Emotional Intelligence and its Relation with Instructional Achievement of Tafilah Technical University Students

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Abstract

The present study aimed at revealing the relationship between the Emotional Intelligence and academic achievement of Tafila Technical University students. The sample of the study consisted of (210) students; of which there are (100) male students and (110) female students, who were chosen from different specializations using a stratified random sample. The study revealed the following results:

1. *There is a statistically significant relation on the level(α= 0.05) which showed the adaptability and academic achievement dimensions for high achievers.*
2. *There is a statistically significant relation on the level(α= 0.05) which showed the adaptability and academic achievement dimensions for male high achievers.*
3. *There is no statistically significant relation between the Emotional Intelligence and academic achievement for female students.*

The study recommended the importance of the university educational programs and curricula in developing the individual's Emotional Intelligence skills, which in turn develop the individual's character, personality and achievement.

Introduction

There has been an increased interest in the Multiple Intelligences concept recently. As a result, the concept "Intelligence" and its different types such as the Emotional and Social Intelligences became subjects of a large bulk of psychological research which tried to predict and explain the role of Intelligence in a number of different fields. Psychologists study the nature and components of Intelligence in different approaches. The major problem that faced them was whether Intelligence is composed of one general mental ability or different mental abilities. This problem affects the educational process in general. For example, if some students are good at understanding mathematical symbols, can they also be good at understanding linguistic symbols? In other words, does being good at a certain field implies being good at another? Psychologists, in fact, approached this question differently (Eysenck and Kamin 1983).

The increasing interest in the different types of Intelligence is not only noticed in the educational domain, but it is also noticed in other different domains. Governmental and non governmental organizations have great interest in Intelligence as it can lead to increasing productivity and satisfying the needs of customers (Mayer, Parker & Flecher 2004). Ozopardy (2001) states that emotions form one important part of the human behavior. Emotions are very much close to human's life and character. Emotions also can be different from one person to another. Some people are matured emotionally and can adapt with the society while others are not. Those people, who are not matured emotionally, often suffer from problems in adapting with individuals in their community.

However, one can safely say that emotions, whether positive or negative, are important in our lives. Emotions satisfy human daily needs, steer them, and orient their abilities and decisions. Emotional Intelligence is, therefore, important for all individuals because it helps them to formulate their basic values. This, in turn, helps individuals to live for future and deal with life successfully. Future is better for those who have high levels of Emotional Intelligence. Therefore, it is said that Mental Intelligence helps you to get a job, but Emotional Intelligence helps you to keep that job and develop it to become better.

Mayers and Tucher (2005) believe that the origins of Emotional Intelligence goes back to Thorndike's theory of Social Intelligence when he defined Social Intelligence as the ability to understand and manage men and women to act wisely in human relations. They also believe that Gardner's theory of Multiple Intelligences and Sternberg and Witginz's theory of Academic and Scientific Intelligences paved the way for the Emotional Intelligence theory.

Mayer and Salovey (1997) state that the Emotional Intelligence theory originates in the eighteenth century when scientists used to divide the mind into the following three parts: knowledge, emotion and motivation. Emotional Intelligence is connected, in one way or another, to knowledge and emotion. They are integrated despite the fact that not all aspects of knowledge and emotion are considered elements of Emotional Intelligence (Othman and Rizg, 2001).

The Emotional Intelligence concept is being used in the psychological literature from the end of the 1980s. Greenspan first introduced it in 1989 when he was trying to provide a unified model for Emotional Intelligence in light of Piaget theory, psychoanalysis theory, and reactive learning. Greenspan's model states that acquiring Emotional Intelligence needs three levels of learning: physical learning, learning by results and representative synthesis learning (Othman and Rizg, 2001).

The Emotional Intelligence Concept

We can find many definitions of Emotional Intelligence in the educational literature. Goleman's definition (1998) points out to the ability of the individual to observe his/her reactions and other people's reactions and differentiate them, and use them as a guide for behavior and thinking.

Bar-On (2000) defines it as a group of personal and emotive abilities that affect the individual's overall abilities so that he/she can adopt with the pressures of life. Petrides & Furnham (2001) define it as "a constellation of emotional self-perceptions located at the lower levels of personality."

Emotional Intelligence Models

There are many models that explain Emotional Intelligence, but three models have gained the interest of many researchers. These are Mayer and Salovey's Model, Bar-On's Model and Goleman's Model. All of these models look at Emotional Intelligence from two perspectives:

Firstly: They consider Emotional Intelligence as one of the different mental abilities. In this regard, Emotional Intelligence is thought of as a form of intelligence. The only example of this perspective is Mayer and Salovey's model.

