THE IMPACT OF SOCIO-EMOTIONAL INTELLIGENCE ON ACADEMIC PERFORMANCE

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Abstract

The study was designed to check the impact of socio-emotional intelligence on academic performance of the university students. The target population was BS, MS and PhD students of the COMSATS institute for information technology. Self-administered questionnaire based survey method was adopted using Bar On EQ-I questionnaire for data collection based on non-random sampling (Convenient) sampling method. Results indicate positive correlation between socio-emotional intelligence and academic performance and the results recommend penetration of socio-emotional intelligence practices in teaching learning processes for getting best possible academics objectives.

Keywords: Socio-emotional Intelligence, academic performance, Teaching-learning processes

I. INTRODUCTION

Socio-emotional Intelligence

Emotional Intelligence has a century backed history and can be found in the work of Aristotle and other different researchers (FME, 2014; Jordan, 2014). But formally it was introduced with intensity and application in the writing of Goleman in his best-selling book "Emotional Intelligence Why It Can Matter More Than IQ" in 1995. It is defined as the ability to recognize the emotions of self and other and respond them accordingly (Mayer, Salovey, Caruso, & Cherkasskiy, 2011). Thorndike (1920) also explained it in his social intelligence theory by stating to understand, accept and react wisely to the emotions of all human beings that may be man, woman, boy or girl (BBPSD, 2010; Blerk, 2013).

Socio-emotional intelligence and academic performance

Socio-emotional intelligence is considering as a predictor of academic performance, a pre-requisite for academic performance and achievements (Nasir & Masrur, 2010; Saeed, 2014). It develops intrinsic motivations among the student of all age, gender, color and cost for both short and long term academic achievements (Bhadouria Preeti, 2013; Nasir, 2012). It is more demanding at primary and secondary levels to develop confidence, empathy and socialization among kids (Zain & Hassan, 2013). Similarly, in higher, technical, medical and engineering education, Emotional intelligence integration is demanded and recommended by different researchers (Riemer, 2003; Chamundeswari, 2013; Arockia & Sangeetha, 2013). Emotional intelligence, when tested among socially

disadvantaged and ill-mannered student, it proved it positive correlation with academic performance and also worked in behavior modification (Ghosh, 2014; Petrides, Federickson, & Furnham, 2004). But it does not mean that EI is the single major contributes in academic. Greater variation can be seen in research studies which links EI to academic performance (Costa & Faria, 2015; Lynch & Simpson, 2010). Some research studies findings negate relation of EI with academic's contributions (Austina, Evansb, Goldwatera, & Pottera, 2005). According to other research studies, EI develop personality of the learner which further enhances their academic performances (Brackett, Rivers, & Salovey, 2011; Loise M.Ladrazo & Barchard, 2013; Brackett, Rivers, & Salovey, 2011). Goroshit (2014) Study concluded that EI has indirect effect on academic performance through the mediating role of self-efficacy which further increases academic performance. All these researches proved the efficacy of social and emotional intelligence with academic performance, whether its direct or indirect.

Intrapersonal skills and academic performance

Intrapersonal skills focus on inner hidden skills, thoughts, strength and potentials and lead them to self-actualization phase. It helps in recognizing person's own-self, their strengths and weaknesses, moods and emotions and their impacts on others (Boud, Cohen, & Sampson, 2006; Borah, 2013). These people are self-eager, self-aware, assertive and love to work independently. Intrapersonal skills development leads to self-construction from inside-out, helps in developing confidence and improve decision making skills. Through intrapersonal skills person control his thoughts and actions, remains motivated, calm and confident and start believe in himself, both consciously and subconsciously, which increase productivity and performance (Sambaiah, 2016; The McGraw-Hill Companies, 2010). Shabana (2013) state that with high intra-personal skills and self-awareness intrinsic motivations are created which lead to high academic performance. Beside this, it improves learning strategies, memorization and cognition abilities (Taheri, 2016). It develops self-regulation, which is the

ability to develop, implement, and flexibly maintain planned behavior in order to achieve one's goals. It is also considering as an ability to control or redirect impulses and moods, its propensity to suspend judgment and think before acting. According to social cognitive theory of self-regulation, it plays the role of mediation between external influences and purposive human behaviors (Bandura, 1991).

