

# Emotional Intelligence and Academic Achievement: A Comparative, Gender-Based Study of Undergraduate English Language Learners in Saudi Arabia

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## Abstract

There are divergent evidences regarding general levels and differences of Emotional Intelligence (EI) in males and females. The present study aimed at investigating the effects of EI on academic achievement of male and female English language undergraduates in Saudi Arabia. Data were collected from 100 male and 100 female students through Emotional Quotient Inventory (EQ-I, 125). The responses were compared with their performance in English language tests. It was found that higher EI levels of female undergraduates had positive impact on their performance in English language tests. Females also scored better in EI constructs: intrapersonal, interpersonal, stress management and general good. However, adaptation was not significant in both genders. Results demonstrate a trend of social and educational change in Saudi Arabia as female students are performing better compared to their male counterparts. Accordingly, if EI skills are strengthened and enhanced in students of both genders, they may potentially display better levels of personal and academic achievements.

**Keywords:** Emotional Intelligence, English language, academic achievement, gender

## 1. Introduction

Human perhaps is the only species that communicates through what can be described as a systematic language. Initially, human life was confined to a single community, but with the passage of time, a need was felt to communicate with others having another language. As a result, man became bilingual or multilingual. Increase in trade and politics brings people and countries in multiple relationships. This led to domination of one language over the others due to political and economic reasons. Since World War II, English has increasingly become a lingua franca being the language of science, technology and commerce. Today, more than half of the population of the world understand or speak English as it has become official or second/foreign language in various countries. In Saudi Arabia, English is taught as a foreign language at school and university level.

There are commonly various elements that affect learning a foreign language such as learner background, language anxiety, motivation, mother tongue interference, classroom environment, interaction with teacher/students and learning styles (Raymond, 2008; Javid 2013). Emotional Intelligence is another important factor as cognition and emotion play an important role in human learning. Though there is a considerable debate amongst intellects regarding the role of emotions in learning. Sternberg (1997) thinks that intelligence is a high-level mental ability. Whereas some think that emotions help us in organizing our thinking, decision-making and motivation. Salovey (2005) argues that human brain has two systems, the cognitive system and the emotional system, and both the systems work cooperatively.

In 1983, Gardner presented his Multiple Intelligence (MI) Theory. He defines MI as “an increasingly popular approach to characterizing the ways in which learners are unique and to developing instruction to respond to this uniqueness” (Richards & Rodgers, 2001, p.123). MI includes linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal and intrapersonal intelligences. Later on, he added two more intelligences to the list which were naturalist or spiritual and existentialist. MI gave birth to the idea of Emotional Intelligence. Goleman defined emotional intelligence as “... the abilities such as being able to motivate oneself and persist in the face of frustration, to control impulses and delay gratification; to regulate one’s moods and keep distress from swapping the ability to think; to emphasize and to hope” (1995, p. 34). Much research has been conducted in the field of EI which highly attributes to being successful in both life and education (Goleman, 1995; Salovey & Mayer, 1990). EI proved useful in cognitive tasks (Shuttes, Schuetplez, & Malouff, 2001) and classrooms (Petrides, Frederickson, & Furnham, 2004). EI also plays an important role in second/foreign language learning as it helps in reducing foreign language anxiety and enhances language learning experience (Horwitz, Horwitz, & Cope, 1986). The present study focuses on EI, gender and English language learning among Saudi undergraduates at university level.

## 2. Theoretical foundations

### 2.1 Intelligence

Intelligence is a multi-dimensional notion which has been defined in different ways. It has been considered as a

‘uni-dimensional concept’ (Binet, 1905), as a ‘multiple concept’ (Gardner, 1983), and as an ‘emotional notion’ (Salovey & Mayer, 1990). In 1916, Terman coined the term ‘Intelligence Quotient’ (IQ) and designed intelligence tests focused only on cognitive abilities such as memory and problem-solving. Later on, Binet equated intelligence with the abilities of logic and language. In the first half of the 20th century, IQ tests were considered adequate measures of intelligence, but more recent research does not consider IQ scores as the only measure of intelligence.

