

Impact of Wellbeing on Students' Performance in Higher Education Institutions of Pakistan: The Moderating Role of Emotional Intelligence

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Abstract

The present study examined the interactive effect of emotional intelligence on the relationship among sense of wellbeing & student's performance in higher education sector of Azad Jammu & Kashmir and Pakistan. Using purposive and disproportionate random sampling techniques 200 students, from five well reputed universities of federal capital and Azad Kashmir were selected. Correlation and linear regression tests were used to analyze the data through SPSS. Findings indicate the wellbeing is the weak predictor of academic performance. However, when interactive term (emotional intelligence) was introduced, it moderated the relationship on academic achievement among the students. Findings suggest that emotional intelligence is one skill that assists students as they strive to more effectively improve their performance. This study has implication for teachers and parents to cultivate emotion management skills as by doing so; student can better comprehend their own sentiment and that of others and also can improve their academic performance.

Keywords: Emotional Intelligence, Academic Performance, Wellbeing, Moderation, Linear regression.

1. Introduction

Emotional Intelligence is an amalgamation of distinctiveness and competencies confined to a wide-ranging set of individual expertise and temperament, by and large it is stated as capacity or inter and intra-personal abilities, which are exterior to fixed portions of explicit knowledge, universal aptitude, and practical or specialized talent (Gupta, 2014). The earlier findings have also seen the propagation of an ample number of theories and models and these studies found a substantial effect of emotional intelligence on student's educational success (Barchard, 2003; Corcoran & Tormey, 2013; Ougundoken & Adeyemo, 2010; Schuttle et al, 1998).

Increasing student achievement is a central theme of higher education institutions. Additionally, emotional intelligence leads to higher performance in nearly all intellectual careers. Students are continuously exposed to the pressure and strain particularly with regard to their academic milieu. The success of an individual is largely depend within him, the way one manages the emotions, sentiments and control them in a wise manner. Students, who are considered as the prospects of any nation, have to deal with such anxieties while intelligently managing their emotions.

Emotional intelligence is considered as an element which influences student's learning process. Obviously, emotional intelligence pays considerably to students' educational attainments. Developing someone's emotional intelligence has a everlasting effect. A lot of teachers and parents and are worried due to rising altitude of disagreement in youngsters from stumpy sense of worth to early usage of drugs to depression and anxiety, are quickening to educate pupils the abilities needed for EI. As the EI is a major talent, a competence which overwhelmingly influences rest of all skills, each smoothing the progress of or snooping with them (Asrar-ul-Haq et al. 2017; Goleman, 1995), hence, it calls for a thorough investigation of EI and educational performance/success amongst the pupils.

In general context as well as in the background of Pakistan in particular, brilliance in educational

attainments has been usually coupled with students' extraordinary intellectual abilities, whereas the feature of sentiments or emotions has not been given its praiseworthy value. Limited number of studies has been conducted in this regard in Pakistan (Malik & Shahid, 2016). Specifically in education sector the studies are inadequate therefore, the study of EI required to be broaden to unbolt the parents concentrations, academicians and the authorities that obviously and ultimately engaged in the course of learning and growth of students. The goal would ideally be based on the significance of EI to the internal strength and achievements of their kids (Hassan et al., 2009).

The main objective of this research is to observe the moderating impact of EI on the association among sense of wellbeing and academic performance among the students in five HEC recognized universities of federal capital and Azad Kashmir, Pakistan.

Broadly, the study was based on following objectives:

- i. To assess the direct impact of sense of wellbeing on academic achievement.
- ii. To examine the interactive impact of EI on the relationship among self-wellbeing and academic performance between the students.

EI assists the students to enhance their emotional knowledge, appearance of feelings, imagination, develop acceptance and patience, built confidence and honesty, development and continuation of relationships within and across the institute and thereby increase the performance of each student. EI has an important part in personal lives and turn out to be a vital measure of assessment for finding of a successful student, it adds to performance and also the personal development.

2. Literature Review

EI denotes to a skill, to be familiar with the significance of emotion and their interaction and to find and resolve problem through it. EI is caught up in the ability to pick out sentiments, incorporate sentiment-related thoughts, comprehend the facts & figures of such sentiments, and manage these. Studies examined dimensions of EI through evaluating interrelated concepts, like personal competency, psychological awareness, social skills, and emotional development, a long time before the concept 'EI' originated (Chamundeswari, 2013).

The term EI was introduced by John Mayer from University of New Hampshire and Peter Salovey from University of Yale in 1990. Emotional Intelligence is such an imperative topic that it has come upon by leading scholars from around the world. Different scholars gave deserving emphasis in their scholarly writings and define this term differently but all agreed on some particular aspects i.e. the management of emotions and self-awareness.

Similarly, Cherniss et al., (1998) and Goleman (1998) mentions that EI is an aptitude to recognize the self-feelings; it also includes the ability to take useful decisions in career. By means of EI, a person is competent enough to hold or control frustration, dissatisfaction, depression and further pessimistic emotions in a constructive way. EI similarly supports a person to manage his emotions.

On the same line of investigation, Salovey and Mayer (1990) views EI as a skill to deal with yourself and others from the phase of sensation and sentiment, intelligently differentiate the two concepts and become able to make best use of information to control someone's thoughts and actions. EI also denotes an extent of competency that is related with the capability to manage feelings and sentiments to encourage, to motivate and to achieve your life aims.

Yahaya et al., (2011) carried a detailed investigation and examined the association stuck among the recognized five parts of EI, namely interpersonal skills, self-awareness, self-motivation, empathy, managing emotions, and educational performance. Their investigation was meant to find out whether these five elements of EI have any sort of contribution to academic or educational performance. In another study 6,050 students were investigated to measure the link among EI, self-esteem, self-concept and academic achievements (Tamannaifar et al., 2010). The sample for this study was taken on random basis and the findings reflect that EI, esteem of students and their self-concept are correlated to their achievements in academics.

However, views of Osokoyo (1998) as stated in (Ogundokun, 2010) are quiet contradictory since; he viewed the academic attainment as an outcome of teaching and instructions. Attaining a high level of academic success largely depend upon due consideration and concern of teachers and parents towards students/children. Therefore, higher academic achievement is the result of learning and teaching experiences.

Furthermore, opponents or critics of emotional intelligence argue that it is too a blurred conception which cannot be calculated and also the validity of it is questionable (Robbins & Judge, 2003). Academic achievement is also depending upon the state of self-satisfaction or contentment. A sense of well-being refers to the state of happiness and self-satisfaction. In general, individuals having high sense of self wellbeing are pleased and satisfied with life. On the other hand, individuals with low self-esteem and sense of wellbeing are not satisfied with life at the present time so, the wellbeing factor may directly be associated with the academic success of the students.

Academic success is referred to the demonstration of knowledge, skills and competence which has been

taught in the academic institutions (Busari, 2000) as cited in (Ogundokun, 2010). It is the level of performance displayed by the students. In the academic settings the development of skills and attainment of knowledge in the institutions defines the academic achievement.

After taking into consideration the diverse nature of literature and scholarly manuscripts on the connectivity among EI and performance in academics, this theme needs more investigation. Conceivably, there is lack of studies on the association among EI, self-wellbeing and achievements in academics; also, the past studies overlook the other facets of EI or possibly it was due to the measuring tool that gauged the responses. Based on above mentioned critical literature analysis on wellbeing, emotional intelligence and academic attainment it was decided to explore more on this issue.

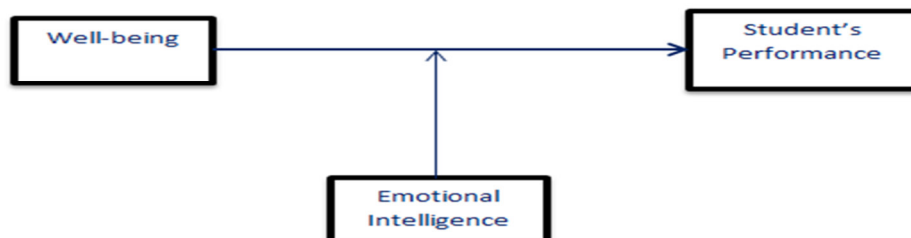
3. Research Methodology

Present research was exclusively based on a survey through a self-administered questionnaire among the students of five different universities, which fall within the age groups of 20-25, 26-30, 31-35, 36-40 and above. Students from University of Kotli AJ&K, Yusra Medical & Dental College, National University of Computer and Emerging Sciences, Ripha International and National University of Science & Technology were included in the survey. Participants of this study were from different degree program like BS, MSc, MS, M-Phil and PhD. The purposive and disproportionate random sampling technique was used to select sample for this study.

The research instrument used in present study consists of three sections. Section1 deals with demographic information, Section 2 consist of items related to sense of wellbeing and Section 3 includes items related to EI. The survey instrument was adapted from Trait EI instrument (Petrides & Furnham, 2006) while items on performance were adapted from Tassema and Soeters (2006) and it was customized in the study settings. The survey instrument consists of 30 items, to measure the sense of wellbeing, self-control, emotionality, sociability and EI traits. The set of items which were devised to measure the EI on a seven point Likert scale was built on four primary areas in the model of EI. These are EI traits, assessment and statement of emotion, use of emotion management and social skills.

The Statistical populace involved all of the above mentioned five universities students, 200 students were taken in sample through purposive and disproportionate random sampling techniques. Based on the composition and framework of problem under investigation and questions investigated, correlation and regression techniques were used to analyze the data for the current research study. The survey instrument was handed over to the sampled students and responses were analyzed through linear regression model while the inspiration of moderation analysis process was adapted from Hayes (2012).

Figure 1: Theoretical Framework



4. Results

Table 1: Summary of Results

Model	R	R2	Adjusted R Square	Std. Error of the Estimate
1	.140a	.020	.003	.70143
2	.774b	.600	.591	.44948

a. Predictors: (Constant), Gender, Age, Education

b. Predictors: (Constant), Gender, Age, Education, WBM

Table 1 indicates that well-being exerts a considerable effect on the academic success/ performance of students, it predicts 60% variance in the student's achievement.

Table 2: ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.728	3	.576	1.170	.323b
	Residual	86.100	175	.492		
	Total	87.828	178			
2	Regression	52.674	4	13.169	65.181	.000c
	Residual	35.154	174	.202		
	Total	87.828	178			

Results are significant as it can be observed in table 2, that significance level is .000. The significant change in F value at .000 levels indicates a considerable influence. The ANOVA results specifies the significance of the model at (F = 94.78, p < .0005). The value of R (.774), R² (.600) and the value of F test (65.181) illustrates that the outcome of regression analysis are significant.

Table 3: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.781	.249		15.191	.000
	Gender	.015	.105	.011	.141	.888
	Age	-.096	.054	-.134	-1.770	.078
	Education	-.051	.063	-.061	-.809	.419
2	(Constant)	1.282	.224		5.721	.000
	Gender	-.080	.068	-.057	-1.183	.238
	Age	-.024	.035	-.033	-.679	.498
	Education	.008	.040	.010	.205	.838
	WBM	.706	.044	.773	15.880	.000
3	(Constant)	-.080	.131		-.613	.541
	Gender	-.008	.035	-.006	-.236	.814
	Age	-.007	.018	-.010	-.407	.684
	Education	.024	.021	.028	1.132	.259
	WBM	-.418	.056	-.458	-7.444	.000
	EMOIM	1.424	.065	1.346	21.913	.000

The coefficients table reflects the contribution of each variable in the overall model. It reflects the results by entering all the variables into the final model one by one. Moreover, the β values denote the exclusive impact of every independent variable, after removing the corresponding influence of rest of the variables.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.140a	.020	.003	.70143
2	.774b	.600	.591	.44948
3	.946c	.894	.891	.23199

a. Predictors: (Constant), Age, Gender, Education

b. Predictors: (Constant), Age, Gender, Education, WBM

c. Predictors: (Constant), Age, Gender, Education, WBM, EMOIM

When interactive term emotional intelligence was regressed between independent and dependent variable the impact was significantly enhanced. Since, the above table better explains the results that when moderation was performed it added to the effect of wellbeing on student performance. In table 4, the value of R square .894 shows that EI moderates the association among wellbeing and student achievements through adding its effect significantly from 60 percent to 89.4 percent.

5. Discussions, Conclusions and Recommendations

Researchers from across the globe have shown a positive connection among EI and students' performance. As far as direct effect of EI with regard to students' performance is concerned, it remained positive in our study, this finding is compatible with the study of Barchard (2003). The current research findings are also compatible with the findings of OgundoKun and Adeyemo (2010) which recognized that EI is a good predictor of student's achievements.

Researches demonstrating a close connection between emotional intelligence and student success as the results of current study are in line with the findings of (Golden & Domheim, 1998), the positive association and impact between emotional intelligence and student's success. The results of current research are compatible to the results of Chamundeswar (2013), he found a substantial positive correlation among EI and academic performance between the students.

In the light of findings of present study EI is an important component of a person's life. This study is mainly instituted in the variable of the EI and the concept of wellbeing, as well as students' educational performance. Further studies can be conducted by highlighting the added facets, like cognitive abilities and home environment that are reliably narrated with students' EI.

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