Emotional Intelligence Effects on Student's Academic Achievements of Secondary School Students' of Quetta District:

By

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Abstract:

This study aims to investigate the relationship of Emotional Intelligence and Students Academic Achievements of Secondary School Students of Quetta. Basically the discussion in this study is based on Mayer and Salovey's (1989) Emotional Intelligence Model and Goleman's (1995) theory of Emotional Intelligence. For this purpose a sample of 476 (252 Boys and 224 Girls) students of grade X from 10 (5 Boys and 5 Girls) Secondary Schools of Zarghoon Town, Quetta, has been selected adopting stratified random sampling technique. Self-constructed Emotional Intelligence questionnaire consisting five portions based on five elements of emotional intelligence (namely; Self-awareness, Self-motivation, Mood-management, Managing-relations and Empathy) was administered among the students to assess their emotional intelligence while their academic achievements were assessed through marks scored in Provincial Board Examination of grade IX. The Data collected was analyzed through statistical techniques namely; Mean, Standard Deviation, Spearman's Correlation and t-test by using SPSS. There is positive relationship between Academic Achievement (M=1.4, SD=0.49) and Student Emotional Intelligence (M=4.2, SD= .34), r = .40, p ≤ .05, N =476. There is positive relationship between Academic Achievement (M=1.4, SD=0.49) and Student Emotional Intelligence (M=4.2, SD= .34), r = .40, p ≤ .05, N =476.

Keywords: Emotional Intelligence, Students Academic Achievements,

Secondary Schools Students.

Introduction:

Education has got prior importance all over the world. Billions of dollars are spent to educate the people all over the world. The primary purpose of education is to develop human and physical resources. Education brings positive changes in societies. The progress of

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countries depends upon the standards of their education. The higher standard of education leads the advancement of a country in social sector. The standards of education depend upon the Grade point average of the Student Academic Achievements. (M.O.Ogundokun, 2010)

Emotions, emotional values, emotional development, social development, spiritual values and creativity are neglected areas in our educational system. Emotional intelligence refers to the capability to know the worth and meaning of one's and others feelings and sensations and to have the best use of it individually and in group to cope people in the best way by knowing their emotions. For improving academic achievements, students should be emotionally intelligent as to face the challenges of student academic life.

Statement of the Problem:

As Academic Achievements/performance grade point average of secondary school students in Pakistan are unsatisfactory and unexpected. Weak Student academic achievements are barriers towards the success of students that delimits their performance in their activities and discourage them to face the challenges of life.

Government is equipping and facilitating teachers with Modern teaching techniques, teaching styles, computer and IT techniques including net facility but satisfactory results are scarce .While curriculum is not designed on emotional basis. Teachers are equipped with modern instructional techniques, teaching style and teaching methods, but lack emotional sense of one self and of students. Therefore it is needed to enhance emotional sense and intelligence in students as to make them emotionally strong and powerful therefore study "Emotional Intelligence Effects on Student Academic Achievements of Secondary School Students in Quetta District" is proposed.
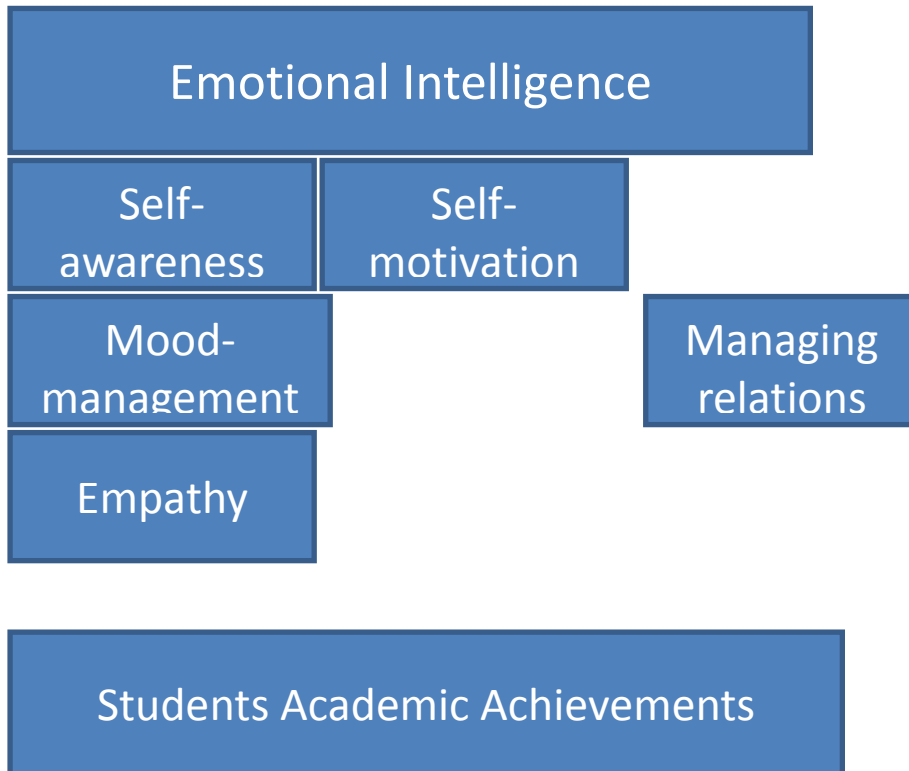
Justification:

The findings of the study will create awareness about the role of emotional intelligence not only in student's academic performance but also in their social life. These will also cover all the aspects and recommendations to be implied by the curriculum designers as to make soft curriculum based on emotional intelligence. It certainly will help in changing educational policy to adopt new approach that will enable students to get their destinations. Hence it will convince the stakeholders and policy makers to have soft implementations on the account of Emotional Intelligence.

The finding will also provide assistance to teachers to have sufficient knowledge about emotions i.e. understanding one's own emotions and of others as well more specifically about the sensations and emotions of their students ie their feelings, self-respect and ego.

The findings will help the researcher do researches and study in the same faculty, and will recommend counseling services to students and teachers that they could have experience of emotional intelligence.

Conceptual framework of the Study:

Emotional Intelligence

Self-awareness	Self-motivation		Managing relations
Mood-management			
Empathy			

Students Academic Achievements

Research Objectives:

The main objectives of this research are to find out;

- The impact of Emotional Intelligence on Academic performance of Secondary school students in district Quetta.

- The difference between the Boy and girl student's Emotional Intelligence.

Hypothesis:

The following hypothesis has been assumed;

- Emotional Intelligence has positive effect on Secondary School Students Academic Achievements.

- Girls have more Emotional Intelligence than Boys.

Scope of the Study:

Today education has got widened placed and space. Students are more interested to improve their GPA through only IQ, while satisfactory results are rare to see and observe, it is because of lack of emotional intelligence. On the other hand, emotional intelligence plays key and vital role to improve academic achievements of students of any grade. Researchers conducted by researchers all over the world have proven that emotional intelligence affects the academic performance positively (Lawrence, 2013).

Hopefully the findings got after this study would provide assistance and help to stakeholders, policy makers and curriculum designers to design curriculum keeping in mind the key role of emotional intelligence as an indispensable part of curriculum.

Literature Review:

Emotional Intelligence:

Emotional Intelligence (EI) is the capability to understand and control emotions in one's own self and in others. It is key factor for success in one's life covering all perspective of life. It helps individuals to understand and promote interpersonal and intrapersonal skills to perform well in an organization. (Goleman, 1995)

Emotional inelegance may be defined as the capability of understanding the meaning and worth of emotions and to make them basis to solve the problems. According to Mayer and Salovey (1995) it is the capability to feel, understand and have command and control on emotions. It has got five characteristics namely: Self-awareness, Mood management, Self-motivation, Empathy and Managing relationships.

Students' Academic Achievements:

Academic achievements are the performances in all activities and aspects at college/school/university after a specific period of teaching course. Mostly academic achievements are measured through examinations, tests etc. which may not depict the real performance of

the students because certain specific criteria is not applied. (Kulachina, 2014)

Relation of Emotional Intelligence and Students Academic Achievements:

Gomez-Baya, (2016) conducted a longitudinal research study of one year depicting relationship between Emotional Intelligence and Depression in adolescence. 714 Spanish adolescents were selected as the sample of study. Findings of the research revealed that the adolescents having greater emotional intelligence faced lower presence of depressive symptoms and that there was difference in depressive symptoms and emotional intelligence gender-wise.

