**EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF STUDENTS AT HIGHER SECONDARY LEVELS IN LAHORE**

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF PHILOSOPHY IN EDUCATION POLICY AND DEVELOPMENT

**SUBMITTED BY**

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**SESSION 2020-2022**

# APPROVAL SHEET

This Dissertation Entitled “**Emotional Intelligence and Academic Achievement of the Students at Higher Secondary level in Lahore**” Submitted by **Zainab Sohail** in Partial Fulfillment of the requirement for Award of Degree of Master of Philosophy in Education Policy and Development, is hereby Approved.

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## DECLARATION FORM

I, Zainab Sohail declare that the thesis entitled “Emotional intelligence and Academic achievements of students at higher secondary level in Lahore” is my own work and is not submitted previously, in whole or partial, in respect of any other academic award.

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Signature of Candidate Date

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## CERTIFICATE

This research work is submitted by Zainab Sohail, to the Institute of Social and Cultural Studies, University of the Punjab Lahore, Pakistan for the partial fulfillment of the requirement for the award of academic degree of

**M.Phil in Education Policy and Development**

**(2020-2022)**

**Approved on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Head of Department Signature

# DEDICATION

*I dedicate this Thesis to my respected supervisor*

*Prof. Dr. Rubeena Zakar. She is an idol teacher.*

*This Thesis is dedicated to my beloved parents*

*(Muhammad Sohail & Syeda Hummaira Sohail).*

*Dedicated to my Siblings (Waqar Hassan, Rubab Sohail, Muhammad Umair & Abdulrehman Nawaz).*

*Dedicated to my family for their endless love, support, and encouragement.*

# ACKNOWLEDGEMENTS

Narrated Abu Hurayrah: The Prophet (ﷺ) said: He who does not thank the people is not thankful to Allah.

حَدَّثَنَا مُسْلِمُ بْنُ إِبْرَاهِيمَ، حَدَّثَنَا الرَّبِيعُ بْنُ مُسْلِمٍ، عَنْ مُحَمَّدِ بْنِ زِيَادٍ، عَنْ أَبِي هُرَيْرَةَ، عَنِ النَّبِيِّ صلى الله عليه وسلم قَالَ ‏  لاَ يَشْكُرُ اللَّهَ مَنْ لاَ يَشْكُرُ النَّاسَ ‏

Thanks to Almighty Allah for His gracious blessings. I express my deep sense of gratitude to my parents for all their love, support, and encouragement throughout my life.

I am very much thankful to my supervisor **Prof. Dr. Rubeena Zakar**, for her valuable guidance, keen interest in my work, and encouragement throughout my studies and thesis work. Her suggestions and constructive criticism have contributed immensely to my thesis’s evolution.

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**Zainab Sohail**

# LIST OF TERMS

The following terminologies are used in the study:

**Academic Achievement:** achievement of educational goals set by students, teachers, and institutions by continual assessments and test scores.

**Achievement:** anything is done with effort, skill, or courage.

**Adaptability:** Adaptability of Emotional Intelligence is defined as validation of one’s emotions, flexibility and adaptability to diverse situations, and the ability to identify and solve problems effectively (Bar-On & Parker, 2000).

**EI**: emotional intelligence. Emotional intelligence is a collection of personal qualities or characteristics (Mayer &Cobb, 2000)

**Emotions**: no scientific definition of emotions; it is a mental state associated with feelings, behavior, temperament, mood, and degree of pleasure and displeasure.

**Empathy:** our ability to be aware and understand how others feel (Baron, 1985).

**EQ:** emotional quotient. It is an emotional equivalent of an IQ. EQ is usually determined by their maintaining emotional control while relating to others.

**EQ-I YV:** emotional quotient inventory youth version.

**Flexibility:** ability to adjust and mold one’s emotions, behavior, and thoughts according to different situations.

**General Mood:** happiness and optimism.

Intelligence is what is measured by intelligence tests.

**Interpersonal:** social skills, better communication with others.

**Intrapersonal:** self-awareness, self-motivation, managing emotions.

**IQ:** intelligence quotient- it is a score derived from a set of standardized tests designed to assess human intelligence; a standardized test to measure one’s cognitive ability.

**MHS**: multi-health system

**Problem-Solving:** the process of finding solutions to difficult and complex issues; the ability to solve day-to-day problems using analytical thinking.

**Self-Awareness:** the ability to understand and manage one’s emotions and distinguish between them (Baron, 1985).

**Social Responsibility**: being a cooperative member of a society to act for the benefit of society at large.

**Stress Management:** the ability to cope positively and effectively with stressful conditions and situations.

# ABSTRACT

The present study investigated the relationship between Emotional intelligence and Academic achievement of students at higher secondary levels in Lahore. Many researchers found that successful people have the following qualities: managing anxiety, stress, empathy, self-awareness of their own emotions, and a good interpersonal relationship, which cannot be reached by having only cognitive abilities. The ability to understand own and other feelings and emotions in daily life is known as emotional intelligence. Emotionally intelligent people are experts in maintaining their relationships as compared to those who are not emotionally intelligent (Herrera et al., 2020).

The researcher applied Quantitative Research including quantitative information. A survey research method was used in this study. The study was descriptive in nature. The researcher did stratify random sampling. An age-wise sample was taken in two groups 13-16 and 16-18 years of male and female students from public and private sectors. The Researcher established 384 participants as a sample designated by Krejcie and Morgan, (1970). The instrument was developed from the Bar-On EQ I-Youth version including scales Interpersonal and Intrapersonal and overall Emotional Quotient validated through an expert’s opinion. Five-point Likert scale was created from strongly agree to disagree to measure the level of emotional intelligence. After the questionnaire adaption, it was pilot tested on several respondents to check the instrument’s reliability The Cronbach’s alpha statistics (0.84) showed that the reliability value of the instrument was good and reliable. Pearson product correlation coefficient and t-test were applied for data analysis. In data analysis, all variables were tested at the P=0.05 significance level. SPSS software version 17 was used to examine the quantitative data. Data are presented in tables with interpretation using frequency and percentages, mean, standard deviation, t-test, and correlations.

The findings show that no significant difference was found among male and female students regarding EQ with a p-value of 0. 121. It was established that there is no main difference between EQ and Public and Private school students with a p-value of 0.914. The study found a significant connection between Emotional Intelligence and academic achievement of students at higher secondary levels in Lahore. The major findings show that a positive relation was found between Emotional Intelligence and Academic achievements of students at higher secondary levels in Lahore. Students who have 65%-80% final scores are emotionally intelligent. The p-value is 0.01.

*Keywords: Emotional intelligence, cognitive abilities, interpersonal relationships,*

*Self-awareness, feelings, emotions, academic achievements, empathy.*

# CHAPTER 1

## 1.1 The Preamble to the Current Study

The word emotional intelligence (EI) in this thesis refers to the capacity to recognize, make use of, comprehend, and regulate both personal and social emotions. Emotional Intelligence (EI) has gained popularity with both researchers and employees since it has been hypothesized that individual variances exist in how well we can utilize emotions and emotional information. The idea that EI supports several performances and achievement-related features that are not included in other mental structures is what has led to the theory's appeal such as intelligence and personality (MacCann et al., 2019).

This study's major goal is to determine how emotional intelligence (EQ) affects academic success. Academic performance is correlated with emotional intelligence, therefore those with a higher level of Emotional Intelligence may remain perceived as being additionally driven towards success. Emotions seem appropriate, articulated, and accurate because of thinking. The emotional condition of a person affects their mental growth.

## 1.2 Emotional intelligence and Academic Achievements

This research is the first effort to comprehend how emotions affect a student's academic performance. The relationship between EQ and academic achievements is seen to be favorable. In other words, academic success increases through emotional intelligence. Though, emotional intelligence is a personal difference variable that taps into one's capacity to develop and express suitable emotions, given a certain environment (Ritchie & Tuker, 2018).

The ability to "read" the distinct message that each emotion carries in addition to creating context-specific emotions is emotional intelligence. Insight in psychotherapy would be predicted by emotional intelligence, or the capacity to read information and see the meaning of emotions. It has been demonstrated that insight can influence how transference and outcome interact (Nicolas et al., 2020).

Since strong insight and high transference have been demonstrated to predict the best results, insight is supposed to specifically aid students in their academic successes through or control transference. Emotions may provide us with inaccurate information that supports maladaptive or transference behaviors when they do not match the circumstance. Emotions, however, may also provide new perspectives on the self and one's agency when explored in context. Throughout reaction to a student's changing connections with their parents, classmates, and teachers in their life, emotions frequently surface. For a long time, the results of IQ tests were employed as a predictor of a student’s success in a classroom, but more lately, emotional intelligence (EQ), the second type of intelligence, has emerged. The ability to observe emotions, integrate emotions to help in understanding emotions, and cope with emotions to maintain individual development is the definition of EQ, emotional intelligence (EQ) accounts for the other 80% of the criteria predicting 136 life accomplishments, while IQ only accounts for 20% of those elements (Goleman, 2002).

## 1.3 Background of the Study

Psychologists and sociologists have long been worried about how students' involvement in the workforce at all stages of schooling, from kindergarten to college, may affect their ability to get an education. The outcomes and conclusions of several research carried out in this field over an extensive era of period emphasize the number of variables, including student IQ, socioeconomic level, motivation, interactions with instructors and peers, parental support, and personality. Of all these characteristics, cognitive intelligence is generally regarded as a crucial factor and is connected to academic performance. Investigations have shown that IQ is no longer the only metric for success. These studies questioned the conventional wisdom that emotional intelligence, social intelligence, and luck are more important predictors of success in life than grades (Golman, 2002).

Research has shown that intellect is not only determined by IQ. Old conventional ideas of intelligence have been replaced by new ones. In 1983 the Multiple Intelligence Theory was developed by Howard Gardner, and in 1990 the theory of EQ was developed by Mayer and Salovey. Later, Daniel Golman, 1995, helped to develop this notion. Emotional intelligence proponents contend that intelligence, particularly IQ, cannot ensure total student success. Examining, managing, and keeping track of emotions are crucial steps in achieving a balanced level of physical, social, and emotional well-being. In the past, many psychologists made an effort to distance themselves from the conventional idea of success and investigate other forms of success. Later, they developed concepts like multidimensional intelligence and emotional intelligence (Keeffer et al., 2018).

The qualities of successful people are as follows, which are not attained through having only thinking talents, according to research:

1. Interpersonal traits

2. Intrapersonal traits

3. Controlling rage, tension, and worry

4. Positive relationships with others

Emotional Intelligence has been the subject of much research by social scientists and psychologists. EQ, which is characterized by equilibrium and common sense, is something that can be learned and developed. A prosperous and fruitful life may be led by developing emotional intelligence. Aside from this, one may also assist others in achieving success and productivity. Emotional abilities remain a key component of EQ as well as stand a crucial role in socializing. Emotional intelligence training may help people develop social abilities that are useful in a variety of situations, including sports, job pursuits, and relationships with friends and instructors as well as in problem-solving and stress management (Duckworth et al., 2017).

Academic success is every student's ultimate objective, and virtually everyone thinks that school is crucial to reaching this goal, although conservatives and liberals have different views on this. Conservatives limit the function of education to core academic courses, tight rules, and rigid measuring methods. They do not believe it and do not respect the importance of motivational or emotional aspects in achieving academic achievement. They view them more as a waste of time and hold that it is not the responsibility of the school if a student is unproductive or unhappy despite academic excellence (Ritchie & Tuker, 2018).

Students today deal with issues like stress, anxiety, drug abuse, alcoholism, sexual assault, etc. that hurt their academic performance. In the past, the issue wasn't as significant. Today's students need emotional skills from their teachers and from their schools to be aware of self, regulate emotions, as well as a director over the negative emotional state like irritation, tension, and worry. The major focus is placed on entire growth, including physical, social, and emotional development, in schools, which are seen as an organic whole. According to studies, schools may help children develop their emotional intelligence, therefore preparing them for life after school. However, several issues come up here for instance, can emotional intelligence talents be taught in schools? Do they belong in the curriculum? Is the school or the parent responsible for it? The majority of the time, instructors are held accountable for students' grades because schools currently place too much emphasis on things like academic progress, outcomes, tests, and projects. The development of a student's emotions and social life is given very little or no consideration (Parker, 2018).

Adolescents were chosen as a sample because adolescence is a time of change that may make or break a person. The emotional disorder that young people experience has to be handled or managed. Their bodies also undergo physical changes. Unlike the Intelligence Quotient, the Emotional Quotient may be taught to students since, at this crucial period, they must make decisions that will affect their careers and personal life. They may make wise selections with the aid of the Balance Emotional Quotient (Cebrain et al., 2020).

## 1.4 Statement of the problem

IQ can no longer be regarded as a success criterion in an extremely complicated world. Recent studies indicate that success is more likely to be determined by emotional intelligence than by IQ. In contrast, the ability to recognize, regulate, and control emotions is known as emotional intelligence EQ. People with high EQ make effective leaders and achieve success in work, according to several studies. After doing these investigations, the researcher conducted a further study to answer the question, is there a relationship between emotional intelligence and academic achievements of students at higher secondary levels in Lahore, and how does it benefitthem in their academics, careers, and their zonal lives?

## 1.5 Objectives of the research study

1. To determine the level of EQ emotional intelligence of students at higher secondary levels in Lahore.
2. Compare the EQ of public and private higher secondary levels school students in Lahore with their ties to academic achievements.
3. To compare the emotional intelligence level between male and female students associated with academic achievements at higher secondary levels in Lahore.
4. To find out the relation between Emotional Intelligence and Academic Achievements of students at the higher secondary levels in Lahore.

## 1.6 Research question of the study

This research study is set to examine the major question of the study:

How does emotional intelligence help students in their academic achievements at the higher secondary levels in Lahore?

### 1.6.1 Subsidiary Questions

The researcher attempted to investigate the following related questions to better understand the main inquiry:

Question 1: Can interpersonal and intrapersonal factors such as self-expression and self-awareness and social awareness and interpersonal relationships help students succeed academically at the higher secondary levels in Lahore?

Question 2: Is there any difference in Emotional Intelligence and Public and Private school students at higher secondary levels in Lahore?

Question 3: Is there any difference in emotional intelligence and male and female students at higher secondary levels in Lahore?

### 1.6.2 The hypothesis of the Study

Emotional intelligence is positively related to academic achievements.

Higher the emotional intelligence higher the academic achievements.

### 1.6.3 Major hypothesis

The emotional intelligence and academic success of students would not be related at the higher secondary levels in Lahore.

### 1.6.4 Minor hypothesis

Emotional intelligencecomponents; interpersonal, and intrapersonal, have no relationship with the academic success of students at higher secondary levels in Lahore.

There is no difference between Emotional Intelligence and public and private school students at higher secondary levels in Lahore.

There is no difference between emotional intelligence and gender (male and female).

## 1.7 Significance of the research study

This research study will dispel common myths about IQ, intellectual capabilities, and their effects on students' lives. It will focus on using students' emotions to plan, motivate, and achieve life goals. It will benefit all participants in educational activities, including teachers, parents, and community members. Additionally, this study will benefit students, particularly teenagers who are transitioning through a critical period both intellectually and physically.

At this level, academic success is significant since it affects their quality of life in the long run. Only once they have acquired this stage's level of mental and emotional health can it be accomplished. Emotional intelligence and conduct in the classroom are closely related. The ability to express oneself and maintain emotional control may be challenging for students who are emotionally invested. More combative conduct is frequently the outcome of this circumstance in the classroom, which promotes learning.

Students and teachers will find it better to concentrate on self-awareness, emotional control, empathy, self-motivation, and improved interpersonal skills as a result of this study. Effective communication between students and teachers will be made much easier. Students who are self-motivated, innovative, and able to deal with their emotions will learn more efficiently in the classroom. This study will contribute to a better understanding of the connection between students' academic success and emotional intelligence. With the help of this study, school counsellors, administrators, and teachers will be better able to understand the relation between emotional intelligence and academic achievement in adolescents.

## 1.8 Scope of the Study

The key findings students will be covered by the study:

1. Students’ cognitive capacities.

2. Social skills in both their personal and academic life.

3. The control of emotions when coping with day-to-day concerns.

4. The link between emotions and intellectual accomplishment.

5. In-class instruction on topics like stress management, empathy, etc.

# CHAPTER 2

# REVIEW OF THE LITERATURE

## 2.1 Emotional Intelligence and Academic Achievement

Emotional intelligence is the ability to see the value in individuals on a more profound level with factors associated with how individuals practice the feelings in their everyday schedules. The development of EQ is more complicated than the development of a basic human relationship. Various examiners put unprecedented energy and effort into getting it and clearing up EQ and its association with various aspects of life. The ability to see the value in people on a more profound level incorporates the utilization of this perspective on feeling to accomplish regular tasks successfully. Social interaction needs signals that are sent between individuals, both verbally and nonverbally (Vizoso et al., 2018).

