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EQ vs. IQ which is most important in the success or failure of a student?

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Abstract

To be successful, emotional intelligence has an importance as great as mathematical intelligence. Therefore, employers are increasingly looking for more people with emotional intelligence. Researchers have shown that our success at work or in life depends on Emotional Intelligence 80% and only 20% of intellect. While our intellect help us to resolve problems, to make the calculations or to process information Emotional intelligence (EQ) allows us to be more creative and use our emotions to resolve our problems. Emotional intelligence is the ability to perceive and express, assimilate emotion in thought, understanding the prism of emotions and adjust ourselves and others emotions. Unlike logical-mathematical intelligence, which suffers insignificant modifications once the end of adolescence, emotional intelligence can be developed over time, free of age limit, with the condition that it is provided the necessary attention and effort to it. The present study was conducted on a total of 60 students of the Faculty of Psychology.

Keywords: emotional quotient, intelligence quotient, success, student, failure.

1. Introduction Our main purpose is to identify the emotional and general intelligence role (EQ and IQ) in academic success and not only. We supposed that the academic success is related to emotional intelligence level, so that those persons with higher level of emotional intelligence are characterized with a higher motivation to reach success. Thinking is what makes possible the self emotions correctly perception, expression and their adjustment. An individual intellectual development depends on emotional state.

The experimental study was realized in 2010- 2011 on 60 subjects (students, 5 men and 55 women). The following test was given to the subjects:

1. Raven Progressive Matrices which examine level of intelligence, more exactly: the observation spirit, the capacity of detach from a structure, the implicit relations, the capacity of maintain mentally the new information and the ability to operate with them simultaneously on many levels. This test contains 60 items (abstract images) from which one element are missing. The subject must decide which figure is right for completing the matrix.
2. The diagnostic test of emotional intelligence (Robert Wood, Harry Tolley)

These two authors consider that the following components are involved in the emotional intelligence:

- Self-adjustment = the capacity of controlling our emotional state;
- self-consciousness = the degree of knowledge and understand our own feelings;
- motivation = those forces that stimulates and directs our behaviour;

- empathy= identifying and deciphering others feelings;
- social abilities = the capacity to be in relations with others and to influence them.

The tests contain 6 situations with 3 choices for each of the 5 components. The respondents are being asked to choose only one response from options A, B, C. In the end the tests contains the key which allow calculating the point's correspondent to the response. After calculating the points, we can figure out the structure of the emotional intelligence and also the distribution of the weak points and strength points.

The results of the emotional intelligence test were obtained by get-together the points obtained at intelligence components. By authors instructions, is being calculating the number of choices which are correspond for high level of EQ, the medium one and the low level.

In this study it was taken into consideration also the academic performance of the students from the marks obtained at the university year ending.

We can see that most of the subjects obtained higher scores at high EQ. These data allows us to find out that most of the subjects have the capacity of controlling their own emotional state, of understanding their own feelings, identifying and reading others feelings, to establish human relations and to influence others

More than half of the respondents, 66,7% , obtained high scores at variable "self-consciousness" which means that they have a good capacity of self-evaluation, of understanding their feelings and impulses and have the capacity to use this in order to take the important decision which influences their life.

The majority of the respondents obtained high scores at the emphatic index (73,3%). That means that they have a good capacity of understanding others needs, to see how things happen from others point of view

The frequency distribution shows that most of the subjects are persevering, they believe in their own forces and find their forces, their resources which stimulate and direct their behaviour.

Also, an important part of the participants have a good controlling capacity and emotional state control for not to lose temper in situations which must pass through. 25% of the respondents obtained medium scores at this variable. Almost 21% from the respondents have medium scores at social abilities and 60% manage to initiation and maintain social relations, to communicate and work with others. 18,3% from the participants have low scores at this variable.

The frequency distribution at intelligence coefficient obtained after Raven Test shows that the respondents are:

- 45% - superior intelligence
- 26,7% - over media intelligence
- 16,7% - good media intelligence
- 11,7% - low media intelligence

Referring to academic performance, frequency distribution indicates the following:

- 26,7% have high scores
- 50% have performances
- 23,3% have low results

One of the purposes of the research is to determine the link between IQ, EQ and its components. From these considerations we correlate the results obtained at the tests. Therefore, we get significant correlations between the following variables:

- high EQ correlates positive with "self-consciousness" ($r = .349, p < .001$)
- high EQ is in proportional relation with "empathy" ($r = .543, p < .001$)
- taller EQ is in positive relation with "self-adjustment" ($r = .702, p < .001$)

The previous data suggest that individuals with high level of emotional intelligence have a good control on emotional reactions than other people or situations (self-adjustment) due to the fact that are aware of those things which create that reaction (self-consciousness), so that they become capable to understand others feelings (empathy).

Using feelings in an optimal way (self-adjustment) is an aptitude which bases on self-consciousness. Better an individual understand his feeling and impulses, better he know whom he is in relation with his own feelings and better he will be able to modify his behavior in each situation. This affirmation is sustained by r value ($r = .421$ at $p < .001$).

Positive correlation between IQ and empathy “($r = .271$, $p < .05$) is an indicator of the fact that a high level of intelligence determines also a high level of empathy. So that, the more intelligence coefficient is higher, the more individual can perceive, understand better others feelings, others concerns and have the capacity to react in situations from the others point of view.

The results shows us that the self-adjustment process considerable influence the empathy level of an individual ($r = .323$, $p < .05$). The more we manage to identify and control our own emotional state (self-adjustment), the better will be capable to identify easily and understand others states (empathy).

As we already expected to, the obtained data prefigures a strong relations between IQ and academic performance. The more respondents have their IQ level higher, the more their general marks were higher and they can present their ideas more easily, this fact being statistically sustained by r values $r = .270$ si $p < .05$.

The statistic review allowed the identification of some significant differences between intelligence coefficient and motivation, in the way in which for those subjects with medium IQ si more important motivation in their decision of action than for those with an IQ over media. The T Test for Independent samples $t = 1.836$ at $p < .05$.

There are significant differences between those subjects who obtained high scores at the social abilities and those with medium scores regarding IQ, meaning that IQ is influenced by individuals abilities of individuals. The respondents with better social abilities got better scores at Raven Test than those with medium social abilities. Those who have a higher IQ can interfere easier than those with medium scores of IQ.

These data indicates that the intelligence level has a significant influence on the academic performance ($t = 2.017$, $p < .05$). So that individuals with higher IQ have a greater academic performance than those with low level of IQ.

High emotional intelligence means a good self-knowledge. For those individuals who obtained high scores at EQ is more important self-knowledge than for those with medium scores ($t = 2.696$, $p < .05$). For the first mentioned is very important to know their own feelings, to be capable o identify the power of their feelings in their life experience development.

2. Conclusions:

The results of the study demonstrated that EQ components cannot function isolated, contrary they are in a interdependence relation. Humans must be consciousness enough of themselves to identify what really push them to reach success in some situations. Also, they must be capable to control their emotional energies to use the maxim level of their capacity, especially in stress conditions.

Individuals must be sensitive at what motivates others if they want to influence these persons behavior. Understanding motivation goes to social abilities development, including the capacity of having a positive effect on others behavior, of being able to resolve conflicts, to live and work with humans.

Even though an individual have enough knowledge and brilliant ideas, if he is not managing to control his emotions and feelings he can get difficulties in his trying to build human relations or a success career.

References

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