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**The relationship between emotional intelligence and academic performance (Case study of Ghasr-e-shirin schools)****Kiyoumars Nourayi***School teacher in Ghas-e-shirin**Corresponding Author email: [Knooraei@yahoo.com](mailto:Knooraei@yahoo.com)***K E Y W O R D S:** emotional intelligence; mental health; academic performance;

**ABSTRACT:** Academic performance and progress, its causes and stimuli have been subjected to prolific analysis and one of the factors affecting it is emotional intelligence and mental health. According to the fact mentioned, the relationship between emotional intelligence, mental health and academic performance and progress has been studied in Ghasreshirin high school male students in three fields including: mathematics and physics, natural sciences and arts. This study is descriptive and conducted through correlation method. Our statistical population was composed of 600 male students in three different fields: mathematics and physics, natural sciences, and arts in the year 1993-94. Our statistical sample was combined of 230 individuals chosen via Morgan table and random sampling method. They were then given Bradbery and Garywes emotional intelligence questionnaires. Findings showed that there was a positive and meaningful relationship between emotional intelligence and academic performance. There was not such a relationship between mental health and academic progress. Emotional intelligence and mental health elements showed 15 percent variance in students' academic performance.

**Introduction**

During recent decades, psychologists in order to find the answer for the questions such as “who will be successful in their academic course” have conducted researches that to a great extent question the traditional view on IQ and its role in human's life. Azimi (1393) observed the relationship between emotional intelligence and academic performance. Results explain that there were no relationship between GPA semester and HGPA and emotional intelligence. Jafarpour and nourashrafoddin (1392) conveyed a survey about the relationship between emotional intelligence and learning methodology and progress in English-learning abilities in Tonekabon's female students and study suggested that there is a direct relationship between emotional intelligence and learning methodology and academic progress. Zoghi (1391) illustrated that emotional intelligence is related to efficient academic performance and an increase in emotional intelligence would lead in a leap in mental health and academic progress of students. Khosrojerdi and Khanzadeh (1386) while researching about general health and emotional intelligence of students concluded that these two elements are connected and emotional intelligence prevents from mental disorders and promotes general health. In addition to that emotional intelligence does not affect only mental health but also students' self-esteem. Liff (2013) in a study regarding emotional intelligence and academic performance describes that general intelligence only guarantees 50 percent of the academic progress. Stratton (2012) studied the relationship between emotional intelligence and academic performance of students and reported that there was no clear relationship between emotional intelligence and academic performance. Pertrides (2011) observed the bond between emotional intelligence and academic performance and results showed that emotional intelligence balances out the relationship between cognitive skills and academic performance. Researches show that the very important factor we call personality has an abundant role in all the grounds. It means that this very innate trait predisposes human's behaviors in distinct manners and positions. The emotional intelligence is a prominent factor which is related to mental health and academic performance. An individual depends on his integrated potentials to encounter life's challenges and to adapt to it. Why do some people enjoy a better condition of mental health as compared to the others? Which factors are making these differences? To answer these questions, we come to know the significance of studying emotional aptitudes that seems to establish success for some individuals. It is probable that success and prosperity attributed to some individuals are relied on their mental health and emotional intelligence. Thus considering the practical aspects of emotional intelligence in mental health and academic performance and the way it helps one to achieve mental health, probing these variables in students is a must. It seems more necessary to control emotional intelligence while regarding this fact that an appropriate emotional intelligence affects mental health and academic

performance. Acquiring the proper skills to control it would influence one's behaviors. The lack of enough surveys done in this field in the country and province and existence of sporadic findings regarding this subject emphasizes the importance of the inquiry.

### ***Inquiry's objectives***

#### ***Main goal***

The main goal of this paper is researching into the relationship between emotional intelligence, mental health, and academic performance in Ghasreshirin high school male students studying in three different fields including mathematics and physics, natural sciences, and arts in the year 1393-94. In this survey some minor objectives were of importance such as: determining the relationship between students' emotional intelligence and academic performance. Determining the relationship between students' mental health and academic performance. Determining the relationship between students' academic progress according to their emotional intelligence and mental health.

#### ***Inquiry's hypotheses***

It seems that there is a relationship between students' emotional intelligence and their academic performance.