Smart individuals experience progress in huge districts in their lives like work and their associations. As a general rule, the attentive individual is better, more cheerful, and truly more consistent than individuals who have low Emotional Intelligence. Educators by and large believed that sentiments had a cardinal impact on presenting data and learning. In showing instructive experience educator’s sentiments are fundamental. It drives thought, which drives learning and memory (Anast,2020).

It can increase a student's success and social competence in the classroom. Emotional intelligence is a result of social capacity efforts and education programs. Recognizing the significance of EQ, assets and workforce advancement projects ought to be produced for instructors to work on the close-to-home accomplishment and social capability of understudies, which would prompt scholarly achievement. The capacity to deal with close-to-home data sensibly and wisely is expertise important to have a fruitful and useful existence. Past examination demonstrated that education and the capacity to appreciate people on a profound level have been distinguished as significant figures foreseeing scholarly achievement (Vesely et al., 2018).

Goleman portrays the capacity to understand individuals on a profound level as an assortment of individual characteristics or qualities. There is an impressive discussion happening about what individual characteristics and qualities might mean for an understudy's schooling and achievement. Goleman contends that grades, IQ, or SAT scores don't foresee progress throughout everyday life. While Emotional Intelligence might change over time, one's IQ must remain constant to be authentic. Accordingly, Goleman argues that a student's emotional intelligence should be demonstrated in the classroom and may be a complete indicator of their success in daily life (Fiori & Vesely Maillefer, 2018).

For understudies, to turn out to be all the more sincerely skilled, showing profound comprehension and positive close-to-home perspectives in the study hall could be viable examinations to propose that kids' way of behaving and their capabilities are straightforwardly connected with ecological changes and their ways of behaving. Guardians and instructors both may deliberately build up specific close-to-home articulations (Miao et al., 2017).

Moreover, because teenagers perceive and imitate their elders, instructors, and companions’ ways of behaving, these ways of behaving can be pessimistic (concealment of feelings, unstable or harmful way of behaving or good (for example critical thinking mentality or looking for social help or collaborations) so Emotional Intelligence can be learned. Moreover, as different capacities for example perusing, composing, and number juggling, Emotional Intelligence should also be regarded as a skill that can be developed with age and experience (Rodrigo, 2017).

Zeider and Matthews (2018) analyzed the different meanings of EQ and its instructive ramifications. Below, these definitions made sense:

1. Theoretical emotional knowledge: incorporates figuring out feelings, discernment, and articulation of feeling, coordinating inclination points of view, and the executives of feelings in the instructive program (Mayer & Salovey, 1997).

2. Character Education: Emphasis on versus the like equity, trustworthiness, fairness obligation, and regard for oneself and others in instructive projects (Mayer & Cobbs,1998).

3. Social profound realizing: incorporates a mix of mastering abilities connected with driving life in a most palatable way, great relations with different individuals from the general public, keeping a solid way of life, and gaining abilities to settle the keep away from emergency to deal with issues successfully, abilities receive help from the general public for changes and disasters and positive contributory help to fundamental abilities, an issue critical thinking expertise in relational connections, wellbeing advancement, social consolation for progress and promotes and positive commitment to the local area (Eliaset et al., 1997).

4. Popular Emotional knowledge: this prompts monitoring one's sentiments and overseeing them, empowering oneself to know all about feelings that others have, and handling connections inside instructive projects (Goleman & Mayer, 1995).

To make the Emotional Intelligence strategy in training to find success, it ought to be coordinated through socio-knowledge, incorporates EQ, and the utilization of interactive abilities (Armenteros et al., 2021).

## 2.2 What is an emotional quotient?

## Concept of Emotional intelligence

## Social intelligence is the foundation of emotional intelligence. The term capacity to understand and control men and women, boys and girls-to act wisely in human connections was first used by Thorndike (1920). Salovey and Mayer (1990) were among the first to distinguish EI from IQ, describing the idea of EI as a component of social intelligence that necessitates people to monitor both their own feelings and the feelings of others for improved judgment and decision-making, to consider other people's feelings.

## Emotional intelligence (EI) was first defined as the capacity to understand and reason with emotion, identify and express emotion, absorb emotion in thought, and manage emotion in oneself and others. Additionally, EI has been described in other ways by other academics. As a result, a distinct school of thought on emotional intelligence has developed. The three most popular EI models are the Ability Model, the Mixed Model, and the Trait Model. Emotional intelligence (EI) is commonly defined as the ability to recognize and control emotions in oneself as well as in others. In addition, there is general agreement regarding the ability of EI to predict success and the opportunity for all schools to increase EI competence and skills of EI. Self-management is the capacity to restrain or reroute disruptive impulses and moods, as well as the propensity to suspend judgment and to think before acting, according to Goleman (1995). Self-Awareness is the capacity to recognize and understand one's own moods, emotions, and drives, as well as how they affect others. According to Goleman, relationship management is the skill of managing relationships, creating networks, and having the ability to locate common ground with others, while social awareness is the capacity to comprehend the emotional makeup of others a common ground, and foster a relationship.

As indicated by the New Hampshire University brain research department, an emotional quotient is the capacity to sensibly utilize feelings. It’s the utilization of feelings to improve contemplations and the capacity to see, control, express, and assess feelings. Emotionally intelligent people are capable of managing and involving both their own and other people's feelings. They figure out profound signs and implications and can see others' feelings precisely. EQ is still up in the air by their keeping up with close-to-home control while connecting with others (Newton & Bristoll, 2014).

**Interpersonal and Intrapersonal Intelligence**

The broad concept of personal intelligence provided by Gardner (1983) encompassed both interpersonal and intrapersonal intelligence. Psychology has advanced toward the idea of emotional intelligence thanks to Gardner's theory of multiple intelligences, and more especially, personal intelligence. Since Gardner's theory is essential to understanding emotional intelligence, it cannot be comprehended in isolation. Freud's beliefs could be interpreted as supporting the notion of personal intelligence, according to Gardner (1983). By separating intrapersonal from interpersonal intelligence, Gardner (1983) outlines these facets of human nature. Access to one's own feelings and life is the fundamental ability of intrapersonal intelligence that is at work here (Gardner 1983). According to him, intrapersonal intelligence focuses mostly on the spectrum of an individual's affects or emotions. When talking about interpersonal intelligence, the focus is shifted outside, or to other people. Thorndike (1920) defined interpersonal intelligence as the ability to understand other people, including what they are feeling, thinking, and doing as well as what motivates them, how they behave, and how to work with them. People who are interpersonally intelligent are more likely to succeed in leadership roles in religion, politics, business, and education. According to Jones and Day (1997) non-academic intelligence, such as practical, social, emotional, interpersonal, and intrapersonal intelligence, is viewed as different from the types of intelligence needed to succeed in tackling academic issues. Each of these non-academic skills will be helpful in predicting and determining educational achievements.

## 2.3 The Rationale of Intelligence Quotient

Intelligence Quotient is a state-sanctioned test to evaluate cognitive abilities. The level of intelligence is directly connected with scholarly abilities like the abilities to learn, comprehend and handle data. The intelligence level extensively covers word understanding, consistent thinking, and math abilities. Individuals with higher IQs have unique reasoning and they are great at making speculations. Insight is depicted as a convoluted, versatile bunch of capacities that fundamentally affect every one of the features of human exercises, explicitly in learning at schools. Knowledge has been portrayed in many different ways by social scientists and is often referred to as exhibiting insight. Early models of knowledge include Thurston’s (1938) seven essential mental capacities and Spearman’s (1904-1927) general intellectual aptitude g in addition to explicit mental capacities s.  Although the following models utilize Guilford’s (1967) astuteness model design. Triarchic model of Stenberg (1985), the Triarchic model, and the distinct viewpoint provided by Gardner (1983).  Estimating perception Alfred Binet and his colleague Theodore Simon created the Stanford Binet test. Binet developed the concept of mental age from a series of tests administered to younger students. This concept serves as a foundation for the theory of intelligence quotient, which was ultimately well-defined as:

**Wechsler’s Intelligence scale**

David Wechsler (1939) tracked down an answer for the issue of computing grown-up IQs: the deviation IQ: an intelligence quotient score that looks at a singular's presentation on a test with the normal typical exhibition of somebody in a similar gathering. A knowledge assessment tool was developed by Wechsler, namely the Wechsler Adult Intelligence Scale (WAIS). The third version of the Wechsler Intelligence Scale for Children and the Preschool and Primary Scale of Intelligence (Wise-III) (WPPSI-III).

## 2.4 Which trait is more important, IQ or EQ?

Even though intelligence quotient is yet seen as a significant component of progress particularly when scholastic accomplishment is thought of. Nonetheless, it was acknowledged by certain pundits that this was not the case.IQ was accepted to be a significant component of forever achievements and accomplishments. The scientist investigates whether insight is the result of qualities or climate. According to IQ experts, the concept of intelligence quotient was not sufficiently comprehensive to include wide-ranging and different domains of human capacity and knowledge. As compared to individuals who had lower Intellectual ability, those with higher Intellectual ability were supposed to achieve success and were more capable in life (Van Hiel, 2019).

It was commonly accepted that talented students who succeeded in school had a higher chance of making more money, being in better physical shape, and being happy. Today's specialists believe that progression is not the only factor. Intelligence Quotient is also considered one of the factors that might have strengths in a variety of contexts, such as the business sector. Business administrators and pioneers with higher Emotional Quotients are believed to find success because as per research, individuals with solid authority possibilities are all the more genuinely smart. By examining the effects of Social and Emotional Learning programs, meta-research can both teach and strengthen the capacity for better human understanding. According to a meta-analysis of these results, over half of the students enrolled in the SEL programs achieved high test scores, and roughly 40% saw significant increases in their GPAs. These strategies were related to lower cases involving disciplinary issues, a high rate of school attendance, and lower suspensions (Johnson, 2016).

## 2.5 Differences between Intelligence Quotients and Emotional Quotients

Assist in profession.  Having professional success.

Influencing somebody with information.Influence somebody with a reasoned argument. Measures of learning and comprehension also evaluate interpersonal skills.

Absence of emotional grabbing.Understanding, managing, and using data.

Book cunning.Shrewd by heart.

Helps via books. Helps via life experiences.

Mutual work effort and cooperation.Testing undertakings, associating Specks, doing Research.

Inherited. Can be taught.

Realizing what?Social abilities, the ability to work effectively with others, and an understanding of how and why.

## 2.6 Comparing intelligence quotient and emotional intelligence

The level of intelligence alludes to one's mental capacities and an individual's bank data which connects with thinking, critical thinking, grasping, memory, and jargon. These may help in tackling issues yet can't foresee outcomes throughout everyday life. Numerous studies have shown that an individual's IQ can predict a typical six percent increase in productivity at work, but their emotional quotient is responsible for between 27 and 45 percent of that increase (Mamun, 2018).

Thomas (2012) incorporated research on 733 moguls from across the country. These were contacted in order to assess the factors responsible for their success. These are the top 5 out of 30:

1. To always be genuine and forthright with others.
2. Disciplinary
3. Close to the individuals
4. Greater effort than others
5. Positive colleague

## The skills listed above are all necessary for positive personal appreciation.

## 2.7 Emotional Quotient and Intelligence Quotient Measuring and Testing

The ability to understand others on a spiritual level can be measured using a variety of state-approved exams, even though measuring emotional quotient is incredibly unique. People take the Mayer and Salovey emotional intelligence test, which consists of a chain of questions centered on emotions. The grade shows a person's capacity to manage sensitive material. The emotional competence inventory or the emotional appraisal is the two assessments used by Goleman's approach to assessing significant abilities. Some people continue to use both of these tests, while others reject them.

Reuven Bar-On (n.d) made up close and personal stock to test their social and significant abilities and their practical use to deal with their everyday issues.

Researchers have tried to make IQ testing more effective.

1. According to age determination, Stanford-test Binet's was the only truly valid IQ evaluation. The test-mental participant's age, as established by the assessment, is divided by the subsequent age multiplied by 100 to get the score.

2. Three IQ tests were created by two American experts named David and Wechsler, each one tailored to a specific population, such as preschoolers and elementary school students, adolescents, and young students. The marks are determined through element assessment, and the evaluation's sub-preliminaries are decided by recommendations that are based on adult development.

3. Woodcock-Johnson another test that is frequently utilized is the Test of Cognitive Abilities. It examines a broad range of intellectual capacities. At this moment, all of the tests mentioned above are being employed, and there is no consensus regarding which is the most reliable.

## 2.8 Benefits and Drawbacks of Both Testing

Discussions on IQ and EQ testing have been ongoing for a long time. When we correlated EQ testing to academic achievement, the results were conflicting, despite the significant component of EQ testing's claims that it helps in keeping awareness of completing tasks in the workplace. A lot of people contend that EQ testing is not a reliable indicator of academic ability or skill. Numerous flaws associated with EQ testing have been discussed by experts. The outcomes are generally confusing. Many people don't clearly comprehend the requirements, making the EQ tests relevant to them. For both children and adults, the insight level of course has been used for a long time. Important IQ testing supporters claim that the exam is state-approved and remarkably dependable. The fact that IQ tests do not examine inorganic points is a serious disadvantage. IQ tests cannot be used to evaluate how students do in school or in their jobs. A person cannot choose based on any original factors because it is a state-endorsed test. Applying insight level exams to various social orders yields varying outcomes.

## 2.9 Can the Emotional Quotient or Intelligence Quotient be enhanced?

Being able to appreciate someone on a spiritual level is a learnable skill. Children can be given close and precious care by using expressive language throughout. For instance, encouraging children to share, have empathy for others, identify their problems, and continuously help one another out. Young individuals who have trouble making friends will typically perform surprisingly well after attending SEL training. Adults' close-proximity quotients can also be slightly improved; broad outlining is one method for assisting with the redesign of their emotional quotient. It was discovered through various assessments that individuals with high-functioning autism (HFA) and significant manufactured abnormality lack empathy. Studies with control groups have demonstrated that individuals with high-functioning autism (HFA) and cognitive styles can raise their emotional quotient. Although the level of intelligence is frequently the consequence of innate personal care products, there are many ways to raise it, such as brain food, puzzles, analytical thinking skills, etc. Age and experience make it possible to comprehend others more clearly. According to numerous academics, emotional intelligence rises with age and life experience. According to certain tests, from childhood to maturity, emotional intelligence increases (Usan & Salavera, 2019).

According to some tests, emotional intelligence increases from early childhood to adulthood. Emotional intelligence and age are related.  In a survey conducted by Fariselli et al. (2008), 405 Americans who were employed for various work-related reasons were included. According to the findings, emotional intelligence did not significantly increase with age. Depending on the everyday circumstances and unexpected opportunities one experiences, one's significant quotient may increase, decrease, or change (Rodrigo, 2017).

Mayer and Salovey (2000) organized a study to find instances when emotional intelligence rises with age and experience. The specialists used an illustration of 229 young people (ages 12-26) and an illustration of approximately 251 adults to apply the multi-layered emotional intelligence scale age 17–70 and a mean age of 23. It was expected that case adults will perform at a higher limit level than adolescent ones. The hypothesis was examined through two age-related social occasions using a seven-task ANOVA. As expected, adults received higher ratings for arranging game strategy, ace comprehension, and target course of action than adolescents. On the topic of emotional intelligence and age, a survey was organized. Emotional intelligence was discovered to develop from early adolescence to young adulthood (Trigueros et al., 2019).

Age-related improvements in emotional quotient are shown by the Emotional Intelligence test method MHS of Canada, according to research supervised by human execution counselors at Buckhadt Associates. According to MHS research, age such as follows:

1. People develop stronger mental and physical mobility.
2. Conscious behavior.
3. Being sociable.
4. Flexible.
5. More competent in handling difficulties.
6. Capable of more successfully managing stress.

The main distinction among the models of Bar-On, Mayer, and Salovey, is their conceptualization of people as having one attribute or another, as was previously mentioned. This is partially due to the ongoing debate over whether emotional intelligence can be taught or if it is a more significant indicator of an innate trait. Even while research cannot ultimately lack the ability to persuade, it nonetheless has all the potential to do so. Although young children don't exhibit elevated degrees of the capacity to appreciate people on a profound level as adults do, the form is advanced when they do (Ritchie et al., 2018).

The Responsive Classroom Program and the Seattle Social Development Program are two examples. Unmistakably, what these tasks achieve and their justification have not been accurately reviewed, but their actions are filling in the universality of the United States. Therefore, the question of what effect such measures formally have on academic accomplishment is left unanswered (Sanchez et al., 2016).

