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Impact of Emotional Intelligence on Academic Achievement of English Language Learners

ABSTRACT

Among different learning concepts and models in psychology, EI is progressively being infused in teaching, education and development. Although students are equipped with books, notebooks, pens and pencils while teachers have course books, charts, blackboard, reference books and other teaching resources, most of the time students cannot meet the standards of learning. The purpose of the present research is to find out the relationship between emotional intelligence and academic success of the university students (enrolled in MA English) and important gender differences on academic success. Bar-On Emotional Intelligence Quotient Inventory of 125 items (Bar-On EQ-i: 125) was used to collect the data from 60 university graduates. The EQ-i of each student was compared with the marks obtained in the final examination at graduation level considered as academic success. Pearson

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correlation coefficient was computed to assess the relationship between emotional intelligence and academic success of the students, and to analyze relationship among overall academic success and composite scales. T-test was computed to find out mean scores of two independent samples: EQ-i and academic success. It was found that there is a positive relationship between emotional intelligence and academic success of the students. Students with high emotional intelligence had high academic achievement while those who had low EQ-i performed low in academics. Also the mean difference between male and female students illustrate that female students had slightly higher Intrapersonal, Interpersonal, Adaptability, Stress Management, and General Good EQ-is cores as compared to male students.