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Studying the relation between emotional intelligence and self esteem with academic achievement

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Abstract

It is a descriptive-correlative study and it is aimed to study the relation between emotional intelligence and self esteem with academic achievement. Statistical population of this study includes 2000 students of Kahnooj Payam-e Nour University who are completing M.A degree in 2010-2011. 300 students (150 females and 150 males) were chosen randomly as the group sample. Bar-Ann's emotional intelligence questionnaire and Pop's self esteem questionnaire were used to collect data. SPSS was used to analyze data from descriptive statistic indices including frequency, average and standard deviation, Pearson's correlation coefficient and independent T test. Results showed that emotional intelligence and self esteem of students had no effect on their academic achievements. Results also showed that self esteem of female students was higher than that in males.

Keywords: emotional intelligence. self esteem. academic achievement

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Introduction

One of concerns of University professors and authorities and students' parents is their academic achievement and preventing them from failing. The opposite point of academic achievement is academic failure that has critical effect on individual fate based on several studies. It also imposes great cost on the family and society. In Iran, it is one of the most important problems of Education and loses tens of milliard riyals of state budget so that potential forces and social capital are ineffective. Considering factors resulting in academic achievement and those that prevent from failing are very important. One of factors mentioned by several studies is emotional intelligence. Emotional intelligence means perceptual capacity, tool, recognition, application and management of emotions in self and others (Myre, 1997). In some studies, emotional intelligence correlates positively with academic achievement (Parker, 2004). The concept of emotional intelligence can be applied in educational situations. One of the reasons for dealing with emotional intelligence is that emotional intelligence compared its traditional concept, intelligence quotient, is accounted as a better predictor for social achievements (Golman, 1995). Individuals with high emotional skills have better social skills, more stable long term relations and more ability to solve problems. Children with high emotional skills are more capable of concentrating on problems and using problem solving skill that increases their cognitive abilities (Soltanifar, 2007). Studying the relation between emotional intelligence and academic achievement is very challenging and studies done in this respect are often contradictory. Results of some studies such as those by Braket and Saluvi (2004), Ilias.et.al (2003), Samari and Tahmasbi (2007), Besharat.et.al (2006) showed the relation between emotional intelligence and academic achievement. Results of some studies such as those by Lavasani.et.al

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(2007), Koohsar.et.al (2007) showed that there is no significant relation between emotional intelligence and academic achievement. According to Brodi and Hal who studied emotional differences between male and female genders, females replaced emotional reactions with hand to hand combat better than males. On the contrary, males do not show their feelings and are not aware from emotional state of themselves and others. In this direction, Besharat.et.al (2006) reported emotional intelligence of female students higher than that in male students. It is evident that it is not reasonable to consider emotional skills without paying attention to psychological personal dimensions such as self esteem. Self esteem can be one of the main factors of academic achievement. Self esteem means self satisfaction and feeling valuable (Nathanael, 2000). On the other hand, self esteem means that how people think about themselves, how much they like themselves and whether they are satisfied about their performance especially what their feeling is about their social and educational status and how much coordination is there between their ideal and real selves (Husseini, 2007). In a study done by Ras Bera who investigated the relation between self esteem and academic achievement, the real score of exam was given to a group of students while a score 10 times lower than the real score was given to another group. Results showed that self esteem and academic achievement had a direct relationship. Studies done by Pourshafei (1991) showed positive and significant relation between self esteem and academic achievement. Results of some researches and studies show the role and importance of emotional intelligence and self esteem to explain academic achievement. So the present study is aimed to study the relation between emotional intelligence and self esteem and academic achievement in male and female students.

Method

It is a descriptive- correlative study. Statistical population of this study is all students of Kahnooj Payam-e Nour University including 2000 students who are completing M.A degree in 2010-2011. The sample group is 300 students (150 females and 150 males) who were chosen randomly based on Morgan table. In order to gather information, Ann-Bar’s emotional intelligence questionnaire and Pop’s self esteem questionnaire were used and average index was used to measure academic achievement. Ann-Bar’s emotional intelligence questionnaire consists of 90 questions. In addition of total score, this tests 15 components of emotional intelligence. Reliability of the test has been reported 93% in terms of Kranbakh’s alpha (Samari and Tahmasbi, 2007). Pop’s self esteem questionnaire was made by Allen Pop in the United States including 6 scales such as general, academic, physical, family and social self esteems and one lie evaluating scale. This test has 57 questions. Reliability coefficient of the test was estimated 87% based on Kranbakh’s alpha (Ghafari and Ramezani, 1994). In order to analyze data, descriptive statistic indices such as frequency, average, standard deviation were used. In order to study the relation between emotional intelligence and self esteem and academic success, Pearson correlation coefficient was used and in order to compare emotional intelligence and self esteem between male and female students, independent T test was used.