## 2.10 How does Emotional Intelligence Affect Life?

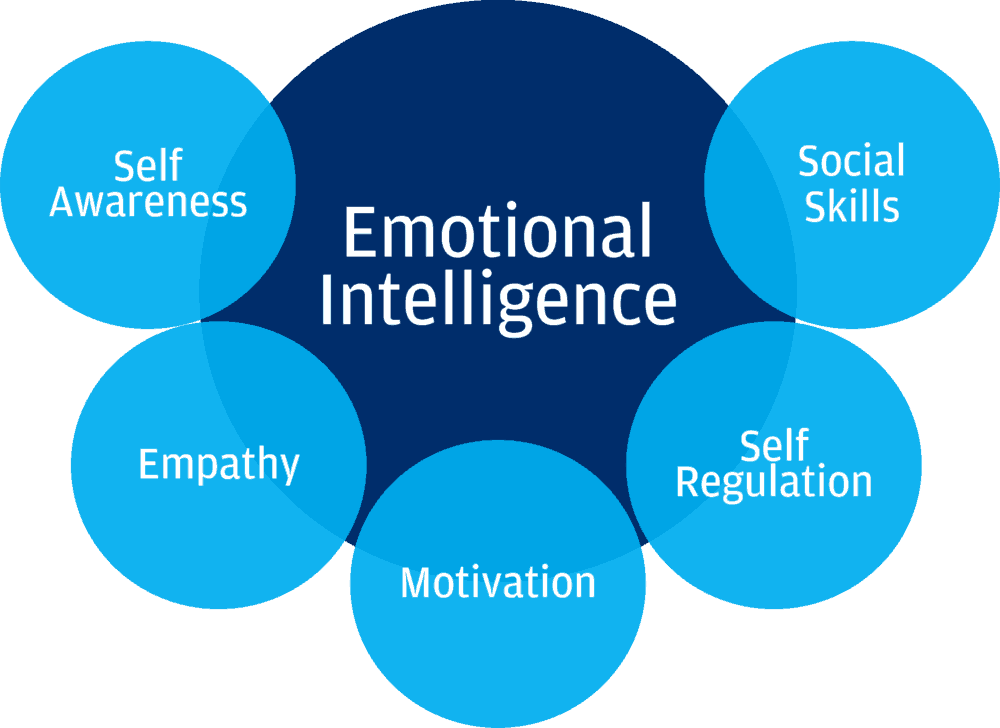
However, certain tests indicate a greater Emotional Quotient compared with productive vocations. For the most part, IQ has been thought of as a thorough technique to deal with analyzing advancements in capability and private life. In general, those with greater emotional quotients are more successful, incredibly helpful, and initiators. The large majority of the larger associations and businesses have incorporated emotional quotient assessments into some of their lead studio and collaboration hiring procedures for additional creative workers with close-up and intuitive abilities. As a result, both professionals and students now view Social and Emotional Learning (SEL) as universal. In general, IQ tests are used in many psychology and tutoring settings. IQ tests are created and established to find those who are highly intelligent as well as those who need special care and support. The understanding level also predicts success in terms of academic relevance and is frequently used to help graduating students choose their careers. The ability to see the value in individuals on a more profound level affects life in the going with ways:

**Social Skills**: It further develops execution at work by having incredible social capacities.

**Genuine Health:** Those who are not able to manage their feelings briefly debilitate prosperity which could irritate a climb in tiredness and various ailments.

**Mental well-being**: Those who can't manage and make sense of sentiments lead to hopelessness. Social capacity, capacities, and even associations can be better in those people who have some command over their sentiments. Compassion and social intrapersonal capacities help us with understanding others and prepare us to talk with them. This result in extraordinary human associations is one of the huge components of achievement.

## 2.11 Components of Emotional Intelligence



Following are the personal remainder parts:

### 2.11.1 Interpersonal traits

1. **Characteristics:** connected with "individual’s expertise or interactive ability. The capacity to collaborate includes the following attributes.
2. **Empathy:** The capacity to understand how others feel and think. Observing the world from the perspectives of others.
3. **Social obligation:** Contributing and participating individuals from the general public.
4. **Interpersonal connections:** Maintain and plan commonly sufficient connections with others.
5. **Adaptability:** the ability to adapt one's thoughts, feelings, and behavior to changing conditions and circumstances.
6. **Problem-solving:** The capacity to tackle everyday issues with ventures step logical reasoning. It likewise includes producing viable answers for issues and executing them appropriately to settle on a superior choice.

**2.11.2 Components of Emotional intelligence according to Bar-On**

**1. Intrapersonal**

1. Self-confidence: the capacity to take a stand for yourself and others in a positive way without becoming too over possessive or pressuring others to accept their bad behavior. As such, representing your right and expressing sentiments and considerations fairly and properly. It is not just a single self but others' sentiments, contemplations, and convictions too.
2. Emotional Identity: Being aware of one's emotions and how they affect other people.
3. Individualism: The capacity to manage ourselves without relying much on others.
4. Self-respect: Respecting and accepting one's own qualities, both good and bad.
5. Self-fulfillment: Complete recognition of one's potential and capacity to pursue personal ambitions.

**2.** **Interpersonal**

The capacity to have fulfilling relational connections. Great audience members and can comprehend and value the sensations of others. This expertise comprises four capacities:

1. Empathy
2. Sentiment awareness and comprehension
3. The capacity to facilitate satisfying connections
4. Social responsibility

**3. Adaptability**

Ability to accepting own emotions and emotional intelligence characteristics include the capacity for adaptability to a variety of circumstances as well as the ability to properly identify and solve problems.

**4. Stress-management**

Anxiety flexibility: the capability to quickly and effectively adapt to unfavorable circumstances and to confront conflicting events and disturbing conditions without self-destructing.

Motivation Control: self-requirement is implied by the ability to control or delay a physiological desire, or the compulsion to act.

**5. General mentality**

Idealism: the ability to remain positive and see the good in everything, even in the most stressful situations.

Bliss: the ability to feel content with one's life is what it is. It is the experience of joy and pleasure. Participation in one's own life, happiness, and that of others.

Interpersonal and intrapersonal

The broad concept of personal intelligence provided by Gardner (1983) encompassed both interpersonal and intrapersonal intelligence. Psychology has advanced toward the idea of emotional intelligence thanks to Gardner's theory of multiple intelligences, and more especially, personal intelligence. Since Gardner's theory is essential to understanding emotional intelligence, it cannot be comprehended in isolation. Freud's beliefs could be interpreted as supporting the notion of personal intelligence, according to Gardner (1983). By separating intrapersonal from interpersonal intelligence, Gardner (1983) outlines these facets of human nature. Access to one's own feelings and life is the fundamental ability of intrapersonal intelligence that is at work here (Gardner 1983). According to him, intrapersonal intelligence focuses mostly on the spectrum of an individual's affects or emotions.

## 2.12 Academic Achievement

### 2.12.1 Oxford Dictionary Academic Definition

Establishing a connection with a framework or set in education or academia.

Achievement: A task completed successfully via talent, aptitude, or courage.

This is how academic performance can be explained:

The capability of progressing through exams. Effective and thorough level of tutoring.

The completion of educational objectives by learners, educators, and institutions. Usually, it is estimated using ongoing evaluation and grades.

It is the test's estimation of a student's ability or skill to do academic work.

Institutes assume an extraordinary part all along in scholastic accomplishments.

The association of the exercises is generally finished based on execution and accomplishment in the study halls.

It tends to be useful in gathering and determining academic exercises. Determination of subjects and future choice of schools and regions (Mamun, 2018).

**2.12.2 The importance of academic achievement**

Academic success is important because it is closely related to the effective results that we value. When compared to persons who are not excessively educated, individuals with more degrees and strong academic records have a greater chance of finding secure jobs, fair pay, health insurance, and other opportunities for promotion. The ones who are taught are favored to be free and partake in a blissful life. They enjoy no crook acts and attempt to be a useful resident of the nation by contributing decidedly to the prosperity of the general public. Scholastic achievement likewise helps with the treatment of mechanically difficult occupations. Adults who have strong academic backgrounds are typically liberated from discouragement and anxiety. It is least expected that they will abuse alcohol or drugs. They are anticipated to have strengths for a successful scholarly record because of their high levels of confidence and bravery. Schools often include extracurricular activities like gaming and performing arts as well as academic ones. They support having faith in one's abilities, managing stress effectively, focusing more intently on tasks at hand, and avoiding distractions. In many aspects of life, having strong decision-making, communication, and leadership abilities is important. The general opinion of young people's academic achievement is important. Students with strong academic records are more likely to find wonderful careers and enjoy financial success. Beyond the knowledge and skills required for a task, young people entering the workforce and securing positions require some amazing knowledge and unique skills (Drigos et al., 2018).

**2.12.3 Academic success is essential because it helps students get ready for future employment**

Academic excellence in students reflects polished academic skills and has major positive effects on undergraduates in many areas of life. They can also be effective in challenging fields. The students are employed once they have completed high school and graduated. In the event that students have advanced degrees, firms are more likely to select them even if they are not directly related to the fields. Businesses frequently only employ recent grads. The understudy benefits financially as a result. Academic success helps students in their various disciplines of study. They need to have a thorough grounding in the clinical profession if they have any ambition to stay in it. Academic success contributes to the variety of students' personalities. If they have a clear understanding of historical patterns, they will be able to understand news and events with confidence. Similar to how good scientific knowledge will make it easier for them to research car and home loans. Decisive thinking is a skill that helps learners comprehend their general environment. Students who enroll in universities are taught how to deal with issues and find workable solutions. In the classroom, the students learn specialized skills that help them in various facets of life (Armenteros et al., 2021).

## 2.13 Emotional Intelligence and Academic Achievements

The correlation between academic success and emotional intelligence has improved, according to experts. Academic achievement can be measured using a variety of measures. The primary measurement used by academic associations to assess a student's performance in school is grade point average (GPA). Emotional intelligence and academic performance in high schools and universities have received different findings from research. The achievement of summative tests has typically been linked to the idea of academic success, as required by learning objectives. Previous research has revealed various conclusions about the link between academic success and emotional intelligence, according to some scholars connecting EI and academic achievement. The results suggested the following two kinds of predictors: ability measurements (such as verbal and numerical proficiency) and non-cognitive factors (such as school interest, study readiness, persistence, time spent participating in activities outside of school, and parental encouragement). Fretz and Gelso (2001) discovered that high school students' self- and social awareness empowered them to make career decisions successful (Halimi et al., 2020).

Swart (1996) discovered significant differences between social interactions between educationally successful and unsuccessful students based on their self-reported levels of propensity to understand people on a personal level. Taking into account their GPA, students were chosen for the gatherings. Students who thought about success consistently performed better on tests that measured their capacity to understand people more deeply. A strong association r=.32 between first-year school GPA and emotional intelligence scores on a self-report scale. Chapman and Hayslip (2005) discovered a fundamental correlation between EQ and school GPA, with (r =.32) and (r =.23). Anyhow, a number of studies have discovered a weak to no correlation between academic success and emotional intelligence. Utilizing various degrees of significant knowledge may be the cause of these conflicting insights. Not usually having that some people employed poor exams with unclear psychological qualities. In light of the EQ-I YV's psychometric advantages, widespread adoption, and validation, it is utilized in ongoing surveys. Since EQ-is has already demonstrated a relationship with GPA, it would be expected that force research will also demonstrate a relationship. Another significant conclusion was that adult students scored higher on major assessments when compared to additional young students, which may be expected given differences in emotional intelligence throughout age groups (Schoemann et al., 2017).

These shady findings are meant to be explained by further research. The time span over which these tests were conducted has proven to be a barrier to previous studies examining the importance of emotional intelligence in academic performance. All of the previous exams were cross-sectional in nature, and they were all finished in a year or a semester, which is only a small portion of the actual amount of time spent in school. Throughout the typical four years of school, a person can and does experience various circumstances and events, whether they be personal or collective. How might one look into how certain circumstances might affect academic progress? A longer time frame may provide more accurate or varied results when examining student performance without the assistance of another person, it may be impossible to reach the academic or general informational limit. Without a doubt, variables besides educational constraints have an impact on the ability to think critically. The association between emotional intelligence and general knowledge is weak or nonexistent, and students should be given the option to redirect their stress and some degree of social participation toward finishing their studies. Previous analyses imply that emotional intelligence may also play a role in academic achievement. According to the assessments, emotional intelligence would have a more positive association with cognitive achievement across a wider time span, especially when compared to graduation rates (Van Hiel, 2019).

All common concerns like job, preparation, and relationships could be impacted by emotional intelligence. A person with a high EQ may have strong foundations for achievement that is both close at hand and dear. Successful people are more open to trying new things, and research has shown that this encourages learning (Sanchez et al., 2016).

It's important to have emotional intelligence basic education since it significantly affects improving individuals' problem-solving skills both inside and outside the institution's boundaries. Students with high intellect levels can manage can deal with a number of situations and problems that are with their immediate environment and routine. Possessing emotional intelligence is essential for success in both school and life. High emotional quotient students also have a superior understanding of social work, psychological adjustment, peer interactions, psychopathology, and social competence. To succeed in life, students need a set of qualities called emotional intelligence. These skills are all related to the development of their cognition, emotions, and social skills (Amalu,2018).

The percentage of characteristics that affect life success that is covered by total IQ is only about 20%. People need actual intellectual abilities to function in a certified setting even though they could succeed in an educational setting. These people avoid assumptions in the controlled atmosphere that a school provides, but when confronted with the elements of this contemporary reality, they fail. While most problems at school are obvious and have a clear strategy, real problems are frequently complex, continually changing, and frequently lack a single response. Higher Emotional Intelligence individuals are more equipped to resolve even more genuine, complex, and dynamic challenges. Their findings upheld the upper limit of human comprehension in predicting intellectual and social accomplishments that go beyond what is typically anticipated based on the character and knowledge of persons. The ability to understand people at their core may have an impact on various aspects of life after school, including productive organization (Armenteros et al., 2021).

Many researchers claim that EQ is more important than IQ for people to succeed in their lives and careers. Strong and more stable relationships, the capacity to mediate conflict, compassion, the ability to overcome difficulties, and improved intuitive abilities are all necessary for one to advance in life. These can all be accomplished provided that we can understand people more deeply. Previous studies looked at Emotional Intelligence as a predictor of educational support and demonstrated that IQ, SES, and direction were the features of insightful execution. The scores on the social, intrapersonal, adaptability, and stress leaders' scales were greater in first-year students than they were in students who dropped out after two years or fewer. The investigation about how secondary school students' academic achievement and emotional intelligence are related. They discovered that students who performed well in the class had developed leadership skills and flexibility as well. Research that shows a solid correlation between having a deeper understanding of people and academic performance is uncompromisingly supported. The ability to use, understand, and control own and other people's emotions are the capability to profoundly see the value in each and every person. It established that IQ is not the main barrier to advancement in daily life. Many famous people are uncomfortable in social situations and unproductive in their personal and professional life. For example, IQ can be used to gain acceptance in a classroom, but it's not productive for transforming oneself or managing stress at school (Parker, 2018).

## 2.14 Emotional intelligence and gender

Studies of emotions and emotional intelligence have revealed a significant difference between the two gender’s identities associated with the profound world. In general, it was found that male experiences optimistic and pessimistic feelings less intensely than female. Some people hold the opinion that the female attitude is friendlier. Natural and eco-friendly elements support the feminist activist's interpretation of emotions as well. A variety of social and natural factors have been considered in order to make sense of the feminist activist's interpretation of feelings. According to the organic component, women are better able to understand their own and others' emotions because of their tolerance. The social perspectives suggest that men are advised not to express feelings associated with difficulty, anxiety, responsibility, and weakness. While women have a greater social awareness of their surroundings. Young women are superior to young men in terms of compassion, interpersonal relationships, and social responsibilities. According to observational studies on emotions, women are more profoundly informed than men, and they are also better at expressing their positive and negative emotions. They are also more socially adept and have stronger interpersonal skills. The women are closer to home than men. MSCEIT's emotional intelligence test has a memory function for the investigation's direction. According to the testing, women are superior to males when it comes to close-to-home skills (Keefer et al., 2018).

According to Singh (2010) Education and emotional intelligence for academic success is crucial for all individuals of their gender because it affects how they are perceived in interpersonal trends in the school environment as well as in broader society. Regarding gender to consequences or pressures that pertain to one's identity as a man or woman. A socio-cultural construct known as gender denotes the distinct duties and obligations that men and women have in a given community. A large number of pressures unique to male undergraduates and demands from female pupils that they have some sufficient emotional maturity to understand their scholarly activities.

## 2.15 Emotional intelligence and socioeconomic status

The positive deep factors impacting the outcomes of accomplishment among minority students. The review's main target was an American ghetto center school. Additionally, emphasis was placed on teenagers' formative needs, those who were pro and financially excluded and burdened with incorporation. According to research conducted by different specialists, there is a gap in the exam results of load understudies due to the inadequate financial basis. Future opportunities in terms of training and chances for stable employment are highly influenced by adolescent teachers, the location of guidance, and pleasant behaviors. When students move from elementary to middle school, those who have resources like social support and a positive outlook on learning to rely on are better prepared for effective academic achievement than those who do not. Adolescents who aren't better educated are likely to be less interested in academics. Mental, physical, and scholastic necessities of hindered understudies should be tended to during center school years (Vesely et al., 2018).

