Studying the Relation between Emotional Intelligence and Academic Achievement among the Students of Buinzahra Islamic Azad University

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ABSTRACT

The present research has studied the relation between emotional intelligence and academic achievement among students of Buinzahra Islamic Azad University. In this research volume sample has been 40 persons. Method of sampling has been available sampling method, about statistical methods Pierson's correlation test ad independent t test have been used for analyzing data. Statistical calculations have been done using SPSS software gathering data has shown that there is meaningful relation between emotional intelligence and academic achievement of students but there isn't meaningful difference between married and UN married students about emotional intelligence.

INTRODUCTION

Today emotional intelligence has been explained as intelligence that includes both careful understanding of a person's emotions and careful interpretation of other emotions. Emotional intelligence evaluates a person emotionally, to see what's his (her) understanding from his (her) controls them. Noticeable point in emotional intelligence (ei) and emotional quotient (eq) direction was that these two terms were selected as the most useful ones in 1995 by American dialectic society [1, 2, 3]. Since then researches about emotional intelligence has been increased. In 1980 Ron Bar-Ann, for the first time used eq (short form of emotional quotient) for this group of abilities and made the first test. In 1990 Peter Salouvi and John mire for the first time printed basic concept of their theory as "emotional intelligence". In 1995 this concept was presented in the record seller book by the topic of "emotional intelligence. Therefore from psychologists' point of view 1990 decade is famous as "cognition decade or brain". In the second half of this decade from 1995 to its end popular magazines and newspapers were willing to address it as "feeling emotion or heart" heart not as interest to its physiology but as a symbol of increasing interest to emotions and especially emotional intelligence. Emotional intelligence is a subject that tries to explain and inter prate the position of feelings and emotions in human capabilities [4, 5, 6].Managers with emotional intelligence are managers that follow their personnel satisfied and commitment at their work places and they believe that personnel should be controlled through self- awareness process [7, 8].

The present research is a kind of descriptive study and a correlation one. So this research tries to explain the relation between emotional intelligence and academic achievement of students. General aim of this research is studying relation between emotional intelligence and academic achievement of students in Buinzahra Islamic Azad University and its slight aim is studying relation between emotional intelligence and academic achievement among married and unmarried students.

RESEARCH METHOD

In this research Bar- Ann test has been used for evaluating subject's emotional intelligence and for evaluating their academic achievement overage of two previous terms has been used.

According to most researchers statistical universe is all real or supposed members of a group that we are interested in generalizing research findings to them. Statistical universe of present research are 40 psychology students in Buinzahra Azad University, studying there from 88 to 91.

In this research sample group are 40 psychology students of Buinzahra Azad University that been chosen through available sampling method. Making emotional intelligence questionnaire of Bar- Ann was started in 1980 by this question that: "why some people are more successful than others in their lives? "The questionnaire is based on this theory that can study determinants of mental health.

His strategy for making the test has four stages:

1. Classifying different variables and knowing that these variables how are used and named.
   (for determining successful function and positive emotional health it has been achieved).
2. Operational definition of these factors.

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3. Making a design from questionnaire for testing these factors.
4. Interpreting the results and using them for achieving validity factorial structure and test legitimacy.

Bar- Ann emotional intelligence questionnaire has 90 questions and 15 scales that its variables are cultural and are used for evaluating emotional intelligence. This questionnaire has been performed by Bar- Ann on 3831 persons from 6 countries (Argentine, Germany- India, Nigeria, and South Africa), that 48.8% have been men and 51.2% have been women.

It was systematically normalized in North America Results of normalization showed that test had a suitable validity and legitimacy. Test answers have been arranged on a 5 degree scale in Likert spectrum and completely disagree.

