ORIGINAL ARTICLE

Emotional Intelligence as a Predictor of Academic Performance

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ABSTRACT

It is supposed that emotional quotient is directly associated with the performance of the students. To determine the relationship of emotional intelligence on the academic performance, students of 3rd Prof MBBS were selected randomly, who were voluntarily agreed to participate, in this study. Emotional Intelligence Self-Evaluation Questionnaire was filled from them and their result was collected from College records. The data was entered and analyzed using SPSS 21. Statistical difference was determined using Students independent t test taking p-value of 0.05as significant. Correlation was calculated using Pearson Correlation. In this study, 25 students were selected randomly their mean age was 21.76±0.831 years. Among them 17(68%) were female and 8 were (32%) were male students of 4th year MBBS. Overall only 5(20%) of students emotional quotient was at definite strength, in 9(36%) required some development and 11(44%) requires substantial development. on the basis of difference Emotional awareness and Motivation were statistically significantly higher in passed student as compared to students who failed There is association between emotional intelligence and Better academic performance

Keywords: Emotional intelligence, Emotional Quotient, Academic Performance, Medical Education, Gender

INTRODUCTION

Among educationist it is debate of controversy that Emotional Intelligence (EI) has more contribution in academic performance as compared to Intelligence Quotient (IQ). As the IQ is a proportion of working memory[1]. Whereas high emotional and cultural competency have been reported in the successful academic performance[2].Emotional intelligence (EI) involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought.[3]Emotional Intelligence is measured as Emotional Quotient, it assess the ability of one's perception, utilization, understanding and management of owns as well as others emotion.It is evident from the studies that the EQ predicts success in personal and professional life.[4]

There are many other factorsthat contribute in cognitive abilities which are associated to child hood like extreme low birth weight, lack of discipline, restlessness etc.[5-7]In a study conducted to determine the relationship of sleep variables with student's performance showed that there is about 13% contribution of sleepiness in reduced student's performance.[6]Among these factorsemotional intelligence might have some importance as Higher EQ is found in persistent students [7].

The rationale of the study was to determine the EQ of students who secure good results and compare their EQ with the students who failed in examination. And to determine the relationship of emotional intelligence with academic performance.

SUBJECTS AND METHODS

In this study 25 students of 4th Year MBBS were selected randomly from the Rashid Latif Medical College, Lahore. They were asked to fill the 30 component Emotional Intelligence Self-Evaluation questionnaire in it 5 emotional entities are assessed if the score in each entity was 31 or above it was considered as Definite Strength, if the score was 26 – 30 it means Needs Some Development and if score was 25 or below it means student need Needs Substantial Development. Those who filled the questionnaire their academic performance was collected from college record. The data was entered and analyzedand entered using SPSS 21. The numeric data was presented in mean ± S.D and the qualitative data was presented in frequency and percentage. The data was analyzed using independent student's t test. The p-value of 0.05 was considered as significant.

RESULTS

In this study, 25 students were selected randomly their mean age was 21.76±0.831 years. Among them 17(68%) were female and 8 were (32%) were male students of 4th year MBBS.
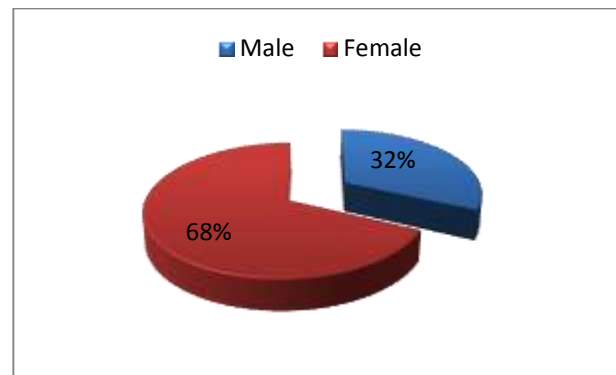
Distribution of 4th year students according to gender