Thorndike (1920) considered intelligence as a composition of three components: Academic, emotional, and social. He discussed social intelligence as “an ability to understand and manage men and women, boys and girls – to act wisely in human relations” (p. 228). Shanley, Walker and Foley (1971) investigated the concept of social intelligence, but they found little evidence to support social intelligence as a separate construct. Gardner (1983, 1993 & 1999) proposed the theory of multiple intelligences (MI) including ‘spatial, musical, intrapersonal, interpersonal, bodily-kinesthetic, naturalistic, linguistic and logical-mathematical intelligences’ (Gardner, 1983, p. 239). In 1988, Bar-On introduced ‘Emotional Quotient’ (EQ) which represents the way in which an individual processes information about emotion and emotional responses. EQ is the “ability to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action” (Bar-On, 1988, p. 189). The idea of EI gained popularity with the publication of Daniel Goleman’s book ‘Emotional Intelligence’ in which he pointed out competencies such as *empathy, learned optimism, and self-control* which contribute to important outcomes in life. Bar-on (1997) characterizes emotional intelligence as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (p. 14). His mode of EI includes intrapersonal, interpersonal, adaptability, stress management, and general good (Bar-On, 1997).

Subsequently, scholars started to investigate EI and academic achievement (e.g. Walker, 2006; Dağlı, 2006; Barisonek, 2005; Parker, Summerfeldt, Hogan & Majeski 2004). Fahim and Pishghadam (2007) found that academic achievement was strongly associated with several dimensions of emotional intelligence (intrapersonal, stress management, and general good competencies). In another study, Pishghadam (2009) determined the impact of emotional and verbal intelligences on English language learning success in Iran. In these studies, it has been accepted that scholars’ attentions should turn into the issue of affective factors in educational settings, since emotions and emotional/affective factors have a crucial role in students’ personality and academic life, especially in foreign language learning. Negative emotional states prevent learners from learning language input effectively. EI skills are very important in foreign language learning as it helps students to behave in social classroom settings in a relaxed manner and to achieve better (Lightbown & Spada, 2010).

## 2.2 Emotional Intelligence Models

Thorndike and Gardner’s paradigms conceptualize EI as ability or mixed model, whereas mixed models combine mental ability with personality characteristics such as optimism and well-being (Mayer, 1999). Bar-On proposed another model based within the context of personality theory, emphasizing the co-dependence of the ability aspects of EI with personality traits and their application to personal well-being. Also, Goleman (2001) proposed a mixed model in terms of performance, integrating an individual’s abilities and personality and applying their corresponding effects on performance in the workplace.

### 2.2.1 Ability Model of Emotional Intelligence

In 1990, Peter Salovey and John Mayer proposed the ability model of EI which focuses on intelligence and emotion in which intelligence theory projects the capacity to carry out abstract reasoning and emotions convey regular and discernable meanings about relationships (Mayer, Salovey, & Caruso, 2002). Mayer, Salovey, Caruso & Sitarenios (2003) argue that EI consists of two areas: experiential (i.e. ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (i.e. ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them).

In 2002, Mayer and Salovey designed a Multi-branch Emotional Intelligence Scale (MEIS) which was composed of 12 subscale and 402 items. Later on, they introduced another measure called the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) consisting of 141 items. MSCEIT measures each ability: perception, facilitation of thought, understanding, and regulation. Each ability is measured through different tasks, e.g., understanding is measured by asking people to explain how emotions can blend from other emotions (Brackett & Mayer, 2003). The scale yields six scores which is expressed in terms of a standard intelligence with a mean score of 100.

