical package of social sciences (SPSS) 17V. Various statistical techniques were used such as Pearson correlation to find out the relationship and *t*-test to find out the effect variable gender that indicates the following results.

Discussion

The present study was design to find out the relationship between emotional intelligence and academic achievements. Furthermore the study was also intended to find the gender effect on emotional intelligence and academic achievements. Wong & law scale used for

measure the emotional intelligence, and correlation statistical technique is used .The reliability of this scale is 82. The present study consisted on the sample of (N=120) eleventh graders (boys and girls) from different Government colleges through randomly process from seniors intermediate colleges, which was taken through convenient sampling technique. The participants ranged in between ranged in age between 14 and 18 years. It was drawn from Chakwal, Pakistan. Survey research design will be used. Permission will be obtained from the principals of the sampled colleges after which the researchers will other research assistant administered the questionnaires in the participants the questionnaires in the participants. The Participants were asked to fill the confidently of all these measures according to the mentioned instruction on scale. Participants were thanked for the cooperation in the study.

The first hypothesis was "There will be no significant relationship between emotional intelligence and academic achievements in eleven-graders."And the second was "There is no gender effect on emotional intelligence and academic achievements."Correlation and t-test were applied to check the correlation between emotional intelligence and academic achievements and effect of gender on emotional intelligence. Table 1 reveals that the reliability of total emotional intelligence scale (EQ-i) was highly satisfactory (α=.812).Table 2 is frequency table because the sample of 30 males and 30 females of same category 11th graders. So same frequency 30 occurred, also same percent 49.6.

Table 1 reveals that the reliability of total emotional intelligence scale that was highly satisfactory (α = 81)

Scale	No of items	α
Emotional Intelligence scale	I6	0.81

Reliability Analysis of Measures (N=120)

Table 2 indicated the mean and standard deviation frequency and percentages of sample

Gender	M	SD	f	%
Male	4.43	1.64	60	49.6
Female	1.68	0.637	60	49.6

Mean, Standard deviation and frequency of study variable (N=120)

In the presentstudy Table 3 indicatedsignificant relationship between emotional intelligence and academic achievements (γ=0.01).Thus it can be assumed that eleventh graders have a positive correlation between emotional intelligence and academic achievements. And the Table 4 indicates that there is no significant effect of gender on Emotional intelligence. And it rejects the second hypothesis.

Table 3 indicates that there is positive correlation between emotional intelligence and academic achievements (r=.35)

Variables	M	SD	α	1	2
Emotional Intelligence	4.43	1.65	0.812	--	.35**
Academic Achievement	1.68	0.64		--	--

Descriptive statistics Alpha reliability coefficients and Pearson correlation among study variables (N=120)

**p < 001

Table 4 demonstrates that there is no significant effect of gender on emotional intelligence

Variables	Male (n=60)		Female (n=60)				95% CI		
	M	SD	M	SD	t(118)	p	LL	UL	Cohen's d
Emotional Intelligence	3.77	1.89	5.1	0.986	-4.827	0.231	-1.88	-0.786	-0.916

Mean, Standard Deviation and t-values for gender effects on study variables on study variables (N=120)

Limitations

a. The present study has certain limitations with respect to such issues as sampling, measurement and instruments that can influence the generalization of the results.

b. The research was limited to small representative sample of 60 individuals which was taken from only one division which was not sufficient to be generalized to the population.

c. The students become biased, while answering.

Suggestions

Although the present study has shown important findings, however there is some recommendation that might be helpful for the future study.

a. It is suggested that study should be replicated on a large sample and nationwide data is needed for norms and generalization of the findings.

b. The sampling technique in the present was convenience sampling that was not fully representative of the population; therefore a method of probability sampling should be used.

c. Organization should facilitate and encourage this kind of researches.