It appears that there must be a relationship between students' mental health and academic performance.

It seems there is a relationship between emotional intelligence and mental health.

#### ***A review on theoretical concepts of the survey***

The term emotional intelligence was first suggested by a psychologist called Salovey in 1990 to delineate the behavioral qualities such as emotional perceptions, sympathy with others, and the ability to control one's emotions and excitements. In fact this intelligence includes self-oriented emotions as well as feelings involving the others and it helps us to make proper decisions in our lives. In other words, it is the factor that aids a person who is a failure to get motivated and to establish healthy relationships with the others in the society. Emotional intelligence theory provides a novel view in respect to predicting the effective agents required to achieve success and the primitive prevention from mental disorders. It supplements cognitive sciences, neurology, and child development. Emotional capabilities to plan the strategic relationships with the others are of grand significance.

#### ***Emotional intelligence according to Goldman***

In Goldman's view (1995), emotional intelligence combines of both the internal and external factors. Internal factors are composed of self-awareness, self-supposition, independence, and the capacity of self-growth and decisiveness. The external factors on the other hand are comprised of the relationship they share with others, the level of fluency they feel in sympathizing with the others and the sense of responsibility to take charge of their societal onuses. Emotional intelligence is combined of individuals' capacity to face the realities in their lives, flexibility, problem-solving strategies, their ability to handle stress and tensed emotions. Goldman has singled out IQ from EQ. he believes that EQ promotes IQ with abilities such as self-control, enthusiasm, effort, and self-motivation. He has laid the concept of EQ in a variety of aspects (awareness of ones emotions, controlling these feelings, and self-motivation). One of the other theorists believes in so-called combined model of emotional intelligence is Bar-Ann (1997). He defined it "a group of skills, talents, and abilities that enhances one's success to face the environmental pressures and excitements. This emotional intelligence is one of the most important agents in determining one's success in life and providing him with the precious mental health. Emotional intelligence is adjusted with the other factors including biological preparations, conscious intelligence talents, environmental facts and restrictions (Hassanzadeh, 1386). Bar-Ann model is a multi-factor intelligence model and is related to the talents regarding the performance not the performance itself (success obtaining skills not success itself). It is about the circuit process instead of the circuit itself. The characteristics of this conceptual model are based on a range of performance factors (emotional intelligence skills) and the methods these factors are defined upon. Bar-Ann has introduced emotional intelligence according to distinctive scales-questionnaires called Bar-Ann emotional intelligence questionnaire. Emotional intelligence and its required aptitude evolve with the years go by and it can be improved by higher levels of education and ameliorating programs (Hassanzadeh, 1389). The 15 factors introduced as emotional intelligence factors by Bar-Ann are as follows:

Emotional self- awareness

Self-esteem

Decisiveness

Self-growth

Independence

Sympathizing abilities with the others

Flexibility

Stress management aptitudes

Problem-solving strategies  
The ability of being realistic  
Accepting social obligations  
Impulse control  
Happiness  
Optimism  
Inter-personal relationships (Hassanzadeh)

Bar-Ann has presented a variety of emotional skills that covers 5 different aspects of aptitudes including (self-oriented skills, inter-personal skills, adaptability, stress control, temperament) (Aghayi, 1380).

### **Survey's Methodology**

To conduct this survey scale scrolling method and Likert's 5-scale-range questionnaire have been used. The applied questionnaire is derived from Bradbery and Garywes emotional intelligence test.

### ***Statistical population; statistical sample; sampling methods***

The statistical population in this survey is made up of 600 male students studying in 3 distinct fields in Ghasreshirin high schools (fields are including mathematics and physics, natural sciences, and arts). Statistical sample is composed of 230 individuals obtained by adopting Morgan table and random sampling method.