### 2.2.2 Bar-On’s Model- Emotion Quotient

Reuven Bar-On introduced the term ‘Emotion Quotient’ in his model for measuring EI which focused on the ‘potential’ for performance and success, rather than performance or success itself (Bar-On, 2002). Therefore, his model is considered process-oriented rather than outcome-oriented. His model focuses on emotional and social abilities which include the ability to be aware of, understand, and express oneself, the ability to be aware of, understand, and relate to others, the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997). He outlined five components of emotional

intelligence: intrapersonal, interpersonal, adaptability, stress management, and general good. He argued that the individuals with higher than average EI are in general more successful in meeting environmental demands and pressures. Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life (Bar-On, 2002). He further points out that EI develops over time and that it can be improved through training, programming, and therapy.

Bar-On designed Emotion Quotient Inventory (EQ-i) which consists of five main components of his model: Intrapersonal EQ, Interpersonal EQ, Adaptability EQ, Stress Management EQ, and General good EQ. EQ-i measures emotional and social competent behavior. It is not meant to measure personality traits or cognitive capacity, but rather to measure one's ability to be successful in dealing with environmental demands and pressures (Bar-On, 2002; Dawda & Hart, 2000). Items are measured on a 5 point scale ranging from 1 (very seldom/not true for me) to 5 (very often/often true of me). Total raw scores are converted into standard scores with a mean of 100.

### 2.2.3 A Mixed Model of EI

Daniel Goleman, the author of the book 'Emotional Intelligence', outlined four main EI constructs in his model which are: Self-awareness, self-management, social awareness, and relationship management (Goleman, 1998). Goleman argues that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. As such, emotional competencies are not innate talents, but rather learned capabilities that must be nurtured and developed to achieve outstanding performance. The organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other (Boyatzis, Goleman, & Rhee, 1999).

There are several measurement tools based on Goleman's EI model which include Emotional Competency Inventory (ECI; Boyatzis, 1994), the Emotional Intelligence Appraisal (EIA); (Bradberry, et al., 2003), and the Work Profile Questionnaire - Emotional Intelligence Version (WPQei; Performance Assessment Network, 2000). Emotional Competency Inventory (ECI), a multi-rater (360 degree) instrument, was developed by Goleman based on his EI competencies and Self-Assessment Questionnaire designed by Riached Boyatzis (1994). It measures 20 competencies organized into four constructs by Goleman's model on a scale from 1 (the behaviour is only slightly characteristic of the individual) to 7 (the behaviour is very characteristic of the individual) for each item (Boyatzis, Goleman & Rhee, 1999).

Emotional Intelligence Appraisal (EIA) was designed by Travis Bradberry and Jean Greaves based on Daniel Goleman's model of emotional intelligence. It has 28 items to measure the four main components on a scale of 1 (never) to 6 (always). EIA provides results in five final scores: An overall EQ score as well as a score for each of the four emotional intelligence components. It is also available in three different formats: A Me Edition (self-report), a MR Edition (in 360 degree format) and the Team Edition (i.e. the EQ of an intact group); (Bradberry, et al., 2003).

Further, work Profile Questionnaire – EI version has been designed as a self-assessment based on seven competencies (innovation, self-awareness, intuition, emotions, motivation, empathy, and social skills) in the Goleman's EI model. The 84 item questionnaire focuses on measuring of competencies essential for effective work performance. It provides a total score out of 10 and a score (out of 10) for each competency (Performance Assessment Network, 2000).

### 2.2.4 Comparison of EI Models

All the EI models aim to understand and measure the elements involved in the recognition and regulation of one's own emotions and the emotions of others. The key components of EI are common in these models; i.e. all three EI models implicate the awareness (or perception) of emotions and the management of emotions as being key elements in being an emotionally intelligent individual (Goleman, 2001). Statistical analysis also proved the relationship between various elements of EI models. Brackett and Mayer (2003) established significant similarities between the regulation of emotion subscale of the Mayer-Salovey-Caruso Emotional Intelligence Test and the interpersonal EQ scale of the Bar-On Emotion Quotient Inventory.