Findings

Average and standard deviation of emotional intelligence, self esteem and academic achievements of students are shown in table 1 based on total sample and gender.

Table 1: Average and standard deviation of emotional intelligence, self esteem and academic achievements of based on total sample and gender.

statistics variables	Total sample			male			female		
	number	average	Standard deviation	number	average	Standard deviation	number	average	Standard deviation
Emotional intelligence	300	318.8	34.5	150	317.4	35.4	150	320.1	34.5
Self esteem		66.6	12.9		64.8	12.9		67.9	12.7
Academic achievement		16.6	1.8		16.2	1.7		17	1.8

Table 2: Pearson’s correlation coefficients of success with emotional intelligence and self esteem

variable	r	Sig
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Academic achievement	1	1
Emotional intelligence	27%	0.476
Self esteem	88%	0.719

As seen in table 2, there is no significant relation between emotional intelligence and self esteem or academic achievement.

Table 3: results of T test of emotional intelligence and self esteem variables in male and female students

Statistical indices variables	male		female		T	df	Sig
	average	SD	average	SD			
Emotional intelligence	317.4	35.4	320.1	34.5	- 0.75	298	0.41
Self esteem	64.8	12.9	67.9	12.7	- 2.64	298	0.006

As seen in table 3, there is no significant difference between male and female students regarding emotional intelligence but there is a significant difference between male and female students considering self esteem. Self esteem of females is higher than that in males.

Discussion

Experts of Education and educative psychologists always are interested in factors affecting students' academic success. Certainly, a set of individual, environmental, cognitive and non cognitive factors are effective on students' academic success. None of studies can gather and analyze all variables altogether. Academic achievement variable is multidimensional and is affected by several factors. Test of studying the relation between emotional intelligence and academic achievement showed that there is no relation between emotional intelligence and academic success. Present study with research results of Lavasani.et.al (2007), Koohsar.et.al (2007) and Otozorski.et.al (2004) are consistent that there is no significant relationship between total score of emotional intelligence and academic achievement. Goleman (2008) believed that academic intelligence has no relation with emotional intelligence. The most intelligent people may not persist against nervous shocks and instincts. People with high intelligence quotient may lose or deviate from their way. So although good performance in emotional intelligence can predict success; emotional intelligence can not be the only scale for evaluating academic achievement and many factors are effective on academic success. Test of studying the relation between self esteem and academic achievement showed that there is no relation between these factors. Regarding studies that confirmed the relation between self esteem and academic success such as those by Husseini.et.al (2007), Pourshafei (1991), Ghafari and Ramezani (1993) and in order to explain the present research study, it is noteworthy to pay attention to the tools used in the study. In previous studies in which the relation between self esteem and academic achievement has been confirmed, Cooper Smith's self esteem test has been used while in present study, Pop's self esteem test has been used. Test of comparing emotional intelligence of males and females showed that there is no significant difference between total score of male and female's emotional intelligence. These findings are coincident with research results of Dini (2005), Samari and Tahmasbi (2007) and Sajadi (2009). Although there is no significant difference in total score of emotional intelligence, females have obtained higher scores in happiness, responsibility and sympathy. Environmental effects and different cultures on emotional intelligence may be the reasons of difference of males and females in some of emotional intelligence components. Emotional intelligence is affected by the environment and it can be acquired and learnt. So gender difference in some of emotional intelligence components results from expectations and attitudes of different societies and cultures towards abilities of two genders regarding emotional intelligence. At the moment, active presence of women in cultural and environmental fields causes them to apply environmental and cultural facilities as equal as men and minimize gender differences (Sajadi, 2009). Test of studying the relation between female and male students regarding self esteem showed that there is a significant difference between self esteem of male and female students. So females' self esteem is higher than that in males. According to Cooper Smith, sources of self esteem includes feeling of power, being important in life, committing to rules and moral and social customs, getting success in social and academic relations. Since self esteem can be obtained from each of these sources, it is evident that it is not the same in males and females (Husseini and Qadimi moghadam, 2007). It is concluded that

emotional intelligence and self esteem of students do not affect their academic achievement. There is also no significant difference between emotional intelligence of male and female students. It is also concluded that self esteem of female students is higher than that in males.

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