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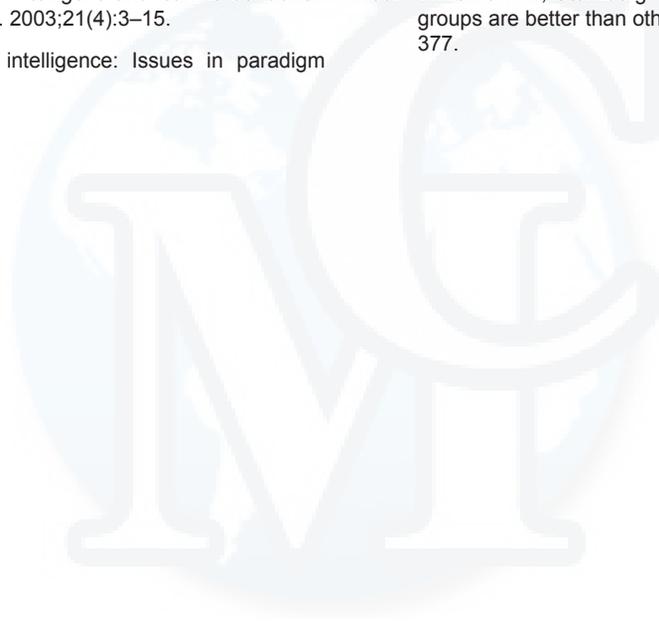
Appendix-A

Demographic Sheet

I am Clinical psychologist from My Psychologist association – Centre of Well Being Dubai – UAE. I come to you for my research purpose. In my research I am examining the "*Emotional Intelligence and academic achievements* among *11th grader".* Your voluntarily participation is needed and I assure you the confidentially of information, you will provide to me. You have the right to refuse to participate in this research. If you feel uncomfortable you may also withdraw you data at my stage of research.

Your cooperation is highly valuable and will assist to advance scientific knowledge.

Thanks

Signature **of** researcher_____

Date_____

Signature of participant_____

Date_____

Demographic information

Name _____

Age   _____

Sex   _____

Education _____

Appendices-B

MY PSYCHOLOGIST

CENTRE OF WELL BEING

_____

_____

_____

Subject: **Permission for Data Collection**

Respected Sir/Madam,

It is stated that Dr. Ammara Asif , Certified Clinical Psychologist is working in our centre . She is conducting a research for the fulfillment of centre requirement. Her topic is to check the

"*Emotional intelligence and Academic achievements among 11th graders".* Kindly give her permission to collect data from your institute.

Thanking you in anticipation.

Regards & Best Wishes

Dr. Sohail Taj
Supervisor
My Psychologist - Centre of well being

Appendices-C

Emotional Intelligence Scale by (Wong & Law,2002)

ITEM NO	The following stamens deal with you and your emotions. Please circle the one number for each question that comes closes to reelecting your option about it.	Strongly Disagree	Disagree	Slightly Disagree	Slightly Disagree	Agree	Strongly Agree
1	I have a good sense of why I have certain feelings most of the time.	1	2	3	4	5	6
2	I have good understanding of my own emotions	1	2	3	4	5	6
3	I really understand what I feel.	1	2	3	4	5	6
4	I always know whether or not I am happy.	1	2	3	4	5	6
5	I always know my friends' emotions.	1	2	3	4	5	6
6	I am good observer of other' emotions.	1	2	3	4	5	6
7	I am sensitive to the feelings and emotions of others.	1	2	3	4	5	6
8	I have good understanding of the emotions of people around me.	1	2	3	4	5	6
9	I always set goals for myself and then try my best to achieve them.	1	2	3	4	5	6
10	I always tell myself I am a competent person.	1	2	3	4	5	6
11	I am self motivated person.	1	2	3	4	5	6
12	I would always encourage myself to try my best.	1	2	3	4	5	6
13	I am able to control my temper and handle difficulties rationally.	1	2	3	4	5	6
14	I am quite capable of controlling my own emotions.	1	2	3	4	5	6
15	I have good control of My own emotions.	1	2	3	4	5	6
16	I can always calm down quickly when I am very angry.	1	2	3	4	5	6