## 2.3 Gender and Emotional Intelligence

Gender has been an important basic factor pertaining to differences in psychological aspects such as abilities, personality, lifestyle behaviours and the reaction towards stressful events (Denton, Prus, & Walters, 1999). Gender has also been deemed as one of the key variables exercising an influence in terms of emotional intelligence (e.g., Brown & Reilly 2008; Mavroveli, Petrides, Rieffe, & Bakker, 2007).

Competing evidence exists regarding EI differences across genders. According to Goleman (1998), there is no gender differences in EI; however, he admits that men and women may have different profiles of strengths and weaknesses in different areas of emotional intelligence, their overall levels of EI are equivalent. Conversely, studies by Mayer and Geher (1996) and Mandell and Pherwani (2003) have found that women are more likely to score higher on measures of emotional intelligence than men, both in professional and personal settings. This discrepancy may be due to different measurement choices. Brackett and Mayer (2003) found that females scored

higher than males on EI through Mayer-Salovey-Caruso Emotional Intelligence Test, but they found no evidence for gender differences when used the Bar-On Emotion Quotient Inventory (EQ-i) and the Self-Report Emotional Intelligence Test (SREIT). Therefore, more research is required to determine whether or not gender differences do exist in emotional intelligence.

Dağlı (2006) investigated the relationships between EI and academic success on 285 students at Bahriye Primary Education School in Turkey. He used two scales; Schutte Emotional Quotient Inventory and Cattell Intelligence Inventory. The results showed that EI was positively related to academic success and the EI level of the female students was higher than that of the male students.

### 3. Research Methodology

The purpose of this study was to investigate gender-based differences regarding emotional intelligence and their performance amongst Preparatory Year Program (PYP) students in English language tests at Taif University English Language Centre. EQ-I (125) was used to collect data from 100 male and 100 female undergraduate English language learners enrolled in PYP. The students were selected randomly from medical, science and humanities streams. The Preparatory Year Deanship (PYD) aims to equip these students with language skills, critical thinking skills and prepare them for higher or professional studies at the university.

#### Research Questions

- What is the relationship between EI and gender-based students' performance in EFL learning?
- Does EI play any role in gender and English language learning?
- How do specific constructs of EI affect male and female English language learners?

#### Hypotheses

H1: There is a statistically significant relationship between Emotional Intelligence (Bar-On's EQ-i scale) and the academic achievement of PYP students.

H2: There is a statistically significant difference between Emotional Intelligence (Bar-On's EQ-i scale) and the academic achievement of male and female undergraduates.

#### Sub-Hypotheses

H3: There is a statistically significant difference in Intrapersonal across genders.

H4: There is a statistically significant difference in Interpersonal across genders.

H5: There is a statistically significant difference in Adaptation across genders.

H6: There is a statistically significant difference in Stress management across genders.

H7: There is a statistically significant difference in General good across genders.

#### Data Collection Instruments

Bar-On's EQ-i (125) was used to collect data from the students. Emotional Quotient Inventory (EQ-i) has been developed by Dr. Reuven Bar-On to measure emotional intelligence. It is a standardized tool to measure a number of constructs related to emotional intelligence. The original instrument includes 137 items. The overall EQ-i is divided into five composite scales including Intrapersonal Component, Interpersonal Component, Adaptability Component, Stress Management Component and General good Component. These composite scales are further divided into 15 subscales. The inventory was translated into Arabic for better understanding of the concepts and items. The items in the inventory were in 5 point-Likert scale response alternative format and they were: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). In the inventory, 39 items out of 125 are worded negatively and therefore their response were reversed: Strongly Disagree (5) through Strongly Agree (1) in order to take the semantic difference into consideration before computing the participants' total EI scores.