Self-regulation in a student is consider as an important predictor and motivation for academic performance (Zumbrunn & Tadlock, 2011) (Kitsantas, Winsler, & Huie, 2008). In online learning, self-regulation has rendered result in good academic achievement and goal-orientations (Matuga, 2009). Besides these, it is used to regulate behaviors and emotions in academic processes, which give results in good academic performance (Morrison, Ponitz, & McClelland, 2010). It develops motivation in students, whether intrinsic or extrinsic, which is one of the most important factors in academic performance and student success and give zests, determination and excitement to reach to the heights (Singh, 2011).

Interpersonal skills and academic performance

Interpersonal skills are the foundations for human relations, pave road to work with diverse people in heterogeneous environment (The McGraw-Hill Companies, 2010; Brackett, Rivers, & Salovey, 2011). It focuses on improving Cross-cultural sensitivity and giving full satisfactory services to the demanding people. Human by its very nature is a social entity, empathetic, focus on developing better relations with peer, behave and perform well in valued, cultured and socio-emotionally charged environment. Living in friendly and supporting environment adds to positive personality development and gradually remove negative habits and behaviors from the student. Due to positive enforcements, academic performance is improved (Sambaiah, 2016). Learner remains happy, adoptable, motivated, learn to respect other's point of view, influence and some-times get influenced, solve academic and social problems in collaboration and learns leading manners (Bratton, Dodd, & Brown, 2011; Comedis, 2014).

One of the core areas of Interpersonal relationship is the development of social skills, which refer to getting proficiency in managing relationships and building networks. These skills lay foundations for success in academics as well as in practical life (Lynch & Simpson, 2010) and influence mental health (Huitt & Dawson, 2011). Social skills prepare students to use learning skills and facilitate prosocial behaviors (Comedis, 2014). Research shows that student with social skills performs better in academics (Bloom, 2007) build cognitive competences (Feitosa, Prette, & Prette, 2012) therefore academic and social skills should be integrated in syllabus (Eleby, 2009).

General mood and academic performance

Mood is natural but unstable phenomenon, remain switch off and on from time to time. But general mood, as defined and used in EI, is general, stable, less intense phenomenon, having guiding and directing stimuli towards objectives (Hume, 2013). Mood is a plastic entity, can be changed through different stimuli like food, environment and culture (Maria A. Polak, Flet, Brookie, & S.Conner, 2015). EI treatments and practice promote positive moods in learner, which helps in solving complex cognitive problems, has facilitating impact on memory, create confidence and smoothen learning and decision-making processes; and negative mood lead to depression and lower academic performance (Khurshid, Parveen, Yousuf, & Chaudhry, 2015). Research shows that positive mood regulates emotions, control impulses, promote social positive engagement and have good impacts on learning activities (Gumora & Arsenio, 2002).

Stress management and academic performance

Stress is not a worthy thing to be managed, but if left uncontrolled, then it controls the beholder and makes the them worthless. Stress is a natural response to any unexpected situations in abnormal way. It differs in intensity depending upon so many internal and external stimuli. According to Shastri (2016) it is common to all students to take stress whether he is low or high achiever. If the beholder is not stronger, managed and developed, they can't response in a desired way (Academic Skills Center, 2013). If stress is smaller in value, it improves productivity, prepares the beholder, makes him ready in advance to cope, but if it is bigger in size and complex in nature than it creates complex problems (Kranner, Minibayeva, Beckett, & Sea, 2010). If students are provided with adequate training in coping and dealing with the stresses, they can manage their stress and in better way academic processing can occur (Mandale, 2010). Some research studies don't find any correlation between stress management strategies but many studies suggest that stress tolerance and good impulse control strategies teaching, training and treatment are provided, it construct personality of the learner, enable learners to deal with the unexpected occurring and improve academic performance if managed well in time (S, Jose, & Valsaraj, 2015; Khurshid, Parveen, Yousuf, & Chaudhry, 2015).

