

The Role of Emotional Intelligence in Academic Performance of Male and Female Students in the University of the Punjab

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Abstract:

This study was conducted with a key purpose to examine the significant relationship between emotional intelligence and academic achievement of male and female students in University of the Punjab. Three hundred and forty (340) students were selected, 170 male and 170 female students from the four out of twenty faculties of University of the Punjab randomly. In this study, hypotheses were formulated. t-test was used to analyze the difference between emotional intelligence and academic achievement of male and female students. Regression test was used to check the relation between emotional intelligence and academic achievement of the male and rural students. The results showed that there was significant difference between academic achievement of male and female students and insignificant difference between emotional intelligence of male and female students. There was no significant relationship between emotional intelligence and academic achievement of male and female students in University of the Punjab.

Key words: Emotional Intelligence, Academic Achievement

Introduction

Emotional Intelligence plays a consequential role inside the learning environment such as academic achievement, academic adaptation and to the mental health of the students (Saklofske et al. 2012). EI has been considered to be directly related to the psychological health of the students (Malouf et al. 2007) ensuring the welfare contentment of the students such as self-satisfaction, lower stress levels (Austin et al. 2010). To regulate the emotions has been found as the backbone within the process of associations with the ability to arouse the positive emotion and to reduce the negative emotions that provide the versatile mechanism for male and female students to deal with the inescapable stressors within the learning situations (Mikolajczak et al. 2008; Austin et al. 2010).

Furthermore, positive relationships have been found between emotional intelligence and academic success of the students at school level ((Parker et al. 2004; Downey et al. 2007; Hogan et al. 2010; Petrides, Furnham and Frederickson 2004; Parker et al. 2004.) The students with high level of EI can manage their emotions in antagonistic situation to plan their future efficiently and evade musing on pessimistic circumstances (Saklofske et al. 2012). In contrast, there are other studies which show no significant relationship between emotional intelligence and academic success of students (Bastian, Nettelbeck, and Burns, 2005; Barchard 2003; Van Der Zee, Thijs, and Schakel 2002; Newsome, Catano and Day 2000). EI may not be the predictive factor for the academic achievement but it mediates the coaction between perceptive capability and academic achievement (Petrides et al 2004).

Objectives of the Study

The objectives of the study were:

1. To find out the differences regarding emotional intelligence between boys and girls in University of

the Punjab.

2. To measure the significant difference in academic achievement of male and female students in University of the Punjab.
3. To investigate the significant association between emotional intelligence and academic achievement boys and girls in University of the Punjab.
4. To explore the significant difference between factors of emotional intelligence.

Hypotheses

The following hypotheses have been formulated:

H_{0.1}= The boys have more academic performance than girls.

H_{0.2} = There is a higher level of emotional intelligence in boys than girls.

H_{0.3}=There is a relationship between emotional intelligence and academic achievement in boys and girls.

H_{0.4}= There are differences in five factors of emotional intelligence on the basis of gender of students.

Methodology

The study was descriptive (survey-type) in nature. The sample of the study was drawn from four out of twenty faculties of University of the Punjab, Lahore campus. The researchers took a sample of 340 students from the University of the Punjab through random sampling in which convenient random sampling was used. There were 170 male and 170 female students respectively. The students were between 19 – 30 years old. The sample was taken mainly from 4 faculties.

Faculty of Commerce

Faculty of Behavioral and Social Sciences

Faculty of Faculty of Law

Faculty of Pharmacy

Instrument

Data was collected through close ended questions. The basic intention behind using the quantitative research design was to make the study more reliable and valid from a scientific research point of view. Bar - On Emotional Intelligence Quotient Inventory (Bar -On EQI- I) was used as a tool for data collection. The Bar -On EQI- I was developed by REUVEN Bar-on in 1997. It consisted of 133 items. The items were suitable according to our culture and society. The items were in the form of short sentences. Bar-on -EQI has been a highly valid instrument over the last 17 years. Nine types of validity studies of Bar-On -EQI have been carried out. These studies indicated high rates of content, face, construct and predictive validity of Bar-on -EQI. The pilot testing was done to test the reliability of instrument, the reliability value was $\alpha = 0.921$.

Data Analysis

The questionnaires were distributed to three hundred and forty students of University of the Punjab gender base. The results were elucidated by comparing the means. Moreover, t.test and regression were for the difference and relationship respectively.