Adewunmi O. A (2015) conducted a research on secondary school students of Abeokuta Metropolis. The research was based on the relation between Emotional Intelligence, self-efficacy, parental involvement and Students Academic Achievements. 150 students were randomly selected as Sample of the study, from 14 secondary schools in Abeokauta Metropolis. Through self-administered questionnaire data was collected. Descriptive statistics, correlation and multiple regressions were the techniques applied to data using SPSS. The findings revealed that there was positive correlation between Emotional Intelligence and Students Academic Achievements, and Emotional Intelligence had important effect on Students Academic Performance.

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Adigwe J C, (2015) conducted a research in Nsukka, Nigeria to know whether emotional Intelligence really does have an important factor in students' performance. For this purpose Sample of 310 i.e. (141 male and 169 female) secondary school students were selected from 3 urban and 3 rural secondary schools of Nsukka, Nigeria through stratified random sampling technique. Self-made chemistry questionnaire and

Bar-on EQ-i yv were used as instruments to collect the data of performance of chemistry and Emotional Intelligence respectively. The findings showed positive correlation between emotional intelligence and Students Academic Performance.

Al Asmari, (2014) attributed the correlation of Emotional Intelligence (EI) and Students Academic Achievements (SAA) while the research was conducted in Taif University, Saudi Arabia. The sample consisted of 200 ie, (100 male and 100 female) Under-Graduate students, selected through random sampling technique. The Emotional Quotient Inventory (EQ-I 125) was used as instrument of the research. The findings of the research revealed that there was positive relation between Emotional Intelligence (EI) and Students Academic Achievements (SAA), moreover female students had more Emotional Intelligence than male students.

Ameneh Gharetepeh, Yahya Safari, TaharehPashaei, Mnsour Razaaei and Mohammad Bagher Kajbaf, (2015) conducted a study in Iran to examine the role of Emotional Intelligence in identifying Self-efficacy among the students of Public Health School with different levels of Academic Achievement. 129 students (31 males and 98 females) were selected through senses method with the Age range of 19-35 as sample of the study. The Cyber-Shrink Emotional Intelligence Questionnaire, and General Self-Efficacy Scale standardized in persian by Nezami were the statistical tools for measuring Emotional Intelligence and Self-efficacy respectively. Data was analyzed through ANOVA, Multiple regression and t-test by using SPSS. The findings showed that the higher Emotional Intelligence ones students had higher Self-efficacy and Academic Achievements.

Research Methodology:
The study is Exploratory in nature and the Research design is cross sectional survey design. Secondary Schools School Students of Quetta District have been assumed as Population of the study. Two stage sampling technique was adopted to select the sample size. At first, stratified random sampling technique was adopted and a no of 10 schools in Zarghoon Town stratum was selected. At second stage, convenient sampling technique was adopted to collect the responses of the respondents. The Sample of the study consists of 476 out of 6372 ie (252 boys and 224 girls) students of grade   X from 10 (5 Boys and 5 Girls) out of 81 Government Secondary Schools of Zarghoon Town, District, Quetta.

Instrument:

Instrument for the study was designed by the researcher. It has six parts. The first part of the instrument deals with the demographics of

the respondents. The demographics of the respondents include their gender, age, 9th Board result and their grade in the previous exams (9th Board). The second part of the questionnaire contains 8 close ended questions which are related to the opinion and feelings of Self-awareness. The third part of the questionnaire contains 5 close ended questions which relate to their feelings of self-motivation. The fourth part of the questionnaire contains 5 close ended questions which relate to their feelings of Mood Management. The fifth part of the questionnaire contains 7 close ended questions, which relate to their feelings, regarding Managing Relations. While the sixth part of the questionnaire contains 5 close ended questions which relate to their feelings about Empathy. The scale of the questionnaire is a five point Likert scale, that consists of strongly disagree, disagree, neutral, agree and strongly agree with the points 1,2,3,4 and 5 respectively.

Results:

Following are the major findings of the study.

Table No I

Frequency and percentage of the demographics of the study

Gender	Frequency	Percent
Male	252	52.9
Female	224	47.1
Total	476	100

Table 4.1 highlights that there are 252 (52.9%) boy students and 224 (47.1%) girl students. It means that the majority (52.9%) of the respondents is Boy students.

Table No 2

Mean and Standard Deviation of Self-awareness of the students.

	N	Mean	Std. Deviation
Self-awareness	476	4.2642	.48109

The Table highlights the Mean and Standard Deviation of the students for their responses given for Self-awareness (M=4.2, SD=.48). The result reflects that majority of the respondents are highly self-aware.

