

# Influence of Emotional Intelligence on Academic Achievement among Students at Secondary Schools in Babylon City

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## Abstract

**Objectives:** The main aim of the study is to determine the influence of emotional intelligence on academic achievement among the students. A descriptive study is carried to assess the influence of emotional intelligence on academic achievement among Students at secondary schools in Babylon City. A systematic random sample of (586) students are selected throughout the use of probability approach. The study sample selected from (4) secondary schools, which divided into (2) schools for female and (2) schools for male. The selection of sample divided into (141) students for each of male school and (152) for each female school. The schools were randomly chosen by lottery in the purpose to select 4 schools out of 28 schools (15%) and 25% of the students in these schools, which was convenient to the investigator. A total of (650) secondary school students, they were met the study criteria and agreed to contribute in the study The finding reveals that there is a significant influence of students' emotional intelligence on academic achievement at p-value= 0.01.

**Key Words:** *Emotional Intelligence, Academic Achievement, Students, and Secondary Schools.*

## Introduction

Emotional intelligence (EI) defined as “the ability to perceive accurately, appraise, and express emotion; the ability to access and / or generate feelings when they facilitate thought; the ability <sup>1</sup> to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth”. EQ consists of four domains of abilities which are the perception, use, understanding and regulation of emotion. Emotional intelligence is claimed to affect various aspects of human performance <sup>2</sup>, namely in physical and psychological health, social interaction and performance at school and in the work place. Unlike Intelligent Quotient (IQ), emotional intelligence (EQ) is associated with career and personal life success, including success in the academe<sup>1</sup>. Emotional intelligence (EI) is defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately <sup>3</sup>, and to use emotional information to guide thinking and behaviour and to manage and/or adjust emotions to adapt to environments or achieve one's goals. Emotional intelligence comprises interpersonal and intrapersonal intelligence. Interpersonal intelligence is the outer intelligence one uses to understand and manage relationships with the

other people. This is important for developing qualities like empathy and building up effective relationships. Intrapersonal intelligence is the inner intelligence one uses to know and understand oneself which is important for self-awareness, self-regulation and self-motivation. It can be postulated that management of interpersonal and intrapersonal emotions is vital for an individual's academic and professional success <sup>4</sup>. Those with higher EI are more likely to understand, regulate and manage emotions better both in themselves and in the others<sup>2</sup>. Low and Nelson (2006) claimed that EQ is crucial to a student's personal health and success. They claimed that students with emotional intelligence skills are better able to cope with demanding and complex college experience. When individuals are able to lead their life successfully in the academe, they can focus on their learning and perform academically<sup>3</sup>. Students who follow the lessons by integrating emotional intelligence will show significantly higher increase in Math scores. They have been integrated the ten aspects of emotional intelligence in teaching Math namely emotional awareness, self-esteem, self-confidence, self-control, motivation, communication, cooperation, empathy, problem solving and joy. Integration of emotional intelligence significantly increases the student's attitudes

toward Mathematics as a whole. Students who accept the integration of emotional intelligence significantly increase confidence, enjoyment and motivation towards math<sup>4</sup>. Apart from its contribution to academic success, a person with high emotional intelligence is also said to function better as a worker citing reasons such as being able to be a team player, work under pressure, and contribute to organization's productivity<sup>5</sup>. It is becoming more evident that employers nowadays are no longer looking for employees with good grades alone but they are more interested in applicants who can meet the demands of a working world and adapt to the forever changing climate and needs of their organization. This is especially true in profession that requires the employees to be highly emotionally intelligent. An increasing amount of research is being carried out to examine stress in workplace including in learning institutions involving educators such as teachers and lecturers. This is because teaching profession is recognized to be one of the most stressful professions<sup>5</sup>.

### Materials and Method

A descriptive study is carried out to assess the influence of emotional intelligence on academic achievement among students at secondary schools in Babylon City. The study has been conducted at the following secondary school in Babylon City; Mariam Al-Athraa Secondary School, Al-Batool Secondary School, Beirut Secondary School, and Al-Sadah Secondary School (2018-2019). A systematic random sample of (586) students are selected throughout the use of probability approach. The study sample selects from (4) secondary schools, which divided into (2) schools for female and (2) schools for male. The selection of sample divided into (141) students for each of male school and (152) for each female school. Through review of the related literature and previous studies, the questionnaire is constructed as a mean of data collection. It was consisted of (2) major parts:

#### Part I:

The first part is concerned with student's socio-demographic characteristics which include {gender, age, students' sequence in the family, students' brothers number, students' sisters number, residency, fathers education, mothers education, monthly income, scholastic stage and academic achievements (average)}.