Cronbach alpha reliability coefficient was administered to determine the internal reliability of EI inventory. The inventory was found to have a Cronbach alpha internal reliability coefficient of 92.12 % (Acaras mentioned in Ergun 2011). It showed that the inventory had a very high internal consistency. In Şakrak's (2009) study, Cronbach alfa was calculated for EI inventory, and it was found to be 90 %.

Students' performance in English language skills was assessed and collected through semester final tests results. The tests covered four language skills and grammar. Afterwards, students' results were matched with their EI scores.

### 4. Data Analysis

The data was analyzed using SPSS. Various statistical processes were run to examine the relationship between EI constructs, language competence, and academic achievement across genders.

Table 1: EI affects Language Proficiency of English Language learners (Dependent Variable: Achievement)

		Unstandardized Coefficients		Standardized Coefficients		T	Sig.
Model		B	Std. Error	Beta			
1	(Constant)	15.681	7.854			1.997	.053
	EQTOTAL2	.141	.018	.783		7.772	.000

Table 1 reflects that T is significant ( $t = 7.772$   $P < 0.001$ ), which means that EI affects language competence. The relationship between both can be explained by the equation:

$$\text{Achievement} = 15.681 + 0.141 \text{ Emotional Intelligence (Unstandardized Coefficient) or}$$

$$\text{Achievement} = 0.783 \text{ Emotional Intelligence (Standardized Coefficients).}$$

Table 2: EI and academic achievement across genders

	Gender	N	Mean	Std. Deviation	T	Df	Sig	Eta square $\eta^2$
EI score	male	100	415.7000	38.3339	2.844	198	0.007	0.176
	female	100	444.8000	24.9897				

\*Eta square small if the value =0.01, Moderate if the value = 0.06, big if the value = 0.14

In Table 2, data analysis shows that EI affects language proficiency across genders. Interestingly, the high value of Eta square value (0.176) reflects a significant impact of EI on females' language competency.

Table3: EI constructs across genders

	Gender	N	Mean	Std. Deviation	T	Df	Sig	Eta square $\eta^2$
Intrapersonal	Male	100	98.4000	17.0954	8.276	198	0.000	0.643
	female	100	134.8500	9.7833				
Interpersonal	Male	100	84.2500	5.7480	2.310	198	0.026	0.123
	female	100	89.3500	8.0281				
Adaptation	Male	100	79.0000	7.9934	0.354	198	0.725 Not sig	-----
	female	100	79.8000	6.1695				
Stress management	Male	100	62.9500	9.3667	2.204	198	0.034	0.113
	female	100	55.6500	11.4720				
General good	Male	100	77.1500	7.9755	2.146	198	0.038	0.108
	female	100	82.4500	7.6398				

\*Eta square small if the value =0.01, Moderate if the value = 0.06, big if the value = 0.14

Table 3 provides a detailed analysis of various aspects of EI and language competency across genders. Attempting a set of statistical processes, results show that there are differences between males and females in intrapersonal (64.3%), interpersonal (12.3%), stress management (11.3%) and general good (10.8%). However, there are no differences between males and females in adaptation. High Eta square value means that EI affects language competency in males and females. The most important aspect is 'intrapersonal' having high Eta square value (0.643) which indicates that it has a strong impact on language competency in females, whereas adaptation is insignificant across genders. Data analysis also shows that Eta square value of interpersonal (0.123), stress management (0.113) and general good (0.108) have moderate impact on females regarding language competency.

## 5. Discussion

The purpose of current research was to examine gender-based differences in five competencies of emotional intelligence as well as EI as a whole construct. The present study results seem in agreement with that of other previous studies in this line of research which revealed that emotional intelligence skills had a positive influence on retention and students' academic achievement (e.g. Nwadinigwe, 2012; Adeoye & Emeke, 2010; Edun & Akanji, 2008; Aremu, Tella & Tella, 2005; Williams, 2004; Smith, 2004; Stottlemyer, 2002; Abisamra, 2000). Regarding gender differences in EI, previous