Secondly: They consider Emotional Intelligence as a mixture of mental abilities and personality traits. Examples of this perspective are Bar-On's Model and Goleman's Model. Emotional Intelligence can be exemplified in the following skills:

1. Interpersonal Competence, which includes social responsibility and interpersonal relations.
2. Intrapersonal Competence, which includes self esteem, self realization, independency and self awareness.
3. Adaptability, which includes realization of reality, flexibility and problem solving.
4. Stress Management, which includes controlling a person's levels of stress.
5. General Mood, which includes happiness and optimism.
6. Positive Impression, which includes the individual's ability to make effort to create high positive self - impression.

Problem of the Study

Goleman (1995) believes that the educational establishment is responsible for achieving the emotional competence by means of building and improving Emotional Intelligence skills from the kindergarten stage up to the university. Effective competence is divided into Interpersonal competence and Intrapersonal competence. Mental Intelligence plays only a minor role in leading a successful life while Emotional Intelligence plays a major role.

Goleman (1995) adds that the university environment does not provide emotional safety for students. This creates a stressful, depressive, nervous environment for students. As a result, they become distracted which affects their education and self confidence. Goleman (1995) also points out that one of the most distinctive features of Emotional Intelligence is that it can be developed by practice and training. Some studies that tackled the difference between Emotional Intelligence and Mental Intelligence show that there is a relation between the two types of intelligence (Ciarrohi, Forgas & Mayer, 2001; Woitazwski & Aslsma 2004) while others show the opposite (Barachared, 2002). Lam and Karby's study (2002) state that Emotional Intelligence has an interpretive ability that describes individual's performance more than that of the general intelligence.

Thus the problem of the study can be summarized as examining the correlative relation between the performance using On-Bar Emotional Intelligence measurement scale and the achievement of the population of the study for high achievers of Tafila Technical University, according to the variable of gender.

Significance of the Study

Researchers like (Gardner 1983, Bar-On 1988, Mayer and Salovey 1990, Goleman 2000, Sahpero 2001) confirmed the correlation between general Intelligence and Emotional Intelligence is weak. They pointed out that general intelligence does not determine the level of happiness in people's lives. They added that Emotional Intelligence tackle the individual's social skills and his/ her success and welfare in life.

The significance of the study can be noticed in the following points:

1.   Taking care of the high achievers and understanding their needs is a priority for any successful society.
2.   Determining the Emotional Intelligence level of high achievers is part of the educational process.

Therefore, the current study tries to explore the Emotional Intelligence level of high achievers in order to raise it among all students. This is because of the fact that Emotional Intelligence is important for individuals in their lives in general.

Purpose of the Study

The study aims at revealing the Emotional Intelligence level of high achievers in Tafila Technical University as well as comparing male and female students in this respect.

Terms of the Study

Emotional Intelligence: Bar-On (2010, p:33) defines it as a mixture of emotional, social and personal abilities and dispositions that give the individual the chance to adapt with difficulties and pressures. Emotional Intelligence can be defined as the number of all scores that an individual gets when he/she is submitted to Bar-On Measurement Scale. The scale includes interpersonal competence, intrapersonal competence, adaptability, stress management, general mood and positive impression.

High Achievers: Students who have unusual abilities and better performance compared with others. In the present study, they are high achievers in Tafila Technical University who obtained more than 80% and who are in their third year of study and passed more than 90 credit hours.

Limitations of the Study

1. Generalizing the results of the study depends on the sample and its degree of representation.
2. The sample includes only high achievers from Tafila Technical University during the academic year 2010/2011.

Previous Literature

A great bulk of literature has been conducted on Emotional Inelegance and its different dimensions. We can give the following examples:

Al-Gharaibeh's (2011) study which was conducted to reveal the Emotional Intelligence of intermediate High achievers and intermediate ordinary students of the Saudi area of Al-Qaseem. The sample consisted of (144 High achievers and 72 ordinary students). The study revealed that the Emotional Intelligence of High achievers was high.

Difabio & Palazzesschi (2009) study aimed at exploring the ability of a number of variables, such as Emotional Intelligence and personality traits, to predict academic performance. The sample of the study consisted of (124) Brazilian secondary students who had completed Eysenck's personality scale, Bar-On's scale and Mayer and Salovey's scale.