#### Part II:

This part is concerned with student's emotional intelligence. It consist of (41) items (always, often, sometimes, rarely, never).

These items were rated according to the Likers' scale; always (5); often (4); sometimes (3); rarely (2); never (1) for the positive items, and vice versa for the negative items. The score estimation for the study scale has been evaluated according to responses' percentages of the items. Each always answered item was assigned a score of 5. often answered items were assigned a score of 4. Sometimes answered items were assigned a score of 3. Rarely answered items were assigned a score of 2 and those never answered were assigned a score of 1. Total scores were summed and ranged in percentages. Score was assessed in percentages of the mean depending on the Likert scale as follows:

\* High score: 3.67-5, (> 74 %).

\* Moderate score: 2.34-3.66, (47 – 73 %).

\* Low score: 1- 2.33, (<47 %).

A pilot study is carried out on December 22<sup>th</sup> 2018 to December 30<sup>th</sup> 2018 and it is conducted on (64) students who are selected randomly from the the chosen secondary school in the Babylon City. Finally, the sample of the pilot study is excluded from the original study.

The validity of the questionnaire was adjudged using Cronbach's coefficient alpha calculated to test the reliability and internal consistency of the responses obtained from the respondents.

The data is collected through the use of a developed questionnaire (Arabic version) and student's self-administration as a mean for data collection.

### Results and Discussion

The descriptive analysis of the sample shows that more than half of the sample was females (51.9%) while the males were (48.1%), the distribution of the sample according to their age; the finding reveals that most of students are between (15-17) years old (41.0%) followed by a lesser proportion for those who were at age between (12-14) with (33.4%) and (25.6%) were more than 18 years old. The findings reveal that about, (28.0%) of participants were the first child in the family while

(22.2%) as second one. On the other hand, (18.1%) of students have third ordinary in the family. Also (15%) reported as fourth child. Additionally, (15.4%) fifth and more. Distribution of students' brothers number shows that (4.4%) of students haven't brothers, (20.8%) of students have one brothers, (27.3%) of students have three brothers, (27.6%) of students have three brothers, (12.3%) of students have four brothers and (7.5%) of students have five and more brothers. The findings show that (10.6%) of students haven't sisters, (21.8%) of students have one sister, (28.7) of students have three sisters, (17.4%) of students have three sisters, (10.2%) of students have four sisters and (11.3%) of students have five and more sisters. The majority of participants live in urban areas (53.9%) while (46.1%) of participants live in rural areas. About (1.4%) of students' father not read and not write, (3.4%) of students' father can read and write, (22.2%) of students' father have finished the elementary school, (31.7%) of students' father have finished the secondary school, (36.5%) of students' father have finished the diploma or bachelor study and (4.8%) of students' father with higher education, while (7.2%) of students' mother not read and not write, (9.9%) of students' mother can read and write, (32.8%) of students' mother are elementary school graduates, (21.5%) of students' mother are secondary school graduates, (22.5%) of students' mother are diploma or bachelor graduates and (6.1%) of students' mother with higher education. more than a half of participants have a sufficient monthly income (60.4%). the distribution students according to scholastic stage were (17.1%) selected for each of first and second stage followed by equal numbers of students percent for each of (third, fourth, and sixth stage) with (16.4%) ; while (16.7%) for fifth stage.

**Table 1: Assessment of Students' Emotional Intelligence Total Level.**

Emotional Intelligence	Frequency	Percent	Mean ± SD	level
Low	54	9.2	2.3584 ± .64416	M
Moderate	268	45.7		
High	264	45.1		
Total	586	100.0		

This table indicates that (9.2%) of the students are have low level of Emotional Intelligence, (45.7%) of them were showing moderate level, and just (45.1%) show high level of Emotional Intelligence.

**Table 2: Assessment of Students' Academic Achievement Level.**

Academic achievement	Frequency	Percent
Failed	62	10.6
Accepted	256	43.7
Adequate	158	27.0
Good	75	12.8
Very good	26	4.4
Excellent	9	1.5
Total	586	100.0

This table indicates that (10.6%) of the students are have failed level of academic achievement, (43.7%) of them were showing accepted level, (27.0%) of the students have adequate level of academic achievement, (12.8%) of the students have good level of academic achievement, (4.4%) of the students have very good level of academic achievement, and just (1.5%) show excellent level of academic achievement.