Adaptability and academic performance

Human is adoptable, flexible and responsive; adjust itself to new situations and environment. Nothing is constant in the world except the change. According to the changing environment, needs, and demands of the socio-economic life changes and human adept or adopt itself accordingly (Oliver, 2014; Tiwari, Pandey, & Sharma, 2010). Adoptability increases with exposures, intrapersonal and interpersonal skills. It develops creativity, increase performance, develop critical problem-solving skills, competition, and socio-economic productivity (Holtkamp, 2014). In educational setting, it brings exploration (Miller, 2009), increase academic adjustment and performance (Nasir, 2012), promote better behavior, dealing and relationship (Collie, Holliman, & Martin, 2016). With socio-emotional intelligence training student's adoptability traits can be improved, which eventually improve learning behaviors and academic performance (Bandura, 1991; Arockia & Sangeetha, 2013).

Conceptual Framework for the Study:
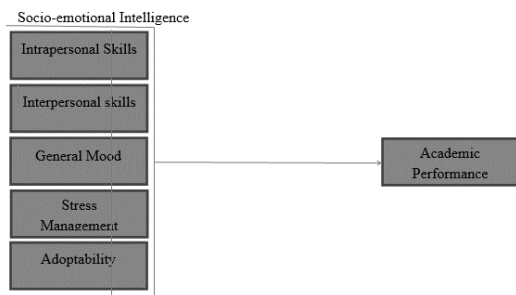
Source: (Bar-On, 2006)

II. METHODS

Study was quantitative in nature based on survey data using BarOn EQ (I) questionnaire. Convenient sampling technique was used because entire population was qualifying criteria for studies. 255 students from BS (131), MS (91) and PhD (33) programs participated in the survey among them 98 (38%) were female and 157 (62%) were male. In study efforts were made to give proper proportion to all programs and gender. Data was analyzed with 5-likert scale (strongly disagree=1, Agree= 2, Neutral= 3, Agree= 4, Strongly Agree= 5).

Reliability of the scale was checked using Cronbach's Alpha and scale was found reliable and internally consistent in getting the answers of the questions. Reliability for Intrapersonal skills was 0.727 for 12 items, for Interpersonal 0.635 for 12 items, for General Mood 0.646 for 12 items, for Adoptability 0.675 for 12 items and for stress management 0.635 for 8 items.

Descriptive Statistics:

Table 2; Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CGPA	255	2.30	3.91	3.2751	.40518
Intrapersonal	255	2.08	4.50	3.3578	.54703
General Mood	255	2.58	4.83	3.7180	.45133
Interpersonal	255	2.31	4.13	3.1392	.37559
Stress Management	255	2.00	4.63	3.0902	.54550
SEI	255	2.44	4.30	3.3263	.34940
Valid N (list wise)	255				

Questions were rated on the 5-linkert scale (strongly disagree=1, disagree=2, neutral = 3, agree=4 and strongly agree=5). Minimum response for CGPA response 2.30(showing disagree) and maximum value was 3.91(representing strongly agree) and the mean value for CGPA is 3.2751 represents that tendency of responses is "Agree" and standard deviation is 0.42168which shows less variation in the data and support the previous statement. All variables mean lies near mean values and very less dispersion in responses are shown, which means that respondents agree and confirm the effects of Socio-emotional Intelligence on academic performance.