Qulter, Whiteley, Morely & Dudiac's study (2009) was conducted to determine the relationship between the level of Emotional Intelligence and success at university. The sample of the study consisted of (465) students from an Australian university. The study revealed that students who have high levels of Emotional Intelligence are more likely to succeed academically. The study also showed that students whose Emotional Intelligence is developing become more academically successful.

Al-Omran and Punmaki (2008) studied Emotional Intelligence and its relation with gender differences and age. The sample of the study consisted of (312) Bahraini adolescents who were chosen randomly. Results showed that there is a significant positive correlation between gender and Emotional Intelligence in the case of female students.

Al- Masri's study (2007) aimed at exploring the individual differences in Emotional Intelligence between high achievers and ordinary students. The sample of the study consisted of (25 male and 73 female) students chosen from the Faculty of Education from Al- Isra' Private University. The study revealed that female students achieved better in the compassion dimension. It also showed that there is a significant positive correlative between the gender variable and Emotional Intelligence in favor of the female students. No significant differences were noticed in   Emotional Intelligence between high achivers and ordinary students.

Al-Jundi's study (2006) aimed at recognizing the individual differences in Emotional Intelligence between high achievers and ordinary students of both genders and its relation with academic achievement, The sample of the study consisted of (420) female and male students who were between the ages of 15-17. The study employed Bar -On scale and revealed the following results:

1- There are statistically significant differences on the level α= 0.05 between the mean of high achievers and the mean of ordinary students related to intrapersonal competence and stress management.
2- There are no statistically significant differences between the degrees of Emotional Intelligence and the average of scores of all the sample of the study except for the stress management dimension.
3- There are no statistically significant differences between the degrees of Emotional Intelligence and the average   of scores of male high achievers except for the stress management and general mood dimensions.
4- There are no statistically significant differences between the degrees of Emotional Intelligence and the average of scores of female high achievers.

Woitaszewski & Aalsma's study (2004) was conducted on a sample of (39) high achiever female and male students (their IQ 129) who were between the ages of 15-18 years old. This group of students was compared with (39) ordinary students in order to show the relationship between Emotional Intelligence, academic success and social success. Results showed that there is significant positive relationship between Emotional Intelligence and academic success for both groups. Results also showed that Emotional Intelligence can predict the academic success statistically. Upon comparing both groups, results revealed that the correlation between Emotional Intelligence and academic success for high achievers were higher than the Emotional Intelligence and academic success of ordinary students.

Prker (2004) conducted a study that aimed to examine the relation between Emotional Intelligence and academic success. Bar –On, E Q –i: short scale was used on a sample of (372) students from the University of Ontario during their first year of study. Results revealed that academic success is strongly related to the dimensions of Emotional Intelligence. Students whose averages exceeded 80% achieved more than those whose averages were below than 59%.

Matha and George (2001) studied revealing the effect of gender, ethnicity and academic success in the Emotional Intelligence of (319) male and female students from a school in Mexico city. Tapia & Burry –Stuck's (1998) list was used to measure the four dimensions of the Emotional Intelligence (compassion, emotion's management, relation's management and self control). Results showed that:

- There is a weak effect for the gender and academic achievement variables related to Emotional Intelligence dimensions (compassion, emotion's management, relation's management and self control).
- There are statistically significant differences between male and female students in relation's management and academic success in favor of males.
- There are statistically significant differences between male and female students in self control and academic achievement in favor of females.

Reviewing the previous related literature, we can notice that many studies focus on Emotional Intelligence and its relation with other variables such as emotional maturity and leadership traits, and the relation between emotional Intelligence and academic achievement, and finally social treatment and asking for psychological assistance. Many of these studies showed differences between high achievers and ordinary students in gender and age.

The present study is conducted to investigate the relation between Emotional Intelligence and academic achievement.

Hypotheses of the Study

First Hypothesis: There are no statistically significant differences between Emotional Intelligence on Bar –On scale and the academic achievement of high achievers.

Second Hypothesis: There are no statistically significant differences between Emotional Intelligence on Bar –On scale and the academic achievement of male high achievers.

Third hypothesis: There are no statistically significant differences between Emotional Intelligence on Bar –On scale and the academic achievement of female high achievers.