### ***Bradbery and Garywes emotional intelligence***

Emotional intelligence test was invented by Bradbery and Garywes in 1990 and the answers to the questionnaire are set into the scales based on 5 options in Likert's scale alternatives (never, seldom, often, usually, and always). The sub-scales of the questionnaire composed of (self-awareness, self-management, social awareness, relationship management, validity of the examination had conducted on the labor and social security department's employees, and students of Azad University, Roudehen and Saveh units. Its validity reported via re-examining it in a group of 36 persons being tested upon the four essential skills of emotional intelligence, the numbers were respectively 73%, 87%, 78%, and 90%. In another group of 284 persons (145 males and 139 females) the test was carried on only once and its validity coefficient estimated 88% using Cronbach Alpha measures. All the questions were in harmony with the totality of the test. Omission of a certain questions would not ostensibly discredit the test. All the obtained coefficients, whether via Cronbach Alpha method or re-examining, are considered significance in the level 99%. For validity determination, these examinations along with Bar-Ann test were conducted in a group of 97 participants. The correlation coefficient reported 68% which is again significance in level 99%. These validity and application are good standing and evident and the studies are going on in more extensive experimental groups of participants. The questions in this test are in resonance with our traditional culture and we can simply use it to achieve our defined goals. The grading and interpretation of the test; the base of grading in this test is 100.

### ***Definitions of the dependent and independent variables***

#### ***Theoretical definition***

Emotional intelligence: - The emotional capabilities of an individual such as awareness, self-control, self-motivation, social intelligence, social skills and defined as emotional intelligence (hassanzadeh 1383). Identity is a rational and emotional matter and is solid and justifying interpretation of the personality and its dimensions, existence and life's meaning (sayyedmuhammadi, 1384).

Mental health: - Mental health is one's adjusting ability with his/her surrounding at the best level of effort to generate happiness and satisfaction and an efficient view of the world (Milanfar, 1386).

Academic performance: - General or specific acquired knowledge or skills in the academic subjects which is measured by the tests and scales or both simultaneously set by the teachers (Taghavi, 1386).

#### ***Operational definition***

Emotional intelligence: - The grade a person has gained in the Bradbery-Travis emotional intelligence questionnaire.

General health: - The marks acquired in Goldsberg general health questionnaire (Goldberg and Vehley 1979) and it reveals the extent of general health. The higher the mark in this questionnaire the lower the general health. This questionnaire is including 4 subscales and each scale has 7 questions. These scales are as follows:

Physical complaints  
Sleeping disorders  
Social abilities disorders  
Major depression

Academic performance: - To have a solid view about student' academic performance their previous year GPA was considered as a criteria.

Table-1 It appears there is a correlation between students' emotional intelligence and their academic performance.

Statistical variable	Self-awareness	Social awareness	Self-management	Relationship management	Emotional intelligence
Correlation coefficient	28%	21%	25%	31%	34%
Significance level	0	0	0	0	0
Numbers	230	230	230	230	230

One of the factors had been studying in this paper was mental health and its impact on students' academic performance. Table 2 suggests a lack of connection between these two subjects.

Table 2 . It seems there is no relationship between students' mental health and their academic performance.

Statistical variable	Physical symptoms	Stress	Social functions	depression	Mental health
Correlation coefficient	-11 %	6%	9%	-12%	-13%
Significance level	36%	54%	39%	34%	17%
number	230	230	230	230	230

Examining the relationship between emotional intelligence and mental health in another aspect of this study. The results demonstrate an evident and positive relationship between these two factors ( $p < 0.01$ ). to put it in other words the more the emotional intelligence the higher the mental health of the students.

Table 3 . correlation coefficient of the students' emotional intelligence and mental health

variable	statistics	Mental health
Emotional intelligence	Correlation coefficient	44%
	numbers	230
	Significance level	0.01%

Table 4 . Multiple regressions of emotional intelligence and mental health with the academic progress of the students

The predictor variable	F	P	R	R2	B	T	p
Physical symptoms	90/2	001/0	38/0	15/0		-03/0	78/0
Stress symptoms							
Social functions							
Depression symptoms							
Self- awareness							
Social awareness							
Self- management							
Relationship management							
					-04/0	-0.31	63/0
					05/5	0.50	61/0
					-09/0	-0.46	54/0
					27/0	4.12	00/0
					23/0	2.07	04/0
					13/0	1.18	04/0
					14/0	1.98	02/0

**Findings of the survey**

In this paper to examine the relationship between the factors we have applied Correlation and Regression coefficients. Results show that between students' emotional intelligence and academic performance a statistical correlation exists. This

correlation is including emotional intelligence's internal factors; self awareness 28%, social awareness 21%, self-management 25%, relationship management 31%, emotional intelligence 34%. In other words the more the students' emotional intelligence the greater their academic performance and progress.