Correlation Analysis

Table 3. Correlation Analysis

Correlations		CGPA
CGPA	Pearson Correlation	1
Age	Pearson Correlation	.265[**]
Intrapersonal	Pearson Correlation	.501[**]
General Mood	Pearson Correlation	.396[**]
Interpersonal	Pearson Correlation	.047
Stress Management	Pearson Correlation	.096
Adaptability	Pearson Correlation	.331[**]
SEI	Pearson Correlation	.398[**]

[**]. Correlation is significant at the 0.01 level (2-tailed).

All constructs were positively correlated with academic performance. In our study Age, Intrapersonal skills, General Mood, SEI Adoptability have significant relationship, while interpersonal and stress management has insignificant association with the dependent variable academic performance. Overall socio-emotional intelligence (EI) are moderate positively correlated with academic performance, which shows influence of independent variable on dependent variable.
Regression ANOVA table:

Table 4; Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.398a	.158	.155	.37248

a. Predictors: (Constant), EI

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.598	1	6.598	47.559	.000b
	Residual	35.101	253	.139		
	Total	41.699	254			

a. Dependent Variable: CGPA

b. Predictors: (Constant), EI

Table 5 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.617	.242		6.693	.000
	SEI	.499	.072	.398	6.896	.000

Table 4 shows the fitness of the model. Residual sum of square is 35.101 which show the unexplained deviation of dependent variable i.e. academic performance (CGPA) from its estimate. The F-statistics is 47.559 at .000 sig level which is less than the cutoff of 0.05. This shows significant relationship between the independent variables and dependent variable. The significance value shows that the model is fit for this study.

Table 5 shows that Socio-emotional Intelligence has a significant value (.000) which means that there is a direct and positive impact of socio-emotional intelligence on academic performance. The analysis shows that independent variable has significant impact on the dependent variable academic performance.

To see the impact of socio-emotional intelligence on academic performance on the bas basis of gender, ANNOVA was used, whose results are shown in the below table 6. Significant difference is seen of socio-emotional intelligence on academic performance on the basis of gender on all constructs of the study. It means that impact of socio-emotional intelligence is different for male and female.

Table 6 ANOVA for Gender

		Sum of Squares	Df	Mean Square	F	Sig.
CGPA	Between Groups	10.495	1	10.495	85.092	.000
	Within Groups	31.204	253	.123		
	Total	41.699	254			
Intrapersonal	Between Groups	7.612	1	7.612	28.159	.000
	Within Groups	68.394	253	.270		
	Total	76.007	254			
General Mood	Between Groups	4.542	1	4.542	24.350	.000
	Within Groups	47.196	253	.187		
	Total	51.738	254			
Interpersonal	Between Groups	.110	1	.110	.782	.377
	Within Groups	35.721	253	.141		
	Total	35.831	254			
Stress Management	Between Groups	.158	1	.158	.531	.467
	Within Groups	75.424	253	.298		
	Total	75.582	254			
SEI	Between Groups	1.082	1	1.082	9.145	.003
	Within Groups	29.927	253	.118		
	Total	31.009	254			

Mean comparison table. 7 shows that female students are having more "Intrapersonal skills" (Mean=3.57), better in managing "General Mood" (M=3.88), and overall, they are having better socio-emotional skills (M=3.40) as compared to male students with Mean scores 3.22, 3.61 and 3.27 respectively. In contrast Male students are having more interpersonal skills (M=3.15) and better able to manage stress (M=3.10) as compared to female students (M= 3.11) and (3.05) respectively.

To see the impact of socio-emotional intelligence on academic performance on the bas basis of Academic qualification, ANNOVA was used, whose results are shown in the below table 8. Significant difference is seen in the level of socio-emotional intelligence on academic performance on the basis of academic qualification on all constructs of the study. It means that impact of socio-emotional intelligence is different for the students with different qualifications.