Population and Sample of the Study

The population of the study consists of all high achievers of Tafila Technical University. The total number is (700) students; of which there are (320) male students and (380) female students. The students are in their third year of study and have passed more than (90) credit hours in the second semester of the academic year 2010/2011. The sample of the study consists of (210) students; of which there are (100) male students and (110) female students who were chosen from different specializations using a stratified random sample.

Tool of the Study

To achieve the purposes of the study, the original Bar- On scale was used. (60) items were distributed on the following six dimensions:

1- Intrapersonal competence scale: It consists of (6) items whose numbers were (7-17-28-31-43-53).
2- Interpersonal competence scale: It consists of (12) items whose numbers were (2-5-10-14-20-24-36-41-45-50-55-59).
3- Stress Management scale: It consists of (12) items whose numbers were (3-6-11-15-21-26-35-39-46-49-54-58).
4- Adaptability scale: It consists of (10) items whose numbers were (12-16-22-25-30-34-38-44-48-57).
5- General Mood scale: It consists of (14) items whose numbers were (1-4-9-13-19-2329-32-37-40-47-50-56-60).
6- Positive Impression scale: It consists of (6) items whose numbers were (8-18-27-33-42-52). In addition to a scale to measure the students' credibility in choosing the appropriate answer.

Procedures of the scale Correction

Bar- On scale consists of four choices for each item. Students have to choose what they think is correct. Choices in each item are answered by identifying whether each item can be answered using the following terms:
1- very rarely   2- rarely   3- usually   4- always. The highest score for each item should indicate the increase the e_ motional Intelligence of students except for the items which carry the following numbers: 28-35-37-46-49-53-54-58. Choices for each item should become:
1- very rarely (can be applied on me)   2- rarely (can be applied on me)   3- usually (can be applied on me)   4-always (can be applied on me). The highest score for each item should indicate the increase of emotional Intelligence of students. The scores of each dimension suit the number of each item as can seen in the following table:

Table (1) Number of items and scores for each dimension

Dimension	Number of items	Scores
Intrapersonal competence	6	1-24
Interpersonal competence	12	1-48
Adaptability	12	1-48
Stress Management	10	1-40
General Mood	14	1-56
Positive Impression	6	1-24

Validity and Reliability Significations:

1- Validity of the Scale: The validity of the scale was tested by:

a. Content validity: The scale was studied by a committee of six referees from Tafila Technical University. They were asked to indicate whether the relation between the item and its dimension is relevant or not. Results show that the items were suitable.

b. construct validity: construct validity was tested by studying the consistency of the emotional intelligence scale by measuring the correlation coefficient between the scores of the dimensions and the total degree of the scale(table 2)

Table (2) Correlation coefficient of Bar –On scale for EI according to the sample

Dimension	Correlation Coefficient	Significance Level
Intrapersonal competence	**0.707	0.01
Interpersonal competence	**0.644	0.01
Adaptability	**0.663	0.01
Stress Management	**0.374	0.01
General Mood	**0.400	0.01
Positive Impression	**0.487	0.01

It appears from table (2) that all correlation coefficients are statistically significant at the level (0.01). This indicates that the scale is consistence; constructly valid.

2- Reliability of the Scale: The reliability of the scale was measured by:

a. Test-Retest: the scale was used on a sample of (62) male and female students from Tafila Technical University in the academic year 2010- 2011. The scale was used again on the same sample after three weeks. Reliability coefficients for the different dimensions were extracted using Pearson coefficient.

b. Reliability of Consistency using Cronbach's alpha: Consistency for the same sample was measured using Cronbach's alpha where n = (62). Table (3) shows the results:

Table (3) Reliability using test- retest, spilt half and Cronbach's alpha

Dimension	Test- retest	Cronbach's alpha
Intrapersonal competence	0.50	0.64
Interpersonal competence	0.60	0.68
Adaptability	0.75	0.63
Stress Management	o.58	0.55
General Mood	o.68	0.66
Positive Impression	0.59	0.75

Looking at table (3), we can see that the reliability coefficient test –retest measured between 0.46 in the intrapersonal competence to 0.79 in the positive impression dimension. The consistency coefficient using Cronbach's alpha measured between 0.50 in intrapersonal competence to 0.75 in the adaptability dimension. This means that the reliability of the scale is acceptable for the purposes of the study.

Results:

First Hypothesis: There are no statistically significant differences between Emotional Intelligence on Bar –On scale and the academic achievement of high achievers.

To check this hypothesis, Pearson coefficient between the different dimensions of Bar –On scale and academic achievement's average of high achievers were measured as can be noticed in table (4).

