

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 females 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.

Keywords 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 considered to the directly collaborated with the psychological health of the students (Malouf, Schutte, Thoor steinsson, Rooke & Bhuller, 2007) that ensures the welfare contentment of the students such as self-satisfaction, lower stress levels (Austin et al., 2010). To regulate the emotions has found as backbone within the process of associations with ability to arouse the positive emotion sand to reduce the negative emotions that provides the versatile mechanism for male and female students to deal with the inescapable stressors within the learning situations (Mikolajczak, Hansenne, Nelis & Quoidbach, 2008; Austin et al., 2010).

Furthermore, positive relationships have found between emotional intelligence and academic success of the students at school level ((Parker, Summerfeldt, Hogan, & Majeski, 2004; Downey, Hansen, Lloyd, & Stough, Mountstephen 2007; Hogan et al., 2010; Petrides, Furnham & Frederickson, 2004, Parker, Creque, 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 shows no significant relationship between emotional intelligence and academic success of students (Bastian, Nettelbeck, & Burns, 2005; Barchard, 2003; Van Der Zee, Thijs, & Schakel, 2002; Newsome, Catano & 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 emotional intelligence 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 had been formulated:

- H_{0.1}= The boys have more academic performance than girls.
H_{0.2}= The higher level of emotional intelligence in boys than girls.
H_{0.3}= There is relationship between emotional intelligence and academic achievement of boys and girls.
H_{0.4}= There 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 faculties of university of the Punjab Lahore campus out of twenty. The researchers took the 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. The sample was taken from mainly 4 faculties.

Faculty of Commerce

Faculty of Behavioral and Social Sciences

Faculty of Faculty of Law

Faculty of Pharmacy

Instrument

Data were collected through close ended questions. The basic intention behind using quantitative research design was to make study more reliable and valid from 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 is 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.

Table 1

T-test between emotional intelligence of male and female students

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				

To compare difference between emotional intelligence of male and female students in University of the Punjab 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, $H_{0.1}$ accepted that there is no significant difference between academic achievement of male and female students in University of the Punjab.

Table 2

T-test between academic achievement of male and female students

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				

To compare difference between difference in academic achievement of male and female students in University of the Punjab 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. $H_{0.2}$ rejected that there is no significant difference in academic achievement of male and female students in University of the Punjab. Also the results shows that mean of academic achievement of female students (2.19) were greater to the mean of academic achievement of male students (1.57).

Table 3

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

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

Note: a: Dependent Variable: Academic Achievement

b: $r=0.050$

c: $R^2 = 0.003$

To find out 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 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.

Table 4

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

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

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

To compare difference between different factors of emotional intelligence of 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. Result showed that there is no relationship between emotional intelligence and academic achievement of male and female students of the University of the Punjab. It proved that emotional intelligence does not have 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. But only one factor of the emotional intelligence that is adaptability has significant difference of male and female student's means adaptability does affect the male and female students learning. On contrary, there was significant difference in academic achievement of male and female students in University of the Punjab that revealed females students have more grades and good in academics than male students. Furthermore, there was insignificant difference between emotional intelligence of male and female students that clearly disposed emotional intelligence does not matter in this regard.

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