Gender	N	Mean	SD	t-value	df	Sig.(2 tailed)	Mean Diff.
Male	170	407.38	48.861	0.170	338	0.865	0.935
Female	170	408.31	52.332				

Table 1- T-test between emotional intelligence of male and female students

To compare the differences between emotional intelligence of male and female students in University of the Punjab, the independent sample t- test was executed. Levene's "Test for Equality of Variances" was significant and variances were assumed homogeneous. So the result of t-test showed that there

was insignificant difference between emotional intelligence of male and female students in University of the Punjab, $t(0.170) = 338$, $p = 0.865$ which was greater than alpha 0.05. Male academic achievement averaged 407.38 (SD=48.861) and female academic achievement averaged 408.31(SD=52.332). So, H_0 accepted that there is no significant difference between academic achievement of male and female students in University of the Punjab.

Gender	N	Mean	SD	t-value	df	Sig.(2 tailed)	Mean Diff.
Male	170	1.57	.531	7.154	256.581	.000	.624
Female	170	2.19	1.005				

Table 2- T-test between academic achievement of male and female students

To compare the differences between academic achievement of male and female students in University of the Punjab, the independent sample t- test was performed. Levene's "Test for Equality of Variances" was significant and variances were assumed heterogeneous. So the result of t-test showed that there was significant difference between academic achievement of male and female students, $t(7.154) = 256.581$, $p = 0.00$ which was less than alpha 0.05. H_0 was rejected that there is no significant difference in academic achievement of male and female students in University of the Punjab. Also the results show that mean of academic achievement of female students (2.19) were greater to the mean of academic achievement of male students (1.57).

Variable	B	SE(B)	β	t	Sig.(p)
Emotional Intelligence	-.001	.001	-.050	0.927	0.354

Table 3- Regression analysis for emotional intelligence and academic achievement of male and female students (N=340)

Note: a: Dependent Variable: Academic Achievement

b: $r = 0.050$

c: $R^2 = 0.003$

To find out the relationship between emotional intelligence and academic achievement of male and female students in University of the Punjab, regression analysis was performed. The above table shows that there was a positive relationship between emotional intelligence and academic achievement of male and female students. But the value of correlation = 0.050, showed the lowest level of relationship. The value of R^2 showed that only 0.3 % achievements of male and female students depend on their emotional intelligence. And the p value (0.354) was greater than α (0.05) so null hypothesis ($H_{0.3}$) was accepted. It means that there is no significant relationship between emotional intelligence and academic achievement of male and female students in University of the Punjab.

Factors of Emotional Intelligence	Mean (N =340)		t-value	Sig.(2.tailed)
	Male (N =170)	Female(N=170)		
Interpersonal	13.772	92.66	-1.793	.074
Adaptability	98.20	101.57	2.170	.031
Stress Management	44.22	45.21	1.182	.238
General mood	37.01	37.39	.582	.561
Intrapersonal	141.71	140.34	-.689	.491

Table 4- t-test between different factors of emotional intelligence of male and female students

*Significant at $P < 0.05$ level of significance.

To compare the differences between different factors of emotional intelligence in male and female students in University of the Punjab independent sample t- test was performed. Levene's "Test for Equality of Variances" was insignificant and variances were assumed homogeneous. The above table showed that the value of p was greater than 0.05 in all four factors. So we accepted the hypotheses ($H_{0.4}$, $H_{0.6}$ $H_{0.7}$ & $H_{0.8}$). It concluded that there were no significance difference between in interpersonal skills, stress management, general mood and intrapersonal skills of male and female students in University of the Punjab. But the p value of adaptability was

less than 0.05. So, $H_{0.5}$ is rejected that there is no significance difference between adaptability of male and female students.

Conclusion

The present study was an attempt to bridge the knowledge gap of understanding the association between EI and academic achievement of the students both male and female in University of the Punjab. The result showed that there is no relationship between emotional intelligence and academic achievement in male and female students of the University of the Punjab. It proved that emotional intelligence does not have an effect on learning and academic achievement of the students either male or female. Moreover, no significant differences were found in four factors of the emotional intelligence and male, female students of the University of the Punjab. Only one factor of the emotional intelligence, that is adaptability, has a significant difference in male and female students, which means that adaptability does affect the male and female students' learning. There was a significant difference in academic achievement of male and female students in University of the Punjab which revealed that female students have more good grades in academics than male students. Furthermore, there was an insignificant difference between emotional intelligence in male and female students that clearly disposed emotional intelligence does not matter in this regard.

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