Numerous concurrent levels make up one climate and they interact to affect growth. A large-scale framework refers to ideologies, beliefs, and social features, whereas a small framework refers to the social structure that has an impact on the youngster. Climate also refers to the environment. For example, numerous studies have examined how, in the context of the community and society, a history characterized by institutional racism and daily discrimination has led many teenagers from low socioeconomic strata to accept that concentrating on their academic work would not be of any benefit to them and that academic endeavor will also not lead to monetary effectiveness. Teenagers who lack resources like social support and a good outlook on education during their high school years have a worse chance of achieving academic success than adolescents who do. Children who are being restricted show a decline in academic interest as well as developing levels of emotional discomfort (Cebrain et al., 2020).

## 2.16 Social Competence and Emotional intelligence and its Effect on School Performance

Academic performance is influenced by a variety of elements, including personal, social, academic, and mental components. Examining these elements and determining how each person fits into the overall picture of academic performance helps course designers identify the aspects that affect performance and educational failure and prepare for the positive elements. Chukwunyere's point of view demonstrates that, in contrast to widespread reasoning, information and aptitude are by no means the primary elements that determine pupils' presence even people with talent sometimes don't perform to their full potential. Elements affecting educational performance are challenging topics since complicated techniques are being studied while gently focusing on students' emotional, physical, social, and mental development. The effect of mental and intellectual abilities on academic performance has been studied by various specialists. However, it has been observed over a long period that while students' mental and intellectual capacities still tend to predict educational performance, they are by no means the primary factor in doing so because there have been instances where people with respectable levels of mental information at the time of the event displayed poor academic performance. Investigators have identified a few non-mental factors that can affect educational performance as a result of this problem, but it is unclear how much of an impact these factors will have on the inference of insightful execution. Emotional Intelligence (EI), a term used to describe social and significant capacities and limits, is one of these non-mental factors that is frequently highlighted and can be used as a measure of academic performance (Nicolas et al., 2020).

The capacity to understand people more deeply was first described in 1990 as a form of friendly information and recalled the capacity to ascertain own and others’ emotions and feelings, to understand the viewpoints of other groups, and to manage social relationships. EI is made up of many restrictions and non-mental abilities that increase one's capacity to adapt to common stresses and requirements. A ravenous viewpoint that is effectively insightful, formed, enhanced, and one benefit of emotional intelligence EQ over general intelligence is that it may be enhanced IQ. People with similar capacities are those who are very familiar with their thoughts and feelings, who can guide them and understand others' emotions, and who can supervise them. These people excel in all fields of society, whether in strong connections or in comprehending the social norms that will encourage advancement in the academic field. These students have fundamental qualities that make them valuable and trustworthy in addition to being bright and successful in their academic careers (Marta Estra et al., 2021).

The capacity to deeply comprehend people is linked to the awareness of oneself and others, interpersonal communication, and adaptability to the relevant surroundings to succeed in terms of satisfying social needs. According to this method, EI helps forecast performance because it shows how quickly a person can use their knowledge in diverse contexts. In this approach, EI can predict performance since it demonstrates how someone can quickly apply their knowledge in various situations, whereas someone without near and personal skills will have difficulties turning their reasonable data into detectable performance. All things considered, EI implies people's inconsistencies regarding the perception, handling, regulation, and usage of information about feelings. The capacity to interact with others genuinely and suitably is associated with interpersonal skills. One of a person's basic psychological needs is to feel superior to others, which makes people more motivated to look for activities that would allow them to demonstrate their abilities and stay away from activities that can reveal their limitations. Academic performance is likely the most common criterion students use to assess their strengths and limitations, but it is also a powerful motivator for students to improve their academic performance. According to research on the link between cordial ability and academic achievement, teenagers who are given more social cues will eventually develop positive social skills and cordial ability. Doing this forces them to seek support, which leads to the approval of friends and adults, which improves the individual's performance (Mamun, 2018).

The study of conceptual understanding and educational performance explored how strongly awareness level predicts academic performance. Furthermore, a survey designed to examine the role of important preparation in educational achievement took into account the possibility that students' academic performance may be impacted by demonstrating their close and dear capacities in the classroom. Making progress without EI cannot secure future success. People with lower emotional intelligence have weak character and struggle to form outstanding relationships at work and in the classroom. Conceptual understanding and educational performance explored how strongly awareness level predicts academic performance. Furthermore, a survey designed to examine the role of important preparation in educational achievement took into account the possibility that students' academic performance may be impacted by demonstrating their close and dear capacities in the classroom. Making progress without EI cannot secure future success. People with lower emotional intelligence have weak character and struggle to form outstanding relationships at work and in the classroom (Drigas et al., 2018).

From childhood to maturity, academic success or performance was linked to a variety of life achievements. Due to the consistent correlation between academic achievement and both negative and positive outcomes, understanding a child's academic improvement characteristics is important for displaying them in a learning environment with the best results and the least amount of disturbance. Positive and practical consequences flow from the positive link with peer-related interacting abilities. An individual's capacity for intuition is closely related to their quality of near and dear self-feasibility. Most commonly, adolescents with stronger emotional intelligence will value fulfilling personal connections while practicing basic mindfulness (Herrera et al., 2020).

Financial prosperity is thought to be an indication of concentrated problems. It has been shown that exclusion from friends, ability, and lower levels of mental disorders, social troubles, social disengagement, and bad behavior are typical causes of separation, hopelessness, and awfulness. Higher levels of emotional intelligence are found in those who have more casual relationships and are more well-known in their potential relationships. These people also exhibit less poor behavior, mental illness, and social problems. Findings indicate that hopelessness and major complaints frequently have strong associations in people who score lower on EI measures. Consistent trauma after effects and persistent deficiency co-occur with discouragement in adolescents (Armenteros et al., 2021).

## 2.17 How can emotional intelligence improve in classrooms?

The personal aspect of most instructors' employment is probably not something they will notice. Many effective teachers succeed in their appearance skills, but they fail to recognize the important aspects of the experience that shape appearance, such as not addressing students by name or failing to recall everyone's name at a social event. Teachers are frequently unqualified to set up a positive significant atmosphere in the classroom because they cannot recognize the forces of stress or confusion in the forces of particular students. It has been found that a student's emotions fundamentally affect their capacity to learn, and that the instructor plays a critical role in influencing those emotions. In their analyses of motivation and learning, Debra Meyer and Julianne Turner highlight how feelings have turned into a significant aspect of the social circle that causes people to concentrate in social situations. They realized that encouraging student engagement doesn't just come from providing psychological support, it also requires excellent development opportunities. The connection between student claims of beneficial results and motivation to learn is made by the instructor's display of positive attitudes and motivation as students (Zeider & Matthews,2018).

### 2.17.1 Role of teachers in the development of EQ in the classroom

A teacher's primary goal is to enhance each student's intellectual and social growth to minimize classroom disruption to order to minimize disruptions in the classroom and boost student performance. Some educators have embraced certain approaches, such as confident discipline. Goleman contends that focusing exclusively on academic success is insufficient since a lack of emotional intelligence frequently results in inappropriate behavior. Low academic achievement was caused by the understudy's social and personal struggles in obtaining an educator's assistance in the classroom (Mamun, 2018).

The lower EQ learners usually have difficulty with general association, task presentation, and poor behavior in the classroom setting. They usually join in arguments to defend their behavior when they are around elders. Teachers with high emotional intelligence will make an effort to reduce the disappointment of their students. It is possible to upgrade classrooms and better meet the needs of the pupils. This also helps in the development of a student's personality and strengthens their academic skills by preventing behavioral issues. Genuinely smart teachers may equip their pupils with a range of abilities that will allow them to make informed, independent decisions regarding their social, local, and mental health (Drigas et al., 2018).

## 2.18 Review of Developed Countries Research on Emotional Intelligence

An examination of Limerick University students revealed that they mostly relate to emotions, profound states, and rewarding experiences while providing positive impressions of excellent instruction and learning. The teachers seem to be connected in the thoughts of the students' positive feelings. Research of students at Limerick University research found that when people talk about outstanding instruction and learning, they mostly refer to feelings, emotional states, and rewarding experiences (Anast,2020).

Multi-Health System (2005) conducted a review of about 4000 people in the US and Canada. According to the review, emotional quotient rises in both genders as someone enters their early 20s, remains stable through their 40s, and begins to gradually decline in their 50s.

## 2.19 Review of Developing Countries Research on Emotional Intelligence

A study was done on the North American test (n=3,381) to look into how age, gender, and culture affected EQ-I scores. The findings showed numerous significant differences among the tested age groups, even though the requirements were generally low. On a significant portion of the EQ-I Scales, better-prepared groups outperformed the more motivated ones on a very fundamental basis. Similar age-related changes in significant social information were seen in adolescents. Although the impacts of the EQ-I are minor for most of the components, it was observed that there is a measurable significant difference in gender for only a small number of the factors examined by the Baron. Females have more firmly established social skills when they appear differently to people, according to the above focus. According to the Blue-blood EQ-I study, women are more socially competent than men and more attentive and aware of that emotion. In general, boys are better at handling stress, are more adaptable, more sure of themselves, are better problem solvers, and are more confident than girls. Using Cochran's model size confirmation procedure and the multiphase random sampling procedure, 35 subjects were selected from a sample of 9,386. Iranian secondary school students for the survey. The results showed a fundamentally positive relationship between social aptitude and academic success, and they suggested that adolescents with high social aptitude and EI are socially flexible and perform well in school. Including socially meaningful learning in the classroom is beneficial for both students and the way the school operates, according to previous evaluations (MacCann et al., 2019).

## 2.20 Review of Pakistani Research on Emotional Intelligence

Students at the International Islamic University Islamabad (IIUI) are the subject of a study. This correlational study looked at the relationships between the student's age, gender, and academic achievement with emotional intelligence. The study discovered a significant relation between emotional intelligence and academic achievement. The ability to appreciate people for who they are at their heart. However, it did not appear to be significantly correlated with age. After careful consideration, no significant connection was discovered. In any case, on the pressure board scales, male students performed better than female students (Nasir & Maliha, 2010).

The study focused on significant gender identity differences and findings. The review found that men have higher emotional intelligence as compared to women (Ahmad & Khan, 2009).

One more review was finished by Chaudhry et al. (2013) on EQ and academic achievement from a Pakistani viewpoint it was discovered that female students had better Emotional Intelligence scores compared to men. Research has been done on the connection between emotional intelligence and self-assurance. Abbas Irum (2011) focused on Pakistani universities and found that emotional intelligence and confidence had a positive and significant link and that women were in fact more intelligent than men.

Another research of the impact of emotional intelligence on academic success has been conducted by Farooq A. (2003). Relational, intrapersonal, adaptive, the pressure of the executive's talents, and the general attitude of the students were identified as being important elements of total EI and meaningfully influence the academic achievement of the students. This movie, like Malik and Shujja (2013), focused on the ability to enjoy others more fully. According to study findings, students in private schools had good academic performance but poor EI, while students in public schools had great academic performance but low EI.

## Conclusion

Researchers looked into learners at the higher additional level's ability to value persons for who they are at their core. This study determines that women have higher intellectual abilities. This study found that while the average difference between male and female students was somewhat higher, there was no significant difference between the two group’s overall emotional intelligence. Abdullah (2006), who observed no differences between male and female students, also supports similar results. The focus of Reiff et al. (2001) and Funham (2000) is on the finding that there is no statistically significant difference between male and female students' and emotional intelligence scores. This study shows that both male and female students had equivalent level academic achievement scores. This study is additionally supported by (Stottlemyer, 2002). The review is predictable (Baker & Tickler, 2008). This study shows a high positive result and connection between emotional intelligence and academic achievement score. The finding is supported by (Srinivas et al., 2016). This concentrates on investigating whether Emotional Intelligence genuinely impacts the academic achievement score of students at the higher secondary level. The review is predictable (Srinivas & Venkatkrishnan,2016).

# CHAPTER 3

# Theoretical Framework

## Following are some theories of Intelligence, stages of Emotional intelligence, and the Evolution of emotional intelligence:

## 3.1 Theories of Intelligence a Historical Perspective

Intelligence Theories: theorists are dissatisfied with traditional ideas of intelligence from a historical perspective (Sternberg, 1988).

Gardner (1993) defends a variety of definitions of intelligence that also take into account a few extra characteristics. However, a number of psychological schools of thought theorists continue to use the traditional two-factor theories. Given this tendency, several academics are developing theories of intelligence and trying to define it in a way that prioritizes aptitude rather than conventional personality traits. Receiving acceptability from the scientific community is the aim of this project to make it a competence (Mayer et al, 2000).

Models are very helpful for examining the historical definitions of intelligence because emotional intelligence is regarded as a conventional skill. The nature of human intelligence has recently received significant attention in the field of psychology. On the definition of intelligence, a few people have come to a consensus in recent years. In 1921 there was a well-known discussion. The notions of human intelligence were described by thirteen psychologists. The issues of defining intelligence correctly. He argued that even the most loyal supporters of intelligence were uncertain of its true nature. Further inquiry revealed that intelligence was simply a broad term that was used in a number of circumstances and that there was no clear definition of it. They believed that intelligence was not a specific term, but rather the result of the experiences that a person has. Analytical theories have been very important in helping us understand the nature of human intelligence (Westman,1968).

Charles Spearman (1927) an English psychologist, defined intelligence as "general mental capacity". He said that certain people had higher levels of "g," making them cleverer, whereas others have lower levels, making them less intelligent. He also noted differences in intellectual prowess and gave them the designation "s'' for specific mental capacity(Hoew,1997).

The idea of fundamental mental abilities was initially put forth by an American psychologist.  He argued that intelligence encompasses more than just the letter g. He listed seven intellectual abilities (Thurstone,1938).

 Guilford (1967) introduced the intelligence model's structure.  The three categories he used to categorize cognitive capacities were operations, contents, and products.

Horn and Catell (1967) introduced the ideas of crystalline and fluid intelligence. He argues that fluid intelligence is independent of culture, in contrast to crystalline intelligence, which entails gaining specialized skills and abilities that require cultural impact. Howard Gardner (1983) introduced the multiple intelligences hypothesis. He initially identified seven, then eight, components of intellect. He asserts that intelligence encompasses many different specialized areas.

According to Sattler (1992), many factor analytic theorists differ on the best way to organize intelligence. Two groups agreed with the g multiple factor theory and the wide factor theory.

## 3.2 Evolution of Emotional Intelligence

Charles Darwin (1870) founder of emotional intelligence. In his publications, he emphasized the importance of emotional expressiveness for adaptability and survival. The history of emotional intelligence is closely related to the idea of intelligence. Historically, psychologists focused more on non-cognitive abilities including remembering, the ability for analysis, judgment, and problem-solving.

Thorndike (1914) emphasizes the importance of non-cognitive skills such as social intelligence. The ability to understand and control both male and female emotions as well as the capacity to act appropriately in social situations were all emphasized as being crucial non-cognitive skills in determining a person's IQ.

David Wechsler (1940) the IQ test creator covered both intellectual and non-intellectual factors, such as emotional, personal, and social aspects. He claimed that non-intellectual abilities have a significant role in determining a person's likelihood of achieving success in life.

Leeper (1948) an American scholar took the advice of Thorndike and Wechsler. He promoted emotional quotient. The work of these founders went unappreciated until Gardner (1983), a professor of education at Howard University, chose to write about multiple intelligences. He claims that human intelligence consists of components, including interpersonal, intrapersonal, Language intelligence, Logical-mathematical intelligence, Musical intelligence, Musical intelligence, Body-kinesthetic intelligence; and Naturalistic intelligence.

Three types of intelligence were defined by Yale University practical, intellectual, and creative. Emotional intelligence and practical intelligence are the two most closely related of the three states. Ability to comprehend and manage issues in the actual world is a sign of practical intelligence (Sternberg, 1985).

## 3.3 History and Chronological order of emotional intelligence

1930: Edward Thorndike, a behaviorist, introduced the idea of social intelligence.

1940: According to David Wechsler, non-cognitive traits of intelligence can help people succeed in life.

1950: Abraham Maslow describes how humans develop emotional intelligence.

1975: Howard Gardner introduced the concept of multiple intelligences in his book 'Shattered Mind'.

1985: Wayne Payne used the term emotional intelligence in his doctoral thesis.

1985: Baron introduced the term Emotional Quotient to describe the scale used to assess social and emotional skills in the original proposal of his doctoral dissertation.

1987: Keith Beasley published the term Emotional quotient in Mensa Magazine and Reuven Baron used this term in his published graduate thesis.

1990: Salovey and Mayer, published the term Emotional intelligence in a very famous journal, Imagination, Cognition, and Personality.

1995: Daniel Goleman explained in his best-seller Book Emotional Intelligence, why it can matter more than IQ.

On several forums, the concept of emotional intelligence has been discussed. It has been extensively discussed whether emotional intelligence is a part of intelligence. Many ideas about intelligence have not been well adopted by the general public, academics, or psychologists. Instead of just using a cognitive method, Gardener (1983) and Sternberg (1998) developed sophisticated theories (Carroli et al., 1993).