**Table 3: Correlation between Students' Emotional Intelligence and Academic Achievement.**

Correlation	Academic achievement	Emotional intelligence
Academic achievement	Pearson Correlation	1
	Sig. (2-tailed)	.817
Emotional intelligence	Pearson Correlation	--
	Sig. (2-tailed)	.000**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

This table reveals that there is a significant influence of students' emotional intelligence on academic achievement at  $p\text{-value}=0.01$ .

The findings also reveal that there are no significant association between students' emotional intelligence and their Gender, Age, Residency, and Scholastic Stage on the other hand there are significant association between students' emotional intelligence and their Sequence in the Family, Brothers Number, Sisters Number, Fathers Education, Mothers Education, and Monthly Income at  $p\text{-value}=0.05$ . The descriptive analysis of the sample shows that more than half of the sample was females (51.9%) while the males were (48.1%). These results agree with findings of Mohzan et al (2013)<sup>1</sup>, who found that the female in the sample are more than males. The results in also show that most of students are between (15-17) years old (41.0%) followed by a lesser proportion for those who were at age (12-14) with (33.4%) and (25.6%) were more than 18 years old. These findings are supported by a study conducted by Ream & kurt (2010)<sup>7</sup> who stated that more than half of his sample was about (15-17) years old. These findings are also supported by a study conducted by Cooper (2017)<sup>8</sup> who stated that mean age of (16.1) years old. The results reveal that about, (28.0%) of participants were the first child in the family while (22.2%) as second one. On the other hand, (18.1%) of students have third ordinary in the family. Also (15%) reported as fourth child. Additionally, (15.4%) as fifth and more, this agrees with Rust (2014)<sup>9</sup> who found that most of his participants were as first child in family. Majority of participants in study live in urban areas (53.9%) while (46.1%) of participants live in rural areas. The current finding is supported with findings of Fitch (2015)<sup>10</sup> who reported that more than half of the sample was living in the urban areas. (1.4%) of students' father not read and not write, (3.4%) of students' father can read and write, (22.2%) of students' father have finished the elementary school, (31.7%) of students' father have finished the secondary school, (36.5%) of students' father have finished the diploma or bachelor study and (4.8%) of students' father with higher education. These findings agree with a study of Neo (2012)<sup>11</sup> who stated in his study that most of student father with graduated education. The findings shows that (7.2%) of students' mother not read and not write, (9.9%) of students' mother can read and write, (32.8%) of students' mother are elementary school graduates, (21.5%) of students' mother are secondary school graduates, (22.5%) of students' mother are diploma or

bachelor graduates and (6.1%) of students' mother with higher education. In Iraq, according to the researcher's point of view, as a result of the payment of the so-called customs and traditions sometimes or the harsh conditions at other times and neglect always can lead to low level of mothers educations. Actually more than a half of participants have a sufficient monthly income (60.4%) followed by (28.7%) of participants also have a somewhat sufficient monthly income, While (10.9%) of participants have an insufficient monthly income. The current finding is also supported with findings of Wijekoon, (2017)<sup>12</sup> who found that 50% of his sample with sufficient monthly income. Additionally support by Neves (2016)<sup>13</sup> who found that more than half of his sample with sufficient monthly income (63.8%). The distribution students according to scholastic stage were (17.1%) selected for each of first and second stage followed by equal numbers of students percent for each of (third, fourth, and sixth stage) with (16.4%); while (16.7%) for fifth stage. The current finding is supported with findings of Fitch (2013)<sup>10</sup> who reported that the distribution of student according to scholastic stage were almost equal. According the level of academic achievement the findings indicates that (10.6%) of the students are have failed level of academic achievement, (43.7%) of them were showing accepted level, (27.0%) of the students have adequate level of academic achievement, (12.8%) of the students have good level of academic achievement, (4.4%) of the students have very good level of academic achievement, and just (1.5%) show excellent level of academic achievement. These findings are supported by a study conducted by Neves (2016)<sup>13</sup> which stated that (55%) of them were showing accepted level of achievement scores. There are no significant association between students' emotional intelligence and Residency at  $p\text{-value}=0.01$ . This finding agreed with a study established by Goodwin (2016)<sup>16</sup> who stated that there are no significant association between students' emotional intelligence and Residency.

## Conclusion

There is a significant influence of students' emotional intelligence on academic achievement. There are no significant association between students' emotional intelligence and their Gender, Age, Residency, and Scholastic Stage. There are significant association between students' emotional intelligence and their Sequence in the Family, Brothers Number, Sisters Number, Fathers Education, Mothers Education, and Monthly Income.

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**Conflict of Interest:** None to declare.

**Ethical Clearance:** All experimental protocols were approved under the University of Baghdad /College of Nursing, Iraq and all experiments were carried out in accordance with approved guidelines.

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