It includes the following cases:
1. Intra individual skills including:
   - Emotional self- aware ness (recognizing and understanding self-feelings).
   - Self- assertion (expressing feeling, ideas thoughts and defending from personal rights creatively).
   - Self- esteem (understanding, accepting and self- respect)
   - Self- realization (fulfilling a person's potential talents).
   - Independence: (self- controlling and self- directing thinking, personal function and releasing from emotional dependence).
2. Inter individual skills including:
   - Inter individual communications (understanding and feeling of others making and keeping bilateral satisfactory relations that are specified with emotional closeness and dependence).
   - Social responsibility (being able to show self as a member who wants to cooperate in group as an effective member).
   - Empathy (being able to be conscious and realize others feelings and value them)
3. Adjustment including:
   - Problem- solving (recognizing and defining problems and making effective solutions)
   - Reality test (evaluating comparison between mental and objective experiences.)
   - Flexibility (regulating emotion thinking and behavior while situation is changed).
4. stress control including:
   - Being able to endure stress (resisting against UN favorable events and stressor situations).
   - Impulse control (standing against impulse or rejecting it)
5. General temperament including:
   - Happiness (feeling satisfaction from self, self- joying and making others happy).
   - Optimism (observing clear aspects of life and keeping positive attitude even facing with hardships).
   - Since the choices are arranged on a 5 degree Likert spectrum, marking is done from 5 to 1 and for some questions it is done with negative content. (Completely agree 5, agree 4, somewhat 3, disagree 2, completely disagree 1). Total mark of each scale is equal to all marks of questions about that scale and general mark of the test is equal to all marks of the scale (15). Getting higher points in this test, shows that the person is more successful in that scale or in whole test and of course its opposite may be possible.

Bar- Ann emotional intelligence questionnaire were distributed among 40 students in the form of available sampling method.

After answering to 90 questions questionnaire, they were analyzed on the basis of research hypothesis for analyzing research hypothesis for analyzing research hypothesis paying attention to their essence variance analysis test and independent t test have been used.

RESULTS

In table 1, Number and percent of respondents are shown according to their sex.

Table 1, Number and percent of respondents according to their sex

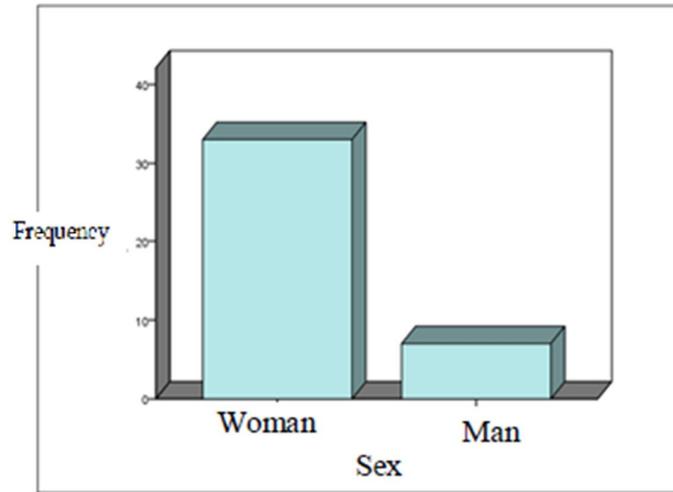| Sex	Frequency	Percent	Cumulative percentage
Woman	33	82.5	82.5
Man	7	17.5	100
Total	40	100.0	

Figure 1: percent distribution of the students in statistical sample according to their sex

On the basis of information presented in table and figure 1, 82.5% of statistical sample are women and 17.5% are men.

In table 2, Number and percent of respondents are presented according to their marriage situation.

Table 2, Number and percent of respondents according to their marriage situation

Sex	Frequency	Percent	Cumulative percentage
Single	20	50	50
Married	20	50	100
Total	40	100.0	

On the basis of information in table 2, 50% of statistical sample are married and 50% are unmarried. In table 3 Number and percent of respondents are presented according to their age.