Salovey and Mayer (1990) created the initial hypothesis of emotional intelligence.  Thorndike is credited with developing this theory by introducing the concept of social intelligence. The foundation for the unique idea of "personal intelligence" was also laid by research on social intelligence. The terms intrapersonal and interpersonal intelligence was first used by Gardner (1983). All of the abilities that deal with situations outside one's control, such as organizing one's emotions and assessing others' emotions, are included in interpersonal intelligence. Intrapersonal intelligence, on the other hand, is primarily concerned with the person, their emotions, and the control and regulation of those emotions.

The concept of interpersonal and intrapersonal intelligence was introduced by Mayer et al. (2000). The adult population is being used to examine the emotional hypotheses put out by various theories. The theory's evaluation tools for the adult population include the Multiple Factor EQ Scale. Performance on the Bar-On Inventory serves as the main input for this measurement EQ-I Bar-On, (1996). The Emotional Intelligence scale and the EQ map Test by Cooper and Sawaf, (1997) are other assessments. Studies revealed that when administered to the adult population, these tests didn't produce the expected findings. These results were inconsistent and produced a range of outcomes (Mayer et al., 2000).

Bar-On EQ Inventory (EQ-I) possesses good reliability and a respectable level of validity. The above metrics were applied to adults, but now a new measurement has been created. Due to issues with validity and reliability, The Emotional Intelligence Scale for Children (EISC) was designed by Sullivan in 1999. The Emotional Quotient Inventory Youth Version was developed by Baron after the adult version underwent revision (Dawata & Hart, 2000).

|  |  |  |  |
| --- | --- | --- | --- |
|  | Theoretical Framework |  | |
| Theories of Intelligence  Spearman (1927)  He described intelligence as ‘‘general mental ability’’ or ‘‘g’’ and specific mental ability ‘‘s’’.  Thurston (1938)  The idea of Primary mental abilities was given by him.  J.P. Guilford (1967)    He presented the structure of the intellect model.  Horn & Catell (1967)  Gave the idea of crystallized and fluid intelligence.  Gardner (1983)  The idea of multiple intelligence was given by him.  Satter (1992)  Regarding Intelligence, he was recognized here as a difference of opinion among many factors analytical theorists. | Evolution of Emotional Intelligence  Charles Darwin (1870)  He highlighted the role of emotional expression.  E.L Thorndike (1914)  he acknowledges the role of no cognitive factors in Intelligence  David Wechsler (1940)  He argued that non-intellective abilities are predictive factors to succeed in life.  R.W. Leeper (1948)  He promoted the idea of emotional thought.  Gardner (1983)  They proposed that human intelligence consists of eight elements.  Sternberg (1985) | | Stages of Emotional Intelligence or Chronological order  Edward Thorndike (1930s)  He forwarded the idea of Social Intelligence.  David Wechsler (1940s)  The idea of non-cognitive factors of intelligence was given by him.  Abraham Maslov (1950s)  He Explained the  way people construct emotional intelligence.  Howard Gardner (1975s)  The idea of multiple intelligence was given by him.    Wayne Payne (1985)  He used the term  “Emotional intelligence”  In his doctoral thesis.  Keith Besley (1987)  He published the term ‘‘Emotional Quotient’’ in the magazine.  Reuven Baron (1985)  He introduced the emotional quotient in his doctoral dissertation.  Peter Goleman (1990)  He published a very famous article “Emotional intelligence”.  Daniel Goleman (1995)  He posits in his book “Emotional intelligence”  That EQ Is as important as IQ for success. | |

## Bar-On Model of Emotional Intelligence

**INTERPERSONAL**

* Social-Awareness
* Social-Responsibility
* Interpersonal Relationships
* Empathy

**INTRAPERSONAL**

* Self-Awareness
* Self-Expression
* Self-Control
* Self-Actualization
* Self-Discipline

**STRESS MANAGEMENT**

* Emotional Management and regulation
* Stress Tolerance
* Impulsive Control

**ADAPTIBALITY**

* Flexibility
* Problem solving
* Reality testing
* Respond to diverse situations

**GENERAL MOOD**

* Self-motivation
* Bliss
* Confidence

**EFFECTIVE PERFORMANCE**

**Table-1 Mayer and Salovey’s (1997) Model of Emotional Intelligence**

|  |  |
| --- | --- |
| **Dimensions of Emotional intelligence** | **Abilities of Emotions** |
| 1. Emotional facilitation of thinking. | The ability to recognize, label, and interpret emotions. |
| 1. Perception, evaluation, and expression of emotion. | Describe emotional procedures that assist intellectual processing. |
| 1. Reflective emotional control promotes emotions and intellectual development. | How accurately can people identify emotions and emotional content? |
| 1. Examining and analyzing emotions to support intellectual and emotional development | Controlling emotions consciously and reflectively to promote growth. |

**Table-2 Goleman’s (1998) Model of Emotional Intelligence**

|  |  |
| --- | --- |
| **Dimensions of Emotional intelligence** | **Competencies of Emotions** |
| **Personal competencies:** |  |
| 1. Self-Awareness | Emotional-Awareness, accuracy, Self-Control, truth worthiness, conscientiousness, adaptability, and achievements. |
| 1. Self-regulation | Self-control, trustworthiness, conscientiousness, adaptability, and innovation. |
| 1. Motivation | Achievement drive, commitment, initiative, and optimism. |
| **Social competencies:** |  |
| 1. Empathy | Understanding others, developing others, service coordination, leveraging diversity, and dogmatic awareness. |
| 1. Social skills | Influence, communication, conflict management, leadership, change, facilitator, building bonds, collaboration and cooperation, and team capabilities. |

**Table-3 Goleman’s (2001) Model of Emotional Intelligence**

|  |  |
| --- | --- |
| **Emotional Intelligence Dimensions** | **Emotional Competencies** |
| **Personal competencies** |  |
| 1. Self-awareness | Emotional awareness, accuracy, self-assessment, and self-confidence. |
| 1. Self-management | Self-control, trustworthiness, conscientiousness, adaptability, achievement drive, and initiative. |
| **Social competencies** |  |
| 1. Social awareness | Empathy, service orientation, and organizational awareness. |
| 1. Relationship management | Developing others, influence, communication, conflict management, leadership, change catalyst, building bonds, and teamwork and collaboration. |

The three EI models that are given in this section collectively have various basic characteristics in common. First, they involve a theoretically connected set of emotional variables that support or explain individual variations in adaptive behavior. Second, it is suggested that through efficient training and development programs, the elements of EI, whether they are abilities cognitive, competencies, or qualities, can be learned or improved. The EI models proposed by Bar-On (1997) and Goleman (2001) (see Tables 2 and 3) have significant conceptual connections. First of all, they both significantly lean on ingrained character traits and tendencies. For instance, Goleman's model takes traits like dependability, diligence, flexibility, and empathy into account. Similar to Bar-On's model include assertiveness, empathy, and impulse control are included as elements. In reality, these EI variables have just been mapped by McCrae (2000) onto the five-factor model of personality. As a result, it has been claimed that these models are just another way to describe a variety of personality traits as EI competencies or abilities (Mayer et al., 2000).

The ability of the construct's components to be learned is a second problem with models of EI that strongly rely on personality traits. Characteristics and dispositions are moderately genetically fixed and persistent across the lifespan, according to research on the origins and evolution of personality. Therefore, it is unknown if EI traits like self-control, empathy, or self-control are things that can be easily learned. Although individuals may be taught how to exercise greater empathy, conscientiousness, and self-control, it is unlikely that this will greatly alter how they behave at work (McCrae, 2000).

The third problem with models that strongly rely on personality traits is that they frequently include a wide variety of personality qualities under the general heading of EI. For instance, Mayer et al. (2000), citing Goleman's model of EI (see Table 3), recently noted that individuals high in achievement drive are frequently not conscientious about completing tasks and adhering to rules, and individuals high in self-confidence occasionally have a tendency to take advantage of others rather than to serve them. Given the range of competencies included in Goleman's model, it is improbable that anyone could achieve high scores on all 20 aspects or that all 20 qualities worked together to help people succeed at work.

The various theories of EI might be thought of as theories that define a disposition, an effect, or an ability. Many of the characteristics in both Goleman's and Bar-models On's go beyond those that are typically regarded as belonging to emotion or intelligence theory. In the constructs’ terms of cognitive ability, both researchers view EI as a disposition or effect. It makes sense to think of intelligence as having the capacity to appropriately describe complicated emotions under Mayer and Salovey's model. But my motivation is Goleman's model or optimism Bar-On model are also justifiably regarded as characteristics of intelligence. Although the Mayer and Salovey model of emotional intelligence EI looks to be the most useful and well-conceptualized description of the construct, little is known about its ability to predict performance in the workplace. Although the Mayer and Salovey model appear to be the most theoretically unique version of EI when compared to the other models discussed in this section, it is unclear how this model relates to workplace traits and whether it is the ideal model to use in organizational research (Mayer & Salovey,1997).

# CHAPTER 4

# Methodology of the Research Study

The methodology of the research study is described in this chapter, which examined the emotional intelligence and academic achievements of students at higher secondary levels in Lahore. The empirical data were gathered through the use of a quantitative approach. The study was conducted in Lahore, a city in Pakistan. 384 male and female students participated in a survey that was used to collect qualitative data. The method of data analysis is given at the end of the chapter.

## 4.1 Study Settings

The study was conducted in the city of the Punjab province of Pakistan Lahore. Pakistan is the fifth most populous country, with a population of almost 208 million (National institute of population Studies, 2022). The study was conducted in a higher school located in the areas of central Lahore.

## 4.2 Nature of Data

The purpose of this study was to determine the relationship between emotional intelligence and the academic achievements of students at higher secondary levels in Lahore. The study will make use of quantitative research with quantitative data to achieve this goal. Statistics and numbers are used in quantitative research. It is based on the quantitative assessment of particular phenomena-related features. This type of study aims to generalize from specific cases, look for conclusions that may be generalized, or test causal theories.

## 4.3 Respondents

Male and female students of higher secondary schools were the respondents of the research study. The range of the sample ages from 13-18 years.

### 4.3.1 Inclusion Criteria

Adolescents age between 13-18 years.

Male and female.

Students of higher secondary level at Lahore.

### 4.3.2 Exclusion Criteria

Mentality or Physically handicapped students.

## 4.4 Sample Size and Sample Technique

384 respondents were taken as the sample size determination table of Krejcie and Morgan, (1970). In the study, stratified random samplings were used. Age, education, school, gender, and final scores were used for stratification. 384 Male and female students from public and private higher secondary schools of Lahore were the study's sample. Young adults were divided into two groups 13–16 and 16–18 years of age. To calculate the required sample size, the following formula was used;

S= required sample size

X2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = the population size

P = the population proportion (assumed to be 050 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

**Table 4.1**

Distribution of the sample

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gender |  |  |  |  |  | School |  |  |  |
| Male | | Female | | Total | Private | | Public |  | Total |
| No. | % | No. | % |  | No. | % | No. | % |  |
| 171 | 44.5% | 213 | 55.5% | 384 | 211 | 54.9% | 173 | 45.1% | 384 |

## Tool for Data Collection

### 4.6.1 Academic Achievements

To measure students’ academic achievements their final scores were obtained. The corresponding class teacher was contacted for the results of the final exam. The class teachers and institution heads were thoroughly consulted before assigning the students high and low grades, and they also gave their agreement. Researchers made an effort to establish a connection with students to make them comfortable. With them, a casual talk regarding the overall goal of the study process was conducted. To prevent the results of the questionnaire from being impacted, the researcher gave the students explanations for the difficult terms. The researcher then gave a thorough explanation of the questionnaire and the whole process. The study's objectives and the meaning of the term emotional intelligence were extensively described by the instructors.

### 4.6.2 Emotional Intelligence

To measure Emotional Intelligence Questionnaire was used as a data collection tool questionnaire consisting of five points likert scale (5-Strongly Disagree, 4-Disagree, 3- Undecided, 2-Agree, 1-Strongly Agree) was used to know the level of emotional intelligence between students at the higher secondary level of Lahore. The standardized questionnaire was distributed to the selected sample for the data collection. Students' data was collected through EQ-I scales 1. Intrapersonal-Self-Awareness and self-Expression 2. Interpersonal-Social-Awareness and Interpersonal relationships. After the competition of questionnaires from the students, each student received a mark from the teacher based on how well they performed in class throughout the course of the year. The overall percentage that each student obtained over the school year was used to determine their grade. The principal and the heads of the schools and institutions were officially asked for their agreement before data collection started. These are the two scales of EQ-1 inventory as follows:

1. Intrapersonal abilities (ability to understand emotions, feelings, and needs).
2. Interpersonal abilities involve maintaining a satisfying relationship with others.

**Table 4.2**

Instrument Variables

|  |
| --- |
| **Sections**  **Variables**   **Name**  **Scales** |

Section A Demographic Variables Demographics Characteristics

Section B Independent Variables Emotional Intelligence 5 point Likert scale

(a) Intrapersonal

(b) Interpersonal

Section C Dependent Variables Academic Achievements Final score’s percentage

|  |
| --- |
|  |

## 4.7 Reliability of Data Set

The intrapersonal subscale had a Cronbach's Alpha reliability of 0.80, whereas the interpersonal subscale had a reliability of 0.70. While the overall Emotional intelligence scale's reliability was.84. The data set was reliable and at an acceptable and good level, according to the alpha values.

**Table 4.3**

Reliability statistics of the tool

|  |  |  |
| --- | --- | --- |
| Sr. No Scale\ Subscale\ Variables | Items | (Cronbach’s Alpha) |
| 1. Intrapersonal EI | 25 | .80 |
| 1. Interpersonal EI | 25 | .70 |
| 1. Overall Emotional intelligence | 50 | .84 |

## 4.8 Pilot Testing

The study's pilot phase is carried out in a higher secondary school in Lahore due to its accessibility in terms of transportation and communication. Before the actual field research, the instrument of data collection was pilot-tested.   To test the instrument's accessibility, pretesting was carried out that was not sampled. For the pretest, (ten males and ten females) students participated randomly. Although accessibility played a role in the selection process, care was taken to ensure that the age, gender, health, education level of parents, income, birth order, school type, family structure, and academic performance of students were all considered carefully. These were excluded from the actual study sample. In the light of pretesting, the draft questions were modified and the pilot testing was finalized.

## 4.9 Objectives of Pilot Testing

The following were the main objectives of pilot testing:

1. The purpose is to get a better understanding of the relationship between emotional intelligence and the academic achievements of students at higher secondary levels in Lahore.
2. To develop instruments for measuring the important variables and to test various sampling tools in a pilot phase.

## 4.10 Pilot Procedures and Activities

Various methods were used during the pilot phase to truly understand the student's emotional intelligence. This includes conducting questionnaires with students.   Here is a description of each technique's explanation:

## 4.11 Questionnaire

A questionnaire was used as a data collection instrument checklists consisting of five points scale (5-Strongly Disagree, 4-Disagree, 3- Undecided, 2-Agree, 1-Strongly Agree) was used to know the level of emotional intelligence among students and their final scores.

## 4.12 Ethical Consideration

The human being is a subject of research. The researcher used great caution about ethical considerations, including privacy. The researcher ensured that only she and her supervisor had access to her data. The other participants' names and the school's identities were kept a secret. Comfort for the body and mind is provided. The participant and researcher agreed on the day, time, and place of the inventory filling. Before disseminating the questionnaire, permission was requested from the participants and the institutions' administrators.

## 4.13 Data Analysis

An independent sample t-test and the Pearson Product correlation coefficient were applied to all variables during data collection. The t-test is a statistical hypothesis test in which the test statistics are distributed according to the null hypothesis for a sample t- test result. It evaluates if there is a statistically significant difference between the means of the two groups. The P=0.05 level of significance was applied to the testing of all variables in this study. Additionally, the variable's mean and standard deviation were sought after. The Pearson Product Connection Coefficient, which varies from + to -1, measures the magnitude and direction of the significant positive relationship between two variables. Version 17 of the package of the SPSS program was used to analyze the quantitative data from questionnaires. Data were presented in tables and percentages, means, standard deviations, t-tests, and correlations were used to interpret them.

**DATA**

**QUANTITTATIVE METHOD**



**WITH HIGHER SECONDRY SCHOOL STUDENTS**

**FACE TO FACE RANDOM SAMPLING**

**ASSOSIATION AMONG EQ AND ACADEMCIC ACHIEVEMENTES**

**Table 4.4**

Analytical model of the research study

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Objectives | Hypothesis | Instruments | Data analysis technique |
| 1 | To determine the level of EQ emotional intelligence of students at higher secondary levels in Lahore. | Emotional intelligence components; interpersonal, and intrapersonal, have no relationship with the academic success of students at higher secondary levels in Lahore. | EQ Scale | Pearson product moment correlation coefficient |
| 2 | Compare the EQ of public and private higher secondary levels school students in Lahore with their relations to academic achievements. | There is no difference between Emotional Intelligence and Schools (public and private) at higher secondary levels in Lahore. | Academic achievement score and EQ scale | Independent t-test |
| 3 | To compare the emotional intelligence level between male and female students associated with academic achievements at higher secondary levels in Lahore. | There is no difference between emotional intelligence and gender (male and female). | EI scale and academic achievement score | Pearson product moment correlation coefficient and Independent t-test and |
| 4 | To find out the relation between Emotional Intelligence and Academic Achievements of students at the higher secondary levels in Lahore. | The emotional intelligence and academic success of students would not be related at the higher secondary levels in Lahore. | EQ scale and academic achievement score | Pearson product moment correlation coefficient and Linear regression |

# CHAPTER 5

# Findings and Discussion

The analysis and interpretation of the data collection are covered in this chapter. Descriptive statistics were applied in this chapter. The following tables and their interpretations.

**Table 5.1**

Demographic profile of participants (n=384)

|  |  |  |  |
| --- | --- | --- | --- |
|  | | *f* | *%* |
| Types of Schools Students | Public  Private | 173  211 | 45%  54.9% |
| Gender | Male | 171 | 44.5% |
| Female | 213 | 55.5% |
| Age | 13-15 | 149 | 38.8% |
| 16-18 | 235 | 61.2% |
| Siblings | 0 | 23 | 6.0% |
| 1-5 | 275 | 71.6% |
| 5-10 | 86 | 22.4% |
| Birth | Oldest | 82 | 21.4% |
| Middle | 162 | 42.2% |
| Youngest | 123 | 32.0% |
| Only | 17 | 4.4% |
| Health Mentally | Yes | 107 | 27.9% |
| No | 276 | 71.9% |
| 3 | 1 | 0.3% |
| Health Physically | Yes | 72 | 18.8% |
| No | 312 | 81.2% |
| Family | Single parent family | 119 | 31.0% |
| Two parent family | 245 | 63.8% |
| Other | 19 | 4.9% |
| 5 | 1 | 0.3% |
| Fathers Profession | Govt. Servant | 26 | 6.8% |
| Businessman | 75 | 19.5% |
| Teacher | 50 | 13.0% |
| Policeman | 138 | 35.9% |
| Other | 95 | 24.7% |
| Mothers Profession | Govt. Servant | 11 | 2.9% |
| Teacher | 57 | 14.8% |
| Housewife | 309 | 80.5% |
| Other | 7 | 1.8% |
| Family Classification | Low-classily | 10 | 2.6% |
| Middle-class | 365 | 95.1% |
| High-class | 8 | 2.1% |
| 4 | 1 | 0.3% |
| Fathers Income | 10,000 | 5 | 1.3% |
| 10,000-25,000 | 77 | 20.1% |
| 25,000-50,000 | 94 | 24.5% |
| 50,000+ | 180 | 46.9% |
| 5 | 28 | 7.3% |
| Mothers Income | 10,000 | 14 | 3.6% |
| 10,000-25,000 | 21 | 5.5% |
| 25,000-50,000 | 19 | 4.9% |
| 50,000+ | 21 | 5.5% |
| 5 | 309 | 80.5% |
| Academic achievements  (in range scores) | Low: 0-40  Average:40-60  High: 60-100 | 28  140  216 | 7.3%  36.5%  56.3% |
| Level of Parent’s education Father | Less than High School  High School  Intermediate Degree  Bachelor’s Degree  Master’s Degree | 63  73  120  80  48 | 16.4%  19.0%  31.3%  20.8%  12.5% |
| Level of Parent’s education Mother | Less than High School  High School  Intermediate Degree  Bachelor’s Degree  Master’s Degree | 119  73  89  71  32 | 31.0%  19.0%  23.2%  18.5%  8.3% |
| Total | | 384 | 100.0% |
|  | |  |  |

**Table 5.2**

Frequency and percentage of responses (n=384)

*EQ-I Scales Intrapersonal-Self-Awareness and Self-Expression*

|  |  |  |  |
| --- | --- | --- | --- |
| Items |  | f | % |
| I am good at describing myself. | Strongly Agree | 109 | 28.4% |
| Agree | 185 | 48.2% |
| Undecided | 20 | 5.2% |
| Disagree | 42 | 10.9% |
| Strongly Disagree | 28 | 7.3% |
| I can adjust myself in bad situations quickly. | Strongly Agree | 70 | 18.2% |
| Agree | 182 | 47.4% |
| Undecided | 67 | 17.4% |
| Disagree | 43 | 11.2% |
| Strongly Disagree | 22 | 5.7% |
| I am able to always motivate myself to do difficult tasks. | Strongly Agree | 101 | 26.3% |
| Agree | 200 | 52.1% |
| Undecided | 51 | 13.3% |
| Disagree | 23 | 6.0% |
| Strongly Disagree | 9 | 2.3% |
| In a stressful situation, I usually think in a way that helps me stay calm. | Strongly Agree | 114 | 29.7% |
| Agree | 150 | 39.1% |
| Undecided | 45 | 11.7% |
| Disagree | 56 | 14.6% |
| Strongly Disagree | 19 | 4.9% |
| I have learned a lot about myself through my feeling and emotions. | Strongly Agree | 126 | 32.8% |
| Agree | 136 | 35.4% |
| Undecided | 58 | 15.1% |
| Disagree | 31 | 8.1% |
| Strongly Disagree | 33 | 8.6% |
| When I am feeling low, I find it difficult to know exactly what kind of emotion it is. | Strongly Agree | 77 | 20.1% |
| Agree | 164 | 42.7% |
| Undecided | 88 | 22.9% |
| Disagree | 41 | 10.7% |
| Strongly Disagree | 13 | 3.4% |
| 44 | 1 | 0.3% |
| I am aware of my emotions as soon as they arise. | Strongly Agree | 114 | 29.7% |
| Agree | 121 | 31.5% |
| Undecided | 56 | 14.6% |
| Disagree | 69 | 18.0% |
| Strongly Disagree | 24 | 6.3% |
| When I am sad, I often don't know why. | Strongly Agree | 83 | 21.6% |
| Agree | 137 | 35.7% |
| Undecided | 57 | 14.8% |
| Disagree | 77 | 20.1% |
| Strongly Disagree | 30 | 7.8% |
| I usually recognize when I am stressed. | Strongly Agree | 102 | 26.6% |
| Agree | 184 | 47.9% |
| Undecided | 35 | 9.1% |
| Disagree | 39 | 10.2% |
| Strongly Disagree | 24 | 6.3% |
| I always meet the deadlines of my tasks. | Strongly Agree | 94 | 24.5% |
| Agree | 170 | 44.3% |
| Undecided | 60 | 15.6% |
| Disagree | 52 | 13.5% |
| Strongly Disagree | 8 | 2.1% |
| I am aware of my strengths and weaknesses. | Strongly Agree | 96 | 25.0% |
| Agree | 157 | 40.9% |
| Undecided | 43 | 11.2% |
| Disagree | 41 | 10.7% |
| Strongly Disagree | 47 | 12.2% |
| I never waste time. | Strongly Agree | 79 | 20.6% |
| Agree | 132 | 34.4% |
| Undecided | 88 | 22.9% |
| Disagree | 69 | 18.0% |
| Strongly Disagree | 16 | 4.2% |
| I can consciously change my frame of mind or mood when needed. | Strongly Agree | 95 | 24.7% |
| Agree | 141 | 36.7% |
| Undecided | 49 | 12.8% |
| Disagree | 63 | 16.4% |
| Strongly Disagree | 36 | 9.4% |
| I believe that I should do the difficult things first. | Strongly Agree | 92 | 24.0% |
| Agree | 158 | 41.1% |
| Undecided | 73 | 19.0% |
| Disagree | 41 | 10.7% |
| Strongly Disagree | 20 | 5.2% |
| Awareness of my own emotions is very important to me at all times. | Strongly Agree | 101 | 26.3% |
| Agree | 165 | 43.0% |
| Undecided | 57 | 14.8% |
| Disagree | 43 | 11.2% |
| Strongly Disagree | 18 | 4.7% |
| I can achieve what I want though my determination. | Strongly Agree | 103 | 26.8% |
| Agree | 184 | 47.9% |
| Undecided | 37 | 9.6% |
| Disagree | 44 | 11.5% |
| Strongly Disagree | 16 | 4.2% |
| I can suppress my emotions when I need to. | Strongly Agree | 86 | 22.4% |
| Agree | 168 | 43.8% |
| Undecided | 56 | 14.6% |
| Disagree | 39 | 10.2% |
| Strongly Disagree | 35 | 9.1% |
| I am clear what I want from life. | Strongly Agree | 105 | 27.3% |
| Agree | 146 | 38.0% |
| Undecided | 75 | 19.5% |
| Disagree | 42 | 10.9% |
| Strongly Disagree | 16 | 4.2% |
| I can always motivate myself even when I feel low. | Strongly Agree | 85 | 22.1% |
| Agree | 182 | 47.4% |
| Undecided | 53 | 13.8% |
| Disagree | 37 | 9.6% |
| Strongly Disagree | 27 | 7.0% |
| I can adjust very quickly to new challenges, problem and information. | Strongly Agree | 102 | 26.6% |
| Agree | 150 | 39.1% |
| Undecided | 63 | 16.4% |
| Disagree | 50 | 13.0% |
| Strongly Disagree | 19 | 4.9% |
| I know what makes me happy. | Strongly Agree | 124 | 32.3% |
| Agree | 152 | 39.6% |
| Undecided | 51 | 13.3% |
| Disagree | 31 | 8.1% |
| Strongly Disagree | 26 | 6.8% |
| Motivations has been the key to my success. | Strongly Agree | 106 | 27.6% |
| Agree | 170 | 44.3% |
| Undecided | 36 | 9.4% |
| Disagree | 47 | 12.2% |
| Strongly Disagree | 25 | 6.5% |
| I have full confidence in myself and in my decisions. | Strongly Agree | 93 | 24.2% |
| Agree | 179 | 46.6% |
| Undecided | 42 | 10.9% |
| Disagree | 40 | 10.4% |
| Strongly Disagree | 30 | 7.8% |
| When I face a problem I focus on what I can do to solve it. | Strongly Agree | 116 | 30.2% |
| Agree | 173 | 45.1% |
| Undecided | 40 | 10.4% |
| Disagree | 34 | 8.9% |
| Strongly Disagree | 21 | 5.5% |
| When a certain approach to a problem does not work, I can quickly reorient my thinking. | Strongly Agree | 64 | 16.7% |
| Agree | 186 | 48.4% |
| Undecided | 70 | 18.2% |
| Disagree | 42 | 10.9% |
| Strongly Disagree | 21 | 5.5% |
|  |  |  |
| Total |  | 384 | 100% |

Inter-Personal-Social-Awareness and interpersonal relationship

|  |  |  |  |
| --- | --- | --- | --- |
| Items |  | f | % |
| I know what to do to win people over to my cause. | Strongly Agree | 105 | 27.4% |
| Agree | 182 | 47.5% |
| Undecided | 56 | 14.6% |
| Disagree | 32 | 8.4% |
| Strongly Disagree | 8 | 2.1% |
| I am often a loss to understand other people's emotional responses. | Strongly Agree | 70 | 18.2% |
| Agree | 191 | 49.7% |
| Undecided | 54 | 14.1% |
| Disagree | 61 | 15.9% |
| Strongly Disagree | 8 | 2.1% |
| I can tell whether a person is angry, sad or happy even if they don't talk to me. | Strongly Agree | 121 | 31.5% |
| Agree | 160 | 41.7% |
| Undecided | 39 | 10.2% |
| Disagree | 47 | 12.2% |
| Strongly Disagree | 17 | 4.4% |
| Most of the time I understand why people feel the way they do. | Strongly Agree | 105 | 27.3% |
| Agree | 156 | 40.6% |
| Undecided | 59 | 15.4% |
| Disagree | 39 | 10.2% |
| Strongly Disagree | 25 | 6.5% |
| When I see someone who is stressed or anxious, I can easily calm them down. | Strongly Agree | 92 | 24.0% |
| Agree | 178 | 46.4% |
| Undecided | 57 | 14.8% |
| Disagree | 32 | 8.3% |
| Strongly Disagree | 25 | 6.5% |
| Quite often I am not aware of people's emotional state. | Strongly Agree | 57 | 14.8% |
| Agree | 149 | 38.8% |
| Undecided | 71 | 18.5% |
| Disagree | 80 | 20.8% |
| Strongly Disagree | 27 | 7.0% |
| I feel uneasy when other people tell me about something that is difficult for them. | Strongly Agree | 68 | 17.7% |
| Agree | 172 | 44.8% |
| Undecided | 45 | 11.7% |
| Disagree | 69 | 18.0% |
| Strongly Disagree | 30 | 7.8% |
| I am often surprised by people's responses because I was not aware they were in a bad mood. | Strongly Agree | 76 | 19.8% |
| Agree | 174 | 45.3% |
| Undecided | 58 | 15.1% |
| Disagree | 51 | 13.3% |
| Strongly Disagree | 25 | 6.5% |
| I never interrupt other people's conversations. | Strongly Agree | 100 | 26.0% |
| Agree | 159 | 41.4% |
| Undecided | 52 | 13.5% |
| Disagree | 58 | 15.1% |
| Strongly Disagree | 15 | 3.9% |
| When I am confronted with an angry person, I can easily calm them down. | Strongly Agree | 79 | 20.6% |
| Agree | 162 | 42.2% |
| Undecided | 53 | 13.8% |
| Disagree | 66 | 17.2% |
| Strongly Disagree | 24 | 6.3% |
| The people around me tell me I don't express my feelings openly. | Strongly Agree | 96 | 25.0% |
| Agree | 141 | 36.7% |
| Undecided | 64 | 16.7% |
| Disagree | 48 | 12.5% |
| Strongly Disagree | 35 | 9.1% |
| I am good at lifting other people's spirits. | Strongly Agree | 112 | 29.2% |
| Agree | 142 | 37.0% |
| Undecided | 72 | 18.8% |
| Disagree | 42 | 10.9% |
| Strongly Disagree | 15 | 3.9% |
| 33 | 1 | 0.3% |
| When I contribute to group discussions I believe my contributions are as valuable as those of other. | Strongly Agree | 98 | 25.5% |
| Agree | 184 | 47.9% |
| Undecided | 52 | 13.5% |
| Disagree | 36 | 9.4% |
| Strongly Disagree | 14 | 3.6% |
| I can usually understand why people are not comfortable with me. | Strongly Agree | 103 | 26.8% |
| Agree | 152 | 39.6% |
| Undecided | 54 | 14.1% |
| Disagree | 50 | 13.0% |
| Strongly Disagree | 25 | 6.5% |
| I know what to do to motivate people. | Strongly Agree | 108 | 28.1% |
| Agree | 190 | 49.5% |
| Undecided | 48 | 12.5% |
| Disagree | 27 | 7.0% |
| Strongly Disagree | 11 | 2.9% |
| I do not let stressful situations or people affect me once I have left work. | Strongly Agree | 89 | 23.2% |
| Agree | 165 | 43.0% |
| Undecided | 55 | 14.3% |
| Disagree | 52 | 13.5% |
| Strongly Disagree | 23 | 6.0% |
| I like to ask questions to find out what it is important to people. | Strongly Agree | 104 | 27.1% |
| Agree | 159 | 41.4% |
| Undecided | 61 | 15.9% |
| Disagree | 40 | 10.4% |
| Strongly Disagree | 20 | 5.2% |
| I can tell if someone has upset or annoyed me. | Strongly Agree | 100 | 26.0% |
| Agree | 174 | 45.3% |
| Undecided | 41 | 10.7% |
| Disagree | 44 | 11.5% |
| Strongly Disagree | 25 | 6.5% |
| I can understand why my actions sometimes offend others. | Strongly Agree | 99 | 25.8% |
| Agree | 158 | 41.1% |
| Undecided | 67 | 17.4% |
| Disagree | 38 | 9.9% |
| Strongly Disagree | 22 | 5.7% |
| I am good at sensing what others are feeling. | Strongly Agree | 102 | 26.6% |
| Agree | 166 | 43.3% |
| Undecided | 45 | 11.7% |
| Disagree | 52 | 13.6% |
| Strongly Disagree | 18 | 4.7% |
| If someone came to me in tears, I would not know what to do. | Strongly Agree | 80 | 20.8% |
| Agree | 158 | 41.1% |
| Undecided | 55 | 14.3% |
| Disagree | 52 | 13.5% |
| Strongly Disagree | 39 | 10.2% |
| I find it difficult to explain my feelings to others even if I want to. | Strongly Agree | 109 | 28.4% |
| Agree | 130 | 33.9% |
| Undecided | 54 | 14.1% |
| Disagree | 65 | 16.9% |
| Strongly Disagree | 26 | 6.8% |
| I can easily explain the emotional responses of the people around me. | Strongly Agree | 98 | 25.6% |
| Agree | 168 | 43.9% |
| Undecided | 52 | 13.6% |
| Disagree | 44 | 11.5% |
| Strongly Disagree | 20 | 5.2% |
| 13 | 1 | 0.3% |
| I generally build solid relationships with those I work with. | Strongly Agree | 106 | 27.7% |
| Agree | 161 | 42.0% |
| Undecided | 35 | 9.1% |
| Disagree | 59 | 15.4% |
| Strongly Disagree | 22 | 5.7% |
| I can easily get what I want from others. | Strongly Agree | 74 | 19.3% |
| Agree | 158 | 41.1% |
| Undecided | 55 | 14.3% |
| Disagree | 62 | 16.1% |
| Strongly Disagree | 35 | 9.1% |
| Total |  | 384 | 100% |

**Table 5.3**

Pearson product-moment correlation coefficient among demographics variables and emotional intelligence scale (n=384)

|  |  |  |
| --- | --- | --- |
| Demographics variables | | Emotional Intelligence |
| School | *‘r’* | .**154**\*\* |
| *Sig. (p)* | .002 |
| Gender | *‘r’* | .079 |
| *Sig. (p)* | .121 |
| Age | *‘r’* | .**101**\* |
| *Sig. (p)* | .048 |
| Siblings | *‘r’* | -.069 |
| *Sig. (p)* | .178 |
| Birth Order | *‘r’* | -.019 |
| *Sig. (p)* | .707 |
| Health Mentally | *‘r’* | -.085 |
| *Sig. (p)* | .095 |
| Health Physically | *‘r’* | -.083 |
| *Sig. (p)* | .104 |
| *N* | 384 |
| Family | *‘r’* | -.021 |
| *Sig. (p)* | .687 |
| Fathers Profession | *‘r’* | -.084 |
| *Sig. (p)* | .101 |
| Mothers Profession | *‘r’* | -.007 |
| *Sig. (p)* | .898 |
| Family Classification | *‘r’* | -.026 |
| *Sig. (p)* | .614 |
| Fathers Income | *‘r’* | -.013 |
| *Sig. (p)* | .800 |
| Mothers Income | *‘r’* | -.004 |
| *Sig. (p)* | .930 |
| Academic Achievements | *‘r’* | .**190**\*\* |
| *Sig. (p)* | .000 |
| Fathers Education | *‘r’* | .051 |
| *Sig. (p)* | .318 |
| Mothers Education | *‘r’* | .050 |
| *Sig. (p)* | .332 |

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

\*Correlation is significant at the 0.05 level (2-tailed

The results showed that there is a significant positive relationship between demographic variables included (school and age) and the academic achievements of participants (p < .05). The rest of the demographic variables are not associated with emotional intelligence (p > .05).

**Table 5.4**

Pearson product-moment correlation coefficient among demographics variables and academic achievement scale (n=384)

|  |  |  |
| --- | --- | --- |
| Demographic variables | | Academic Achievements |
| School | *‘r’* | .**219**\*\* |
| *Sig. (p)* | .000 |
| Gender | *‘r’* | -.044 |
| *Sig. (p)* | .390 |
| Age | *‘r’* | .051 |
| *Sig. (p)* | .323 |
| Siblings | *‘r’* | .**138**\*\* |
| *Sig. (p)* | .007 |
| Birth | *‘r’* | -.009 |
| *Sig. (p)* | .865 |
| Health Mentally | *‘r’* | -.001 |
| *Sig. (p)* | .985 |
| Health Physically | *‘r’* | -.019 |
| *Sig. (p)* | .717 |
| Family | *‘r’* | .040 |
| *Sig. (p)* | .432 |
| Fathers Profession | *‘r’* | .072 |
| *Sig. (p)* | .159 |
| Mothers Profession | *‘r’* | .002 |
| *Sig. (p)* | .967 |
| Family Classification | *‘r’* | .035 |
| *Sig. (p)* | .499 |
| Fathers Income | *‘r’* | .045 |
| *Sig. (p)* | .381 |
| Mothers Income | *‘r’* | .**142**\*\* |
| *Sig. (p)* | .005 |
| Fathers Education | *‘r’* | -.046 |
| *Sig. (p)* | .372 |
| Mothers Education | *‘r’* | .088 |
| *Sig. (p)* | .083 |

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

\*Correlation is significant at the 0.05 level (2-tailed).

The results showed that there is a significant positive relationship of demographic variables including (school, number of siblings, and mother’s income) with the academic achievement of participants (p < .05). The rest of the demographic variables are not associated with emotional intelligence (p > .05).

**Table 5.5**

Linear regression for predicting the effect of the demographic variables on emotional intelligence (n=384)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Model Summary* | | | | |
| Model | R | R Square | Adjusted R Square | Std. The error I The estimate |
| 1 | .362a | .131 | .093 | .385 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *ANOVA* | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 8.194 | 16 | .512 | 3.449 | .000b |
| Residual | 54.491 | 367 | .148 |  |  |
| Total | 62.685 | 383 |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Regression Coefficients* | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 3.380 | .333 |  | 10.162 | .000 |
| School | .182 | .043 | .224 | -4.222 | .**000** |
| Gender | .090 | .044 | .110 | 2.039 | .**042** |
| Age | .073 | .044 | .088 | 1.642 | .101 |
| Siblings | .089 | .044 | -.112 | 2.005 | .**046** |
| Birth | -.039 | .028 | -.079 | -1.397 | .163 |
| Health Mentally | -.046 | .051 | -.052 | -.909 | .364 |
| Health Physically | -.040 | .056 | -.039 | -.724 | .470 |
| Family | -.026 | .037 | -.036 | -.685 | .493 |
| Fathers Profession | -.025 | .017 | -.077 | -1.462 | .145 |
| Mothers Profession | .008 | .054 | .010 | .151 | .880 |
| Family Classification | -.116 | .086 | -.068 | -1.339 | .181 |
| Fathers Income | .008 | .023 | .017 | .324 | .746 |
| Mothers Income | .012 | .027 | .030 | .431 | .667 |
| Fathers Education | .006 | .018 | .017 | .310 | .757 |
| Mothers Education | .022 | .018 | .072 | 1.224 | .222 |

The regression model significantly explained the 13% variation in the dependent variable Emotional Intelligence because of independent variables. It is concluded that there is a significant positive impact of independent variables including (school, gender, and the number of siblings) on the emotional intelligence of participants. While there is no sign of the infant impact of the remaining independent variables including (age, birth order, mental health, physical health, family, parent’s income, parent’s profession, and parent’s education) on the emotional intelligence of participants.

**Table 5.6**

Linear regression for predicting the effect of demographic variables on students’ academic achievements (n=384)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Model Summary* | | | | |
| Model | R | R Square | Adjusted R Square | Std. An error in the Estimate |
| 1 | .343a | .118 | .082 | .604 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *ANOVA* | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 17.864 | 15 | 1.191 | 3.268 | .000b |
| Residual | 134.095 | 368 | .364 |  |  |
| Total | 151.958 | 383 |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Regression Coefficients* | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
|  | (Constant) | 2.248 | .508 |  | 4.427 | .000 |
| School | -.274 | .066 | -.216 | -4.141 | .**000** |
| Gender | .018 | .069 | .014 | .266 | .790 |
| Age | .023 | .069 | .018 | .329 | .742 |
| Siblings | -.143 | .069 | -.115 | -2.070 | .**039** |
| Birth | -.064 | .043 | -.084 | -1.473 | .142 |
| Health Mentally | .082 | .079 | .059 | 1.034 | .302 |
| Health Physically | .014 | .087 | .009 | .158 | .875 |
| Family | .034 | .058 | .030 | .574 | .566 |
| Father’s Profession | .031 | .027 | .060 | 1.137 | .256 |
| Mother’s Profession | -.082 | .085 | -.065 | -.965 | .335 |
| Family Classification | .013 | .135 | .005 | .098 | .922 |
| Father’s Income | .075 | .036 | .111 | 2.075 | .**039** |
| Mother’s Income | .126 | .041 | .212 | 3.051 | .**002** |
| Father’s Education | -.020 | .029 | -.040 | -.698 | .486 |
| Mother’s Education | .060 | .028 | .126 | 2.142 | .**033** |

The regression model significantly extra lined 12% variation in dependent variable academic achievements because of independent variables. It is concluded that there is a significant positive impact of independent variables including (the number of siblings, Father’s Income, mother’s Income, and mother’s education) on the academic achievements of participants. While there is no significant impact of remaining independent variables including (gender, age, birth order, mental health, physical health, family, parents’ profession, and father’s education) on the academic achievements of participants.

**Table 5.7**

Mean and standard deviation of students’ attitude towards Interpersonal factor and Interpersonal factor scale (n=384)

|  |  |  |  |
| --- | --- | --- | --- |
| Sr. No. | Variable/Scale | *M* | *SD* |
| 1. | Intrapersonal factor  Interpersonal factor | 2.31  2.33 | .518  .436 |

Table 5.7 shows that the mean score used to measure students' the intra-personal subscale is (2.31), and the standard deviation is (.518), indicating that these attitudes are considered to be of a moderate level. It concluded that the majority of participants agreed and thought that students' intrapersonal factors were moderate.

Table 5.7 shows that the mean value of student the interpersonal factor scale was 2.33, and the standard deviation was .436. This shows that the interpersonal factor is seen as having a moderate level of attitude. Thus, it concluded that the majority of participants remind undecided and thought that students' interpersonal factors were moderate.

**Table 5.8**

Mean and standard deviation of emotional intelligence scale (n = 384)

|  |  |  |  |
| --- | --- | --- | --- |
| Sr. No. | Variable/Scale | *M* | *SD* |
| 1. | Emotional Intelligence | 2.32 | .405 |

 Table 5.8 shows that the emotional intelligence scale's mean value is (2.32) and its standard deviation is (.405), indicating a moderate level of perceived emotional intelligence. The conclusion drawn from this is that most participants remained on the undecided scale and believed that the problem associated with learning were moderate.

**Table 5.9**

Independent t-test to find out the difference in the extent of emotional intelligence of students about gender (n=384)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Gender | *N* | *M* | *SD* | *t* | *df* | *p. (sig.)* |
| Interpersonal factor | Male | 171 | 2.35 | .415 | .666 | 382 | .506 |
| Female | 213 | 2.32 | .453 |  |  |  |
| Intrapersonal factor | Male | 171 | 2.23 | .449 | 3.012 | 382 | .003 |
| Female | 213 | 2.38 | .558 |  |  |  |
| Overall Emotional intelligence | Male | 171 | 2.29 | .371 | 1.555 | 382 | .121 |
| Female | 213 | 2.35 | .429 |  |  |  |

  Table 5.9 shows that a gender-specific independent sample t-test was applied to compare mean statistics about participants' attitudes toward interpersonal factors, intrapersonal factors, and overall emotional intelligence.

There was no statistically significant difference between the mean scores for female participants (M=2.32, SD=.453) and male participants (M=2.35, SD=.415; t (382) =.666, p > 0.05) on the attitude of the Interpersonal factor subscale. As the mean quantity scores for participant responses from male participants for attitude toward the interpersonal factor were similar and equivalent to those from female participants, it can be concluded that gender has no effect.

There was a statistically significant difference between the mean scores for female participants (M=2.38, SD=.558) and male participants (M=2.23, SD=.449) for attitude toward the Intrapersonal component subscale; t (382) = 3.012, p 0.05. As female participant responses to the Intrapersonal Factor had higher mean quantity scores than male participant responses, it is concluded that gender does affect.

The mean scores for participants who were male and female (M=2.29, SD=.371) on the overall emotional intelligence scale did not differ statistically t (382) = 1.555, p > 0.05). Considering that the mean quantity scores for participants' overall emotional intelligence were comparable and equal for men and women, it may be concluded that gender had no effect.

**Table 5.10**

Independent t- test find out the difference in the extent of emotional intelligence of students in schools (n=384)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | School | *N* | *M* | *SD* | *t* | *df* | *p. (sig.)* |
| Interpersonal factor | Public | 173 | 2.43 | .437 | 3.830 | 382 | .000 |
| Private | 211 | 2.26 | .422 |  |  |  |
| Intrapersonal factor | Public | 173 | 2.36 | .507 | 1.555 | 382 | .121 |
| Private | 211 | 2.28 | .524 |  |  |  |
| Overall Emotional intelligence | Public | 173 | 2.39 | .392 | 3.052 | 382 | .002 |
| Private | 211 | 2.27 | .407 |  |  |  |

Table 5.10 shows that an independent sample t-test was conducted to compare mean statistic about the interpersonal variables, intrapersonal factors, and overall emotional intelligence in terms of school participation, i.e., public and private respondents.

For the interpersonal factor subscale, there was a statistically significant difference between mean scores for public (M=2.43, SD=.437) and private individuals (M=2.26, SD=.422); t (382) = 3.830, p 0.05. It is concluded that the sectors do affect because mean quantity scores for interpersonal factors of public participant's responses were stronger and not comparable as compared to private. There was no statistically significant difference between the mean scores for public participants (M=2.36, SD=.507) and private participants (M=2.28, SD=.524) for the Intrapersonal factor subscale; t (382) = 1.555, p > 0.05. As the mean quantity scores for the intrapersonal factors of private participant’ response were similar and equivalent as compare to public, it is concluded that the school have no effect.

There is no statistically significant difference in the mean scores for public participants (M=2.39, SD = .392) and private participants (M = 2.27, SD = .407) on the total emotional intelligence scale; t (382) =.3.052, p > 0.05. Since the mean quantity scores for overall emotional intelligence of the responses from private participants were similar to those from the public, it may be concluded that sectors had no effect.

**Table 5.11**

Pearson product moment correlations coefficient’ between variables (n=384)

|  |  |  |
| --- | --- | --- |
| Variables | | *‘r’* |
| Interpersonal factor  and |  | .542\*\* |
| Academic achievements |  |  |

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

Table 5.11 shows that there is a significant positive moderate relationship between academic achievement scores and interpersonal factors (r =.542, p.05).  It is concluded that students' interpersonal factors are strongly related to their academic success. Academic achievement improves if the interpersonal factors improves.

**Table 5.12**

*Pearson product moment correlation coefficient between variables (n=384)*

|  |  |  |
| --- | --- | --- |
| Variables | | *‘r’* |
| Intrapersonal factor  And |  | .594\*\* |
| Academic achievements |  |  |

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

Table 5.12 shows that there is a significant positive moderate relationship between academic achievement scores and intrapersonal factors (r =.594, p.05). It is concluded that academic achievement is positively correlated with students' intrapersonal factors. Academic performance improves with the intrapersonal factors.

**Table 5.13**

*Pearson product moment correlations coefficient between variables (n=384)*

|  |  |  |
| --- | --- | --- |
| Variables | | *‘r’* |
| Emotional intelligence  and |  | .590\*\* |
| Academic achievements |  |  |

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

Table 5.13 shows that there is a moderately significant positive relationship between academic achievement scores and emotional intelligence (r =.590, p.05). It is concluded that academic achievement is positively correlated with students' emotional intelligence. Academic achievement improves along with a more positive emotional intelligence.

**Discussion**

The integration, analysis, and comparison of the data with the study's relevant literature are the main focus of this section. According to this study, emotional intelligence and academic success are positively correlated. Numerous studies have found a significant correlation between a person's emotions and how well they perform in every aspect of life. When someone has high emotional intelligence, they perform better, and when they have low emotional intelligence, they score lower. This study found that academically successful students have better emotional intelligence scores than academically unsuccessful students. To handle the stress of academics, students need to be emotionally stable and intelligent. Students with high emotional intelligence are better able to control their feelings when under academic and social pressure. The inclusion of emotional intelligence in the curriculum and whether success should be measured by increasing the emotional quotient have been the subject of extensive research. The connections between memories, emotions, and perception are made by the brain, according to Caine (1997) understanding thoughts and emotions are part of a skill, subject, or domain. Emotions have an impact on cognition, which in turn has an effect on how information is processed, including decision-making, judgment, interpretation, and perception (Brett et al., 1996).

Nelson and Low (1999) in a 25-year study discovered that students can become emotionally connected to the elements of the curriculum if their connection is strong, which helps the students feel good while they study. Emotions are a significant factor in all aspects of life. Some of the research, however, did not find a connection between EQ and academic achievements. According to research by Van et al. (2002), academic success and emotional intelligence were not significantly correlated. EI and academic achievement are only weakly correlated, according to additional research. However, Sottlmyer (2002) reached the conclusion in her research that academic achievement in three Texas schools was related to an individual's emotional intelligence (O'Connor & Little, 2003).

Parker et al. (2004) investigate the relationship between different social and emotional skills and academic success as students migrate from high school to college. The results show that interpersonal abilities and academic achievement are unrelated. The Bar-On model of emotional intelligence's intrapersonal and interpersonal components was measured in the study using the EQ-I short form Bar On (2002). Interpersonal and intrapersonal correlations were found to be slightly higher. O'Connor and Little (2008) conducted yet another investigation. Achievement achievements and intrapersonal abilities are significantly related. In terms of intrapersonal abilities, high and low academic achievers differed significantly as well. The findings show that students who perform well academically are more emotionally self-aware. They are able to create their own goals since they fully understand their potential and understand both their strengths and weaknesses. Several studies show a strong connection between successful academic performance and intrapersonal skills. A study discovered a significant relationship between intrapersonal abilities and academic success (Parker et al., 2004).

Little and O'Conner (2003) concurred with this result. Purky (1970) found a link between academic achievement and one's perception of oneself. While I found that how one feels about oneself might vary depending on academic success. Al-Rfou, M.A. (2012) findings are supported by the results of the current investigation. At Jordan's Taflia Technical University, the relationship between emotional intelligence and academic success was investigated in a study. On the Bar-On Scale, in addition to adaptability, there was no statistically significant relationship between academic success and emotional intelligence. At Payame Noor University in Iran, a study to find out how emotional intelligence and its associated characteristics affected academic performance. Study results showed that whereas interpersonal relationships were adversely significant, academic success was well predicted by (Babelan & Moenlkia, 2010).

This study found a significant difference between academic groups with high and low scores in terms of the emotional intelligence. It was found that the group with higher academic scores had a mean that was higher than the group with lower academic scores. In general, there is a feeling of happiness, optimism, and a positive attitude toward life. Numerous studies have found links between academic success and optimism, maintaining an optimistic or negative perspective on life, and both bad and good moods and emotions. All previous research studies that have proven a connection between academic success and emotional intelligence support with the findings of the current study.

There is no significant differences found between students from private and public schools and emotional intelligence, according to the current study. Previous studies have suggested that a student's socioeconomic background, their school's environment, and its features all played a significant effect on how well they performed academically. However, the current study has some research to back it up. A research study on the academic achievements of public and private higher education institutions in term of emotional intelligence was done by Mahyuddin et al. (2009). Their research revealed no connection between EQ and academic achievements with public and private sectors.

Another study on high school students assessing emotional intelligence skills was carried out by Akhtar et al. (2015) according to each sector. Emotional intelligence and private and public schools students have no discernible difference. This study found no discernible difference in high school students' personal and emotional competency between private and public institutions. In terms of emotional intelligence, public schools performed better than private ones (Malik & Shujja,2013).

The findings indicate no association between gender and emotional intelligence. Contrary to popular assumption, men are not necessarily better at emotional intelligence. According to this study, female students generally received somewhat higher grades than male students, but no statistically significant difference existed between the different students, in overall emotional intelligence. Abdulllah (2006), also observed neither gender difference exists among students, which also supports these findings. Reiff et al. (2001) found that no significant difference in the emotional intelligence scores of male and female students. According to Baron's (2000) research, in terms of overall emotional and social ability, there are no differences between men and women.

# CHAPTER 6

# Conclusion and Recommendation

The conclusion, recommendation and suggestions of the future study are covered in this chapter.

## Conclusion

The main findings of the study are covered in this section. The following conclusions were formed by the researcher after considering the study objective, hypothesis, research questions, and main findings.

## Major Hypothesis

There is no significant relationship between emotional intelligence and academic achievements of students at the higher secondary level in Lahore. Finding a relationship between emotional intelligence and academic achievements was the major hypothesis. This hypothesis was examined through the study question. Does the emotional intelligence help students in their academic achievements at higher secondary level in Lahore? The findings of this study indicates a significant relationship between emotional intelligence and academic achievement of students at higher secondary level in Lahore.

## Minor Hypothesis

The components of emotional intelligence (interpersonal, intrapersonal) have no association with the academic achievement of students at the secondary level in Lahore, was the first minor hypothesis. Can components of the EQ like intrapersonal, and interpersonal, help in obtaining academic achievement at a higher secondary level in Lahore? Seems to be the study hypothesis that follows helped the study to realize that, in addition to interpersonal and intrapersonal abilities, the other variables were major factors in academic achievement and important elements of emotional intelligence. Therefore, the null hypothesis is rejected.

The second minor hypothesis is that there is no difference between students of private and public and emotional intelligence at higher secondary levels in Lahore.  To support this assertion, the following research question was developed. Is there any difference in emotional intelligence and public and private higher secondary school students? There is no significant difference in emotional intelligence and students of public and private higher secondary school students. This study confirms the null hypothesis about emotional intelligence and children in public and private schools.

The third minor hypothesis of the research study is that there is no difference in emotional intelligence between male and female students at the higher secondary level in Lahore. Does gender have any effect on the emotional intelligence of the higher secondary school students? Both a substantial gender difference and a connection between male and female students were not found in the study. It is found that the null hypothesis is correct. Adolescent male and female students from higher secondary levels in Lahore were the subjects of the study. The study found that students' emotional intelligence is unaffected by their gender. Gender has no effect on emotional intelligence, and emotional intelligence itself has no effect on its own increase or decrease. The null hypothesis is accepted as a result of the current investigation.

**Recommendations**

Following recommendations and solutions were derived from the findings and results of this study:

**Policy recommendations**

The school curriculum should include programs that teach and develop emotional development.

1. To promote the development of emotional skills, schools should implement teaching strategies like cooperative and student-centered learning.
2. Students' social and emotional development should be a focus of the school curriculum.
3. Social-emotional learning strategies should be connected to other educational programs.
4. The school must promote community service in order to enhance students' interpersonal skills.
5. To maintain the emotional health of students, the administration should appropriately train and support staff.

**Suggestions for Teachers**

In order to maintain an emotional environment in the classroom, teachers should provide students with the following social-emotional abilities.

1. Respect others.
2. Empathy for others.
3. Students' sense of self-awareness should develop through creating a positive self-concept and becoming aware of their strengths and weaknesses.
4. Student behavior should be purposeful through goal-setting, challenges, encouragement, and support.
5. They should continually receive feedback, be acknowledged for their accomplishments, and feel competent.
6. In a pleasant, positive classroom environment with entertainment, honest and open communication between teachers and students can develop.
7. Students should be accepted without boundaries to feel comfortable and protected in the classroom.
8. In order to respect students as persons, the authority must be exercised in a fair, consistent, and reasonable manner.
9. A variety of activities should be used to gradually and methodically develop social and emotional abilities.
10. All of the activities that may be done to improve emotional intelligence should be evaluated.
11. To improve emotional intelligence, differentiated educational techniques should be used.

**Suggestion for students**

1. They should know about their feelings and emotions.
2. Able to manage stress.
3. Able to stand apart from their thoughts and feelings.
4. When they upset, aware of what happening to them.
5. They should maintain their composure, even during stressful time.
6. Able to show affection.
7. Able to share deep feelings with others.
8. Students should know when to speak and when to be silent.
9. Do not allow emotions and moods to impact on behaviors.
10. Should able to smoothly handle multiple demands and shifting priorities.

**Suggestions for parents**

1. Give quality time to your children.
2. Set goals together.
3. Do not ignore children’s fears and anxiety.
4. Advise them to sleep in the right quantity.
5. Give them a peaceful and friendly home environment.

## Suggestions for future work

1. To examine the emotional intelligence of adolescence, more research using various emotional quotient tools should be conducted.
2. More research is required to determine how interpersonal and intrapersonal characteristics have a role in academic performance.
3. It might be wise to look further into age and emotional intelligence.
4. The socioeconomic situation of students and emotional intelligence requires further study.
5. Standardized assessments should also be used to gather information from teachers, parents, and other community members.
6. More research should be done on age, gender, and emotional intelligence.

## More studies should be done on students' socioeconomic situation and emotional intelligence.

1. With the help of several emotional quotient tests, the relationship between interpersonal and emotional intelligence has to be further investigated.

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# Covering Letter

Respected Madam / Sir:

Assalam-o-Alaikum

It is stated that I am Zainab Sohail, MPhil Education Policy and Development Scholar at the University of the Punjab, Lahore. I am conducting this research under the supervision of Prof. Dr. Rubeena Zakar (Director of ISCS). My research topic for MPhil is “Emotional Intelligence and Academic Achievements of Students at Higher Secondary Level in Lahore”.

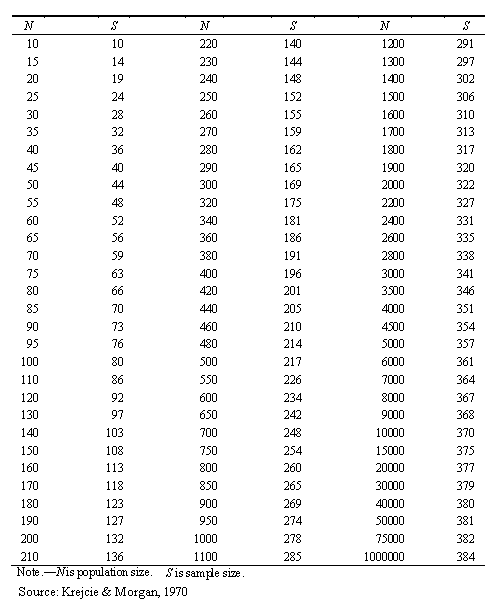
This research study is required to be conducted in partial fulfillment for the degree MPhil. Please be sure that the data obtained will be confidential and only be used for research purposes.

I hope and look forward to your positive role in this research study.

Thanking You,

**Sample Size Determination Using Krejcie and Morgan Table**

The ever increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size.  To address the existing gap, Krejcie & Morgan (1970) came up with a table for determining sample size for a given population for easy reference.

Table 1: Table for Determining Sample Size for a Finite Population   

The Table is constructed using the following formula for determining sample

S= required sample size

X2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = the population size

P = the population proportion (assumed to be 050 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

**References**

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# Research Questionnaire

Dear Students,

I am Zainab Sohail, MPhil Education Policy and Development Scholar at University of the Punjab, Lahore. I am conducting this research under the supervision of Prof. Dr. Rubeena Zakar (Director of ISCS). This research is conducted on students, **Emotional Intelligence and Academic Achievements of Students at Higher Secondary Level in Lahore**. You are requested to please spare some time and fill out a questionnaire. Be assured anonymity and secrecy of data is assured. Data will be analyzed in aggregated form.

**School type:** Public \_\_ Private\_\_

**Gender:** Female \_\_Male\_\_  **Age**: 13-15\_\_\_16-18\_\_\_Yrs

**Number of Siblings at home:** 0\_\_1-5\_\_\_5-10\_\_ **Birth order**: Oldest\_\_ Middle\_\_Youngest\_\_Only\_\_

**Health**: Do you deal with health issues? Mentally: Yes\_\_No\_\_Physically: Yes\_\_No\_\_

**Family do you live in:** Single parent family \_\_ Two parent family\_\_Other\_\_\_

**Parents' Profession**: Father: Govt.Servant\_\_\_Businessman\_\_\_Teacher\_\_\_Policeman\_\_Other\_\_

Mother: Govt.Servant\_\_Teacher\_\_Housewife\_\_Other\_\_\_

**Classify your family as:** Low class\_\_ Middle class\_\_ High Class\_\_

**Parents’ Income:** Father ’s: 10,000\_\_\_\_\_\_10,000-25,000\_\_\_\_\_\_ 25,000-50,000\_\_\_\_\_\_50,000+\_\_\_\_\_\_

**Mother’s**: 10,000\_\_\_\_\_\_10,000-25,000\_\_\_\_\_\_ 25,000-50,000\_\_\_\_\_\_50,000+\_\_\_other\_\_

|  |  |  |
| --- | --- | --- |
| Level of Parents’ Education: | Mother | Father |
| Less than high school | ❏ | ❏ |
| High school | ❏ | ❏ |
| Intermediate’s degree | ❏ | ❏ |
| Bachelor's degree | ❏ | ❏ |
| Master's degree | ❏ | ❏ |

**Academic Achievements (in range scores):** Low: 0-40\_\_\_\_\_\_\_

Average: 40-60\_\_\_\_\_\_Hi: 60-100\_\_\_\_\_\_

**Instructions:** Below are given a number of statements and you are requested to read carefully each and to respond in the following manner.

Assign “1” to the statements when you have strong agreement.

Assign “2” to the Statements when you have agreement.

Assign “3” to the statements when you have undecided.

Assign “4” to the statements when you have a disagreement.

Assign “5” to the statements when you have strong disagreement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 (SA) | 2 (A) | 3 (UD) | 4 (D) | 5 (SD) |
| Strongly Agree | Agree | Undecided | Disagree | Strongly disagree |

EQ-I Scales

1. **Intrapersonal-**Self-Awareness and Self-Expression

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Statement | SA | A | UN | D | SD |
| 1. | I am good at describing myself. |  |  |  |  |  |
| 2. | I can adjust myself in bad situations quickly. |  |  |  |  |  |
| 3. | I am able to always motivate myself to do difficult tasks. |  |  |  |  |  |
| 4. | In a stressful situation, I usually think in a way that helps me stay calm. |  |  |  |  |  |
| 5. | I have learned a lot about myself through my feelings and emotions. |  |  |  |  |  |
| 6. | When I am feeling low, I find it difficult to know exactly what kind of emotion it is. |  |  |  |  |  |
| 7. | I am aware of my emotions as soon as they arise. |  |  |  |  |  |
| 8. | When I am sad, I often don't know why. |  |  |  |  |  |
| 9. | I usually recognize when I am stressed. |  |  |  |  |  |
| 10. | I always meet deadlines for my tasks. |  |  |  |  |  |
| 11. | I am aware of my strengths and weaknesses. |  |  |  |  |  |
| 12. | I never waste time. |  |  |  |  |  |
| 13. | I can consciously change my frame of mind or mood when needed. |  |  |  |  |  |
| 14. | I believe that I should do the difficult things first. |  |  |  |  |  |
| 15. | Awareness of my own emotions is very important to me at all times. |  |  |  |  |  |
| 16. | I can achieve what I want through my determination. |  |  |  |  |  |
| 17. | I can suppress my emotions when I need to. |  |  |  |  |  |
| 18. | I am clear about what I want from life. |  |  |  |  |  |
| 19. | I can always motivate myself even when I feel low. |  |  |  |  |  |
| 20. | I can adjust very quickly to new challenges, problems and information. |  |  |  |  |  |
| 21. | I know what makes me happy. |  |  |  |  |  |
| 22. | Motivation has been the key to my success. |  |  |  |  |  |
| 23. | I have full confidence in myself and in my decisions. |  |  |  |  |  |
| 24. | When I face a problem I focus on what I can do to solve it. |  |  |  |  |  |
| 25. | When a certain approach to a problem does not work, I can quickly reorient my thinking. |  |  |  |  |  |

1. **Interpersonal-** Social-Awareness and Interpersonal Relationship

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Statement | SA | A | UN | D | SD |
| 1. | I know what to do to win people over to my cause. |  |  |  |  |  |
| 2. | I am often at a loss to understand other people's emotional responses. |  |  |  |  |  |
| 3. | I can tell whether a person is angry, sad or happy even if they don't talk to me. |  |  |  |  |  |
| 4. | Most of the time I understand why people feel the way they do. |  |  |  |  |  |
| 5. | When I see someone who is stressed or anxious, I can easily calm them down. |  |  |  |  |  |
| 6. | Quite often I am not aware of people's emotional state. |  |  |  |  |  |
| 7. | I feel uneasy when other people tell me about something that is difficult for them. |  |  |  |  |  |
| 8. | I am often surprised by people's responses because I was not aware they were in a bad mood. |  |  |  |  |  |
| 9. | I never interrupt other people's conversations. |  |  |  |  |  |
| 10. | When I am confronted with an angry person, I can easily calm them down. |  |  |  |  |  |
| 11. | The people around me tell me I don't express my feelings openly. |  |  |  |  |  |
| 12. | I am good at lifting other people's spirits. |  |  |  |  |  |
| 13. | When I contribute to group discussions I believe my contributions are as valuable as those of others. |  |  |  |  |  |
| 14. | I can usually understand why people are not comfortable with me. |  |  |  |  |  |
| 15. | I know what to do to motivate people. |  |  |  |  |  |
| 16. | I do not let stressful situations or people affect me once I have left work. |  |  |  |  |  |
| 17. | I like to ask questions to find out what is important to people. |  |  |  |  |  |
| 18. | I can tell if someone has upset or annoyed me. |  |  |  |  |  |
| 19. | I can understand why my actions sometimes offend others. |  |  |  |  |  |
| 20. | I am good at sensing what others are feeling. |  |  |  |  |  |
| 21. | If someone came to me in tears, I would not know what to do. |  |  |  |  |  |
| 22. | I find it difficult to explain my feelings to others even if I want to. |  |  |  |  |  |
| 23. | I can easily explain the emotional responses of the people around me. |  |  |  |  |  |
| 24. | I generally build solid relationships with those I work with. |  |  |  |  |  |
| 25. | I can easily get what I want from others. |  |  |  |  |  |

Thank you for completing this questionnaire.