Table (4) Pearson coefficient between the different dimensions of Bar –On scale and academic achievement's average of high achievers

		Intrapersonal competence	Interpersonal competence	Stress Management	Adaptability	General Mood	Positive Impression	Academic achievement
Academic achievement	Pearson coefficient	0.037	0.039	0.118	0.246*	0.02	0.032	0.176
	Level of significance	0.751	0.736	0.302	0.03	0.863	0.782	0.123
	number	210	210	210	210	210	210	210

* significant on 0.05

We can see that the value of Pearson correlation coefficient is not statistically significant for high achievers excluding the correlation between adaptability and academic achievement on the level of significance 0.05. Other correlations are not significant.

Second Hypothesis: There are no statistically significant differences between Emotional Intelligence on Bar –On scale and the academic achievement of male high achievers.

To check this hypothesis, Pearson correlation coefficient between the different dimensions of Bar –On scale and academic achievement's average of male high achievers were measured as can be noticed in table (5).

Table (5) Pearson coefficient between the different dimensions of Bar – On scale and academic achievement's average of male high achievers

		Intrapersonal competence	Interpersonal competence	Stress Management	Adaptability	General Mood	Positive Impression	Academic achievement
Academic achievement	Pearson coefficient	-0.159	0.103	0.094	0.331*	0.035	- 0.006	0.165
	Level of significance	0.252	0.461	0.499	0.014	0.802	0.965	0.232
	number	100	100	100	100	100	100	100

We can see that the value of Pearson correlation coefficient is not statistically significant for male high achievers excluding the correlation between adaptability and academic achievement on the level of significance (0.05) other correlations are not significant.

Third hypothesis: There are no statistically significant differences between Emotional Intelligence on Bar –On scale and the academic achievement of female high achievers.

To check this hypothesis, Pearson correlation coefficient between the different dimensions of Bar –On scale and academic achievement average of female high achievers were measured as can be noticed in table (6).

Table (6) Pearson coefficient between the different dimensions of Bar –On scale and academic achievement's average of female high achievers

		Intrapersonal competence	Interpersonal competence	Stress Management	Adaptability	General Mood	Positive Impression	Academic achievement
Academic achievement	Pearson coefficient	0.249	-0.189	0.011	- 0.168	- 0.124	0.088	0.165
	Level of significance	0.241	0.376	0.589	0.563	0.589	0.433	0.088
	number	110	110	110	110	110	110	110

We can see that the values of Pearson correlation coefficient are all not statistically significant. Therefore we can accept the null hypothesis; (There are no statistically significant differences between Emotional Intelligence on Bar –On scale and the academic achievement of female high achievers).

Discussion of Results

The results of the second hypothesis indicates that there are no statistically significant differences between Emotional Intelligence of female and male high achievers. This result confirmed the results of Woitaszewski & Aalsma, Mathew's (2004) study which showed that Emotional Intelligence does not contribute largely to academic achievement of high achiever adolescents. The result also confirmed the result of Martha and George's study (2001) which indicated that the (academic achievement and gender) variables have a weak contribution in the Emotional intelligence dimensions (compassion, emotion management, relation management and self control). Martha and George's study (2001) revealed that there are statistically significant differences between male and female students in relation's management and academic success in favor of the males. The present study, however, does not show any statistically significant differences between ordinary male and female students. The study favored the adaptability dimension for the male students.

The study also met with A-Jundi's study (2006) since it found that there was no correlative relation between the degrees of the Emotional Intelligence and the degrees of academic achievement for the whole sample except for the stress management dimension. The adaptability dimension was clear in the present study because it needs realization of reality as it is and matching the emotional experiences with what exists in the real world.

It also needs being objective in one's choices, avoiding overgeneralization and solving problems instead of avoiding them. All of these traits can be noticed in high achievers. Goleman pointed out those male students seemed to be more optimistic than female students and that they can control anger better than females.

Recommendations

In light of the results of the present study, the researcher recommends the following:

1- Educational programs and curricula should give attention in developing the individual's Emotional Intelligence skills and achievement.
2- The importance of designing special educational programs that raise the level of Emotional Intelligence for university students.
3- Giving the opportunity to act and interact with students. This can lead to acquiring them useful life skills (such as emotion management, relation's management and self control) by means of exposing them to different activities that can benefit the local community which, in turn, helps in developing their Emotional Intelligence.

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