In this study in addition to examining the factors' correlation coefficient, their regression coefficients are used as well. Regression amount ( $=38/0R$ ) shows that the factors including emotional intelligence and mental health predict 15% variance from academic performance of the students and F is significant and sensible in the level 1%. Besides, concerning the Beta coefficient calculated, emotional intelligence, mental health, and self-awareness ( $=27/0B$ ) have the biggest share in the students' academic progress and the next comes their social awareness.

## **Conclusion**

This study has been conducted in order to examine the impact of emotional intelligence and mental health on students' academic performance. To conduct this inquiry we have used the scrolling method and questionnaires as the examining tools. The results show that between emotional intelligence and mental health with the student's academic performance lays a significant and positive relationship. In other words, the more the emotional intelligence levels of a student, the higher his/her academic progress. To explain the results we can say that one of the reasons we have applied the concept of emotional intelligence is the recent findings expressing that the cognitive intelligence can not suffice for the students' academic progress. Goldman's examination (1995) shows that cognitive intelligence only guarantees 20% of academic success and the rest depends on emotional intelligence and social skills. This is approved by many other researchers in this field such as Richardson and Evanns(1997), Fenigen (1998), Ganglosi and Peterson (1998). All these researchers believe that emotional intelligence can take a magnificent role in individual's academic and career success as compared to general intelligence. In this ground, May and Absen (2004) believe that emotional intelligence would affect inclusively on the individual's cognitive processes and abilities and in fact emotions. With their impact on the person's reactions and his interpretation of information would take control of intelligent behaviors; But the fact that how emotional intelligence can affect the academic progress would originate in its history and its functions. In fact this tendency to emotional intelligence started from the point that the emotional aspects entered into the learning theories zone. After that a great deal of studies had been done in the ground of psychology and even neurological brain. Studies signify the importance of the emotion in the brain processing. Maccain (2004) believes that a lot of that have been done in the field of neurology indicate that the emotion and recognition have such a mutual interaction with each other that emotion can even affect the memory and the brain activities.

Elbasi et al (1997) expressed that it is impossible to deny the mutual interaction between emotional and intelligence and their impact on the learning abilities. Thus we can not subtract the learning capabilities of a person that leads in his academic progress from his emotions. It should be admitted that emotional intelligence plays a prominent role in our daily life. It affects our beliefs, form our decisions, and enhance our adaptability to our environment. Emotional intelligence by the rigor of curbing our emotions and guiding them towards the success path via exerting information processing methods improves our thinking while facing with creative, short-term assignments and increases the level of performance in the space assignments.

The other reason that justifies the theory that emotional intelligence is prior to cognitive intelligence in respect to academic performance, is its social aspects. In fact paying too much heeds to cognitive intelligence is mechanical and artificial. As a matter of fact, each individual lives in a particular social background and texture and we can not isolate him from that context. Our social environment is choking full with the incidents that demand adaptation and justification. This dilemma is only solved by emotional intelligence. In Kiarochi et al belief (2001) the life's incidents keep happening around us. It is the emotional intelligence that influences these pleasant and disastrous incidents and provides us with the proper way to confront them or adapt to them. Our emotional intelligence causes us to suffer much less in facing with the negative incidents in our lives. It helps us to make the best use of the positive incidents as well. This results in a better utilization of emotional intelligence by an individual to interact positively with his surroundings. He would be also able to handle the blocks in his way of academic or career course efficiently. Under a difficult situation a student with the higher emotional intelligence would perceive a better understanding of himself and his environment and would manage the negative aspects way better. He would be able to assuage the negative effects on his studying as well. Perhaps it is the most evident reason why such students are much more successful.

By the way we should keep this in mind that only two aspects of emotional intelligence including self-management and self-awareness have a direct impact on the academic success. Even though the existence of a relationship between relationship management and social awareness with the academic abilities has been explained, these two variables were unable to prognosticate academic performance. This fact reveals that there must be more emphasize on personal aspects of emotional intelligence instead of its social dimensions. The importance of emotional intelligence should be taken into consideration since these two concepts are the fundamental building block of many theories in explaining the performance of the individuals specially the academic performance.

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