Tabel 8

Program of Study		Intra perso nal	Gene ral Mood	Interp erson al	Stress Manag ement	Socio-emotional Intelligen ce
BS	Me an	3.211 8	3.598 6	3.030 5	2.9523	3.1983
MS	Me an	3.532 1	3.860 8	3.276 1	3.1277	3.4492
Ph D	Me an	3.457 1	3.798 0	3.193 2	3.5341	3.4956
Tot al	Me an	3.357 8	3.718 0	3.139 2	3.0902	3.3263

Tabel 9

		Sum of Squares	df	Mean Square	F	Sig.
CGPA	Between Groups	8.664	2	4.332	33.0 46	.000
	Within Groups	33.035	252	.131		
	Total	41.699	254			
Intraper sonal	Between Groups	5.879	2	2.940	10.5 64	.000
	Within Groups	70.127	252	.278		
	Total	76.007	254			
General Mood	Between Groups	3.934	2	1.967	10.3 70	.000
	Within Groups	47.804	252	.190		
	Total	51.738	254			
Interper sonal	Between Groups	3.348	2	1.674	12.9 89	.000
	Within Groups	32.483	252	.129		
	Total	35.831	254			
Stress Manage ment	Between Groups	9.122	2	4.561	17.2 94	.000
	Within Groups	66.460	252	.264		
	Total	75.582	254			
SEI	Between Groups	4.465	2	2.233	21.1 97	.000
	Within Groups	26.543	252	.105		
	Total	31.009	254			

Table. 7 Mean Comparison

Gender		Intrap erson al	Gen eral Moo d	Interpe rsonal	Stress Manage ment	Socio-emotional intelligence
Femal e	Mean	3.576 5	3.88 69	3.1129	3.0587	3.4087
Male	Mean	3.221 3	3.61 25	3.1557	3.1099	3.2748
Total	Mean	3.357 8	3.71 80	3.1392	3.0902	3.3263

From the mean comparison table 9, it is shown that MS student is having more intrapersonal skills, interpersonal skills and better able to manage mood (Mean=3.53, Mean= 3.27, & Mean=3.86) as compared to BS (Mean=3.21, Mean=3.03 & Mean=3.59) and PhD students (Mean=3.45, Mean=3.19 & Mean= 3.79) respectively. PhD students are having more

stress management skills and overall better socio-emotional skills (Mean= 3.53 & Mean= 3.49) as compared to MS students (Mean =3.12 & Mean=3.449) and BS Students (Mean=2.95 & 3.19)

III. RESULTS AND DISCUSSION

This study explored the impact of socio-emotional intelligence on academic performance in the higher educational level. It is confirmed from the study's results that socio-emotional intelligence has greater impact on academic performance and it plays its critical role as a moderator and mediator in different situations and enhance academic performance of the learner. Although its intensity and application remain different for gender, age and level of education. Females are found to be more self-focused, having better socio-emotional and intrapersonal skill and better able to manage their moods. Males are better in managing stress and having good interpersonal skills. With the increase in educational level, overall socio-emotional skill of the learner increases for both male and female. PhD students are having higher socio-emotional skills as compared to MS and BS students and can betterly manage their stresses. Masters' students are found more intrapersonal, interpersonal and better to manage their moods. For undergrads' students, the values of SEI and

all its components remained lower, which support the research findings that with the increase in educational level and age socio-emotional intelligence level improve.

Studies has greater implications for learning environment and policy maker. Emotionally charged environment remains supportive and helpful for learning catching and occurring. Educational policy maker should make a part of curriculum at different level especially in teacher training programs so that we can get better productive results from the learning activities.

IV. CONCLUSION/RECOMENDATION

Study indicates that there is a significant impact of socio-emotional intelligence on academic performance. Therefore, it is recommended that rigorous training workshops and courses regarding socio-emotional intelligence development should be included in curriculum and training. Teacher should be trained for socio-emotional intelligence so that they can better handle and predict student academic performance. Future research is recommended to explore and test socio-emotional intelligence for behavior modification, EI teaching strategies and on designing evaluation studies that assess changes in knowledge (learning), behavior (expertise), and results (performance).

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