The Relationship between Emotional Intelligence and Academic Performance of Third Guidance School Students

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*Abstract-*Introduction and Stating the Problem: Students are the pillars of the institution of education and research and recognition in the factors influencing their academic performance can cause flourishing their qualitative and quantitative development in education. Therefore, this study was the relationship between emotional intelligence and academic performance of the 3rd guidance students.

Method: In this descriptive - correlational study, 320 3rd guidance students from Saravan citywho were selected in a multi-stage random sampling method were examined.The research instrument consists of three questions: 1 - Demographic characteristics (gender, father's education, mother's education, GPA), 2 –Bar-N Emotional Intelligence Scale and 3 –researcher-made questionnaire of exercises.Data were analyzed using SPSS 15 software and independent t-test, Pearson correlation and regression significant at 0.05.

Findings: The results showed that there was a significant positive correlation between emotional intelligence and academic performance of students (in total) and students with low exercise (p <0.05), but there was no significant relationship between emotional intelligence and academic performance of students with moderate and high exercise. Also, there was no significant difference in the mean score of students' emotional intelligence in terms of physical activity, however, the mean academic performance of students with moderate and high physical activity than students with low physical activity was higher (001/0 = p).

Result: According to the results obtained in this study, emotional intelligence can be increased through training and practice proper techniques and exercise regularly to improve the academic performance of students.

Keywords- Emotional Intelligence, physical activity, school performance

I. INTRODUCTION

Academic life is one of the most important aspects of one's lives that have a high influence on other aspects of life. One of the basic problems in the education and training system in each country is the academic failure and low academic performance of its students (Zahrakar, 2007). Several factors can influence academic performance in that educations specialists have divided these factors into four categories: individual, family, social and academic factors (Zahrakar, 2005).

Among these factors, educational and personal nature of social and cognitive factors have the greatest impact on their academic performance and among personal factors, one of the factors affecting the academic performance is intelligence and mental ability.

Emotional intelligence includes knowledge, planning, and expressing a range of emotions.The ability to recognize, instrument and controlling these emotions is an important aspect of emotional intelligence and individual inabilities in each of these capabilities is led to disorders such as anxiety and mood disorders that indicative of emotional self-returning malfunction that is a key in emotional intelligence.Therefore, we should let our children trained these skills of emotional intelligence that is based on detailed recognition, controlling and regulating them in order that the probability of occurring these disorders be reduced and then their performance be improved (Shamoradlou, 2004).

Results from various studies indicate that there is a relationship between emotional intelligence and academic performance (Parker et al, 2004; Nelson and Lowe, 2003, Holding et al, 1388), however, in some studies, a correlation has been found between emotional intelligence and academic achievement (Nikogoftar et al, 1388; LotfiAzimi, 1385).Goleman (1998) argues that emotional intelligence can be above the general quality of life and personal success in various educational, social, career, enhance athletic areas (MahanianKhamane et al, 1385).Successful athletes have particularpotential to emotional intelligence abilities and talents that will enable them to do great things.Ghaie et al (1386) investigated the relationship between emotional intelligence and athletic success and found that there is a significant positive relationship between emotional intelligence and athletic success. There is this problem in academic system that The emphasis is purely on academic ability and emotional intelligence, i.e. the set of attributes that are important in determining the fate of individuals, is ignored, for the capabilities and competencies of social and emotional factors

are influencing and determining factors on academic achievement (Austin et al, 2003).

Students are the pillars of the institution of education and research and recognition in the factors influencing their academic performance can cause flourishing their qualitative and quantitative development in education. Therefore, the researcher in this study is seeking to investigate this issue whether there is a relationship between physical activity and academic performance of 3rd grade high school students of Saravan city in order to provide guidelines to improve student's academic performance and reduced dropout.

II. MATERIALS AND METHODS

A. Community and study sample

the statistical sample consists of 3rd grade high school students living in Saravan that among these students, 320 ones in multi-stage random sampling method was selected in that the list of guidance schools of Saravan was provided by the Department of Education, then Saravan city was divided into 4 areas and each share of the metropolitan area (North, South, East and West) and the sample size was determined based on the number of schools in each district, then through a simple random sampling, schools of each city are chosen and one class were examined from each school.

B. Tool

Instruments for gathering questionnaire data were as follows:

1) Bar-On Emotional Intelligence Questionnaire

This questionnaire contains 117 items and 15 subscales that were employed by Bar-On on 3831 patients from 6 countries (Argentina, Germany, India, Niger and South Africa) to 48.8% of males and 51.2% were women and then were systematically standardized in North America. The results show that standardization of the questionnaire has satisfactory reliability and validity. This questionnaire was normalized on Iranian student (Dehshiri, 1382) and the number of words its expressions was reduced into 90 ones. Test subscales include: emotional self-awareness, self-expression, self-esteem, self-actualization, independence, empathy, social responsibility, interpersonal relations, realism, flexibility, problem solving, stress tolerance, impulse control, optimism and happiness. Grading is set in a 5-point Likert scale from strongly agree (5) to totally disagree (1) and grading is done in reverse in some questions. The total score of each scale with a total score for each question and the total scores of test is the total score of 15. In the study conducted by Samari and Tahmasbi (2007), the reliability of the test using Cronbach's Alpha is 0.93. Also in the study done by Dehshiri (2003), validity of the questionnaire in terms of Cronbach's alpha was 0.74 for male students and 0.68 for female students and 0.93 for the total ones.

2) Levels of physical activity inventory

Researcher-made levels of exercise inventory includes four questions to measure exercise, duration of exercise, frequency of exercise and sports activities are regulated by the researcher. The questionnaire was based on the duration of individual exercise multiplied by the number of times specified in each week. Accordingly, those who did not exercise or have exercised less than 3 hours per week as athletes and people who exercise more than 3 hours per week (such as walking, cycling, swimming, gym, climbing, indoor soccer, volleyball, football , tennis, etc.) were considered as athletes.

In this study, the students' average is used as academic performance index.

C. Application

In this correlational-descriptive study, the inventories were handed in among the students. Students completed the questionnaires in the same conditions. Once collected, the data entered in SPSS 15 software and using independent t-test, Pearson correlation and regression significant were analyzed at 0.05 significance level.

D. Findings

Of the 320 students, 271 students (84.7%) were females and 49 ones (15.3%) were male. Exercise levels were among 165 students (51 .6%) were low and 155 ones (48.4%) were moderate had and high. The results showed that there is a significant positive relationship among the components of emotional intelligence and happiness, independence, self-actualization, realism, impulse control and social responsibility in the educational performance of student (P<0.05).

There was a positive significant relationship between the components of emotional intelligence and happiness, independence, self-actualization, realism, impulse control and social responsibility and academic performance of students with low physical activity, but no significant relationship was observed between emotional intelligence and its components in middle-and high-school sports activities (Table 1).

TABLE I. CORRELATION BETWEEN THE COMPONENTS OF EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE OF STUDENTS

Academic performance/components	Students under study	Students with low exercise activities	Students with moderate and high exercise activities
Problem solving	0.006	-0.06	0.07
Happiness	0.13°	0.18°	0.09
Independence	0.14	0.26	-0.04
Stress Tolerance	-0.006	0.07	0.08
Self-actualization	0.26	0.34	0.15
Emotional self-consciousness	0.05	0.11	-0.03
Realism	0.17	0.24	0.06
Interpersonal relationship	0.006	-0.12	0.16
Optimism	0.006	-0.12	0.16
Self-respect	-0.009	-0.006	0.03
Impulse control	0.04	0.001	0.09
Flexibility	0.12	0.31	0.12
Social Responsibility	0.12	0.16	0.09
Empathy	0.002	-0.10	0.14
Self-expression	0.05	0.05	0.05
Emotional Intelligence	0.14	0.21	0.07

The findings of this study showed that the mean score of students' emotional intelligence in terms of physical activity was not significantly different (P>0.05), but the student's average of academic performance in students with was highly significant in students with moderate and high exercises (18.52±1.36) than the ones with low levels of exercise (17.98±1.58) (p=0.001).

III. RESULTS AND DISCUSSION

The findings of the present study showed a significant relationship between emotional intelligence and academic performance of students there. The results are consistent with the findings of Parker et al (2004), Zahrakar (1386) and Sharifi et al (1390) but are inconsistent with the results of Nykvgftar (1388) and the Kouhsar and colleagues (2008).

Given that the high emotional intelligence is generating a better understanding of mental health and social and expressive feeling, emotions and better manage their emotions and others, empathy with others, and maintaining good relationship with them, and the ability to motivate yourself and know your worth and finally, having a positive attitude to life satisfaction and enjoyment from it, so it has a positive correlation with academic performance.

In the present study, there was a significant positive relationship between emotional intelligence and academic performance of students with low physical activity, but no significant relationship was found between emotional intelligence and academic performance of students with moderate and high exercises.

Aghaie et al (1386) investigated the relationship between emotional intelligence and athletic success and have found that there is a positive significant relationship between emotional intelligence and athletic success. Farahani et al (1390) in their study concluded that morning exercise has a significant effect on the academic achievement of female students.

In addition to emotional states, exercise has an effect on mental functioning and strengthening the powers of the individual, increases mental alertness and enhances concentration. Those who have athletic exercise, not only have better ability and performance, but think better.

In the present study, there was no significant difference between the mean score of students' emotional intelligence in terms of physical activity, however, the mean academic performance of students with moderate and high physical activity were lower than that of students with low physical activity (P=0.001).

Narimani et.al (2006) showed in their study that the academic performance among athletic students was much more than that of non-athletic students. However, the results of Aris's study (2004) showed that exercise has a negative effect on academic achievement.

According to the results of the present study and consistent and inconsistent results of the studies, it can be indicated that regular physical activity can increase self-confidence and self-reliance in individuals and this causes they perform their daily activities with more confidence. In addition, regular physical activity is the development of mental processes and capabilities among students and improve their learning and to help them achieve success. But the reason why the current study is inconsistent with some other ones is due to the type of exercises and intensity of exercises that is led to anxiety among the subjects. Also, this inconsistency in the results can be attributed to the time and place of the research.

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