Table 3 Number and percent of respondents according to their age

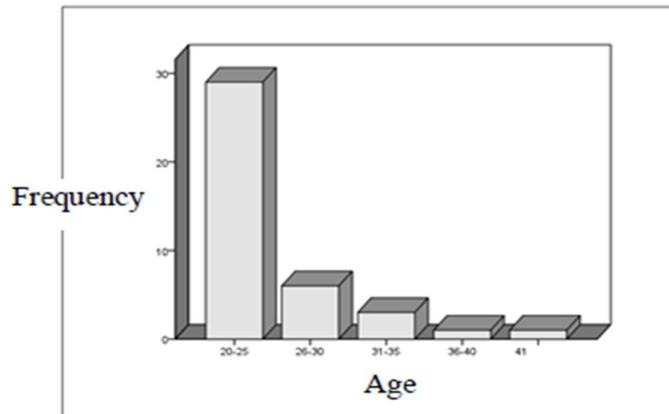| Age	Frequency	Percent	Cumulative percentage
20-25	29	72.5	72.5
26-30	6	15.0	87.5
31-35	3	7.5	95.0
36-40	1	2.5	97.5
More than 40	1	2.5	100.0
Total	40	100.0	

Figure 3, percent distribution of statistical sample according to their age

On the basis of information in table and figure three ages of most people in statistical sample is between 20 to 30 years old (72.5%). For describing research data mean and standard deviation of the subject's marks about emotional intelligence is presented in table 4.

Central indexes and distribution of sample people is presented in average variable. Mean standard deviation and other central indexes and dispersion of the variable are presented in table 4.

Table 4, Mean standard deviation and other central indexes and dispersion of the variable

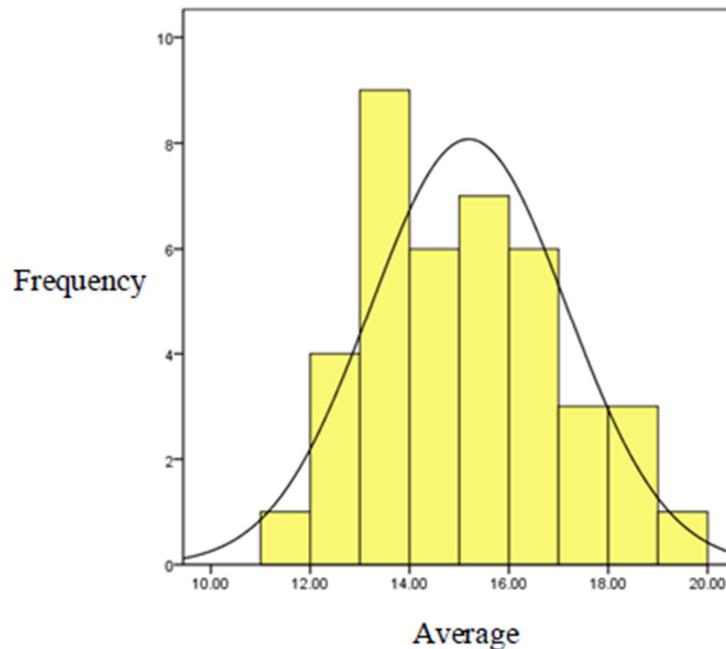| Number	40
Error	0
Average	15.1912
	14.9900
Standard Deviation	1.97602
Minimum	11.94
Maximum	19.91

Figure 4: comparing emotional intelligence of the people according to the age

Result of table and figure 4 show that histogram relating to average variable is presented. In follower figure distribution of average variable about subjects is presented. Its index has normal distribution. The least average is 11.94 and the highest average is 19.91, and the highest frequency is related to the marks between 13 to 14 with 9 frequency.

DISCUSSION AND CONCLUSION

Paying attention to the results on the basis of Pierson's correlation test, there is meaningful relation between the student's emotional intelligence and academic achievement.

The result of this hypothesis is homo lateral with what Lioner and Schnider have done in a thesis by the topic of "students academic achievement." In this hypothesis.

It is said that whatever student's emotional intelligence is higher their academic achievement is higher. It shows that there is meaningful relation between emotional intelligence and academic achievement of students.

- the result of this hypothesis isn't homo lateral with what Amanda swart has done in a research. He says that there isn't meaningful difference between emotional intelligence and students' academic achievement.
- Paying attention to the results of independent t test, there isn't meaningful difference between the average of married and un married students and the hypothesis is reflected. Result of this hypothesis is homo lateral with many researches.
- Paying attention to the results of present research following cases are suggested:

1. It is suggested that next researchers study subscales of emotional intelligence in their researches.
2. Volume of sample group should be more than this.

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