Table No 3

Mean and Standard Deviation of Self-motivation of the students.

	N	Mean	Std. Deviation
Self-motivation	476	4.4092	.41701

The Table highlights the Mean and Standard Deviation of the students for their responses given for Self-motivation (M=4.4, SD=.41). The result reflects that majority of the respondents are highly Self-motivated.

Table No 4

Mean and Standard Deviation of Mood Management of the students.

	N	Mean	Std. Deviation
Mood management	476	4.2261	.48332

The Table highlights the Mean and Standard Deviation of the students for their responses given for Mood management (M=4.2, SD=.48). The result reflects that majority of the respondents are able to control their mood effectively.

Table No 5

Mean and Standard Deviation of Managing Relations of the students.

	N	Mean	Std. Deviation
Managing relations	476	4.3286	.43222

The Table highlights the Mean and Standard Deviation of the students for their responses given for Managing relations (M=4.3, SD=.43). The result reflects that majority of the respondents are able to manage relations with others effectively.

Table No 6

Mean and Standard Deviation of Empathy of the students.

	N	Mean	Std. Deviation
Empathy	476	4.1252	.57860

The Table highlights the Mean and Standard Deviation of the students for their responses given for Empathy (M=4.1, SD=.57). The result reflects that majority of the respondents have a good sense of Empathy.

Table No 7

Mean and Standard Deviation of EI of the students.

	N	Mean	Std. Deviation
EI	476	4.2707	.34751

The Table highlights the Mean and Standard Deviation of the students for their responses given for over-all EI (M=4.2, SD=.34). The result reflects that majority of the respondents are Emotionally Intelligent.

Table No 8

Mean and Standard Deviation of EI and Academic Achievement and their Correlation.

Variables	N	Mean	Standard Deviation	Sig.(2-tailed)	r
Academic Achievements	476	1.4	0.49	.001**	.40*
Emotional Intelligence	476	4.27	0.34		

The Table highlights the Mean and Standard Deviation of the students for their responses given for over-all EI on gender basis ie for Boys (M=4.1, SD=.37) and for Girls (M=4.3, SD=.25). The result reflects that Girl students are emotionally more intelligent than Boy students.

Table No 9

Mean and Standard Deviation of EI of boys and girls students

Gender	N	Mean	Std. Deviation
m	252		.37953
		4.1576	
f	224		.25379
		4.3978	

Table highlights the correlation among Academic Achievement of the students and Student's Emotional Intelligence. There is positive relationship between Academic Achievement (M=1.4, SD=0.49) and Student Emotional Intelligence (M=4.2, SD= .34), r = .40, p ≤ .05, N =476. It is clear from the above table that there is correlation among Students Emotional Intelligence and Academic Achievement.

Major Findings and Discussion:

Some of the major findings are as follow;

The findings of the study revealed that Secondary school students of Quetta district have greater level of EI i.e. they have the capability of understanding their own Emotions and of others too. They have the skills of all the elements of EI e.g. they are self-aware, self-motivated,

good managers of mood and relations and empathetic. The first research objective which was related to EI and Academic Achievement, the result of the study is consistent with the findings of (Ogundokun, 2009; Salami, 2004; Salami, 2010; Wong, Wong & Chau, 2001; Mayer & Salovey (1997). It means that the first research objective is in line with the previous researches

It was observed after deducting the findings of the research that EI has positive effect on Quetta's Secondary School Students Academic Achievements, rather it might be stated that that Quetta's Secondary students have higher level of EI.

This higher level of EI has positive effect on their Academic Achievements which is in the form of their 9th Board result. The findings revealed the relationship of EI and Academic Achievements of the students clearly, which proves that students with high level of EI have greater possibility to be academically successful and their scores in the 9th Board is a valid proof.

The findings also revealed that girl Secondary Students have more EI than boy Secondary Students of Quetta district, which is why most of the top 10 position holders of the Board are girls. The second research objective's findings were also consistent with the previous researches (Mishra, 2012).

Recommendations:

It is also recommended to provide the teachers with workshops and training sessions relating to EI so that they could understand the emotions of their students give value and worth to their positive emotions and teach their students in the perimeter of their self-respect and ego.

It is also recommended to provide students with assistance by the teacher so that they could know about their own feelings and emotions and those of others and the skills of controlling their emotions and work in critical and pressure atmosphere well.

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