Mean emotional quotient of male was 131.75±15.239 whereas in female students the emotional quotient was comparatively low 126.71±19.176. But the difference was not statistically significant (p-value 0.521). Similarly it was also found that the student's, passed their third year in first attempt, have higher overall EQ score 132.10±15.63 as compared to student's, fail to pass in first attempt, 108.50±17.23. The difference was statistically significant (p-value 0.012)

Table 1: Students Score according to gender

Gender		N	Mean±S.D	t-test	p-value
Emotional Awareness	Male	8.00	27.38±4.81	0.05	0.926
	Female	17.00	27.47±4.50		
Managing One's Emotions	Male	8.00	22.13±3.76	1.01	0.323
	Female	17.00	20.24±4.60		
Self-Motivation	Male	8.00	27.50±3.51	1.04	0.309
	Female	17.00	25.53±4.76		
Empathy	Male	8.00	28.63±3.50	0.27	0.792
	Female	16.00	27.88±7.47		
Coaching Others' Emotions	Male	8.00	31.63±5.07	0.29	0.775
	Female	17.00	30.82±7.00		

Table 2: Students Score according to Performance in 3rd year

		N	Mean ±S.D	t-test	p-value
Emotional Awareness	Pass	21	28.43±3.76	2.87	0.009*
	Fail	4	22.25±4.99		
Managing One's Emotions	Pass	21	21.05±4.61	0.54	0.597
	Fail	4	19.75±2.99		
Self-Motivation	Pass	21	27.05±4.08	2.55	0.018*
	Fail	4	21.50±3.32		
Empathy	Pass	20	28.80±6.24	1.18	0.253
	Fail	4	24.75±6.65		
Coaching Others' Emotions	Pass	21	32.10±5.69	1.93	0.066
	Fail	4	25.75±7.85		

*p-value significant at 0.05

Emotional awareness of students passed in first attempt was statistically significantly higher than students who failed (p-value 0.01) and Self motivation of failed students was statistically significantly lower than passed student (p-value 0.018). Similarly there was no statistically significant difference between the managing one's emotions,empathy and coaching other's emotion.

DISCUSSION

Emotional Intelligence (EI) is held to explain how emotions advance life goals. While different theories of EI have been proposed there is still controversy about how EI should be conceptualized and measured. It is found that the higher EI was associated with good quality of life and low anxiety. However, after controlling for the influence of personality and cognitive abilities, shared variance between EI and life skills was 6% or less.[8]

In our study it was found that the Emotional Awareness, Managing One's Emotions, Self-Motivation and Empathy was higher in Female as compared to males but the difference was not statistically significant (p-value >0.05). The note able factor was that in both, male and female, the score was lying in the range of 26-30, which means the, need some development. Whereas if it comes to "managing one's emotions" domain, overall, it needed substantial development as students score was below 25.

In managing others emotions both male and female students had definite strength. Male had higher score than female, though it was not statistically significantly different. In literature it has been documented that socially female can bear low emotional labor which in consequence affect personal and professional outcomes[9].

In the study we also found that the EQ score of students who passed in 3rd prof. of MBBS had lower EQ score than the students who did not. The results are supported by the literature[7].

The students who passed had statistically significantly higher Emotional Awareness and Self motivation. Thus it could be concluded that in the success the Emotional Awareness and self motivation has a contribution other than educational factors. Inter correlation between emotional awareness and marks secured in third year were 47.9 %(r=0.479, p 0.016), whereas self motivation was found negatively correlated with marks obtained (r=-0.032, p 0.879), but the relationship was not statistically significant.

Conclusion & Suggestions: Emotional intelligence is one of the factors that contribute in Academic performance other than educational learning. In Students with higher EQ score have shown better performance.

It is suggested that for better academic performance;

Motivational lectures should be held before the Professional examination.

Psychiatry department should counsel the students their students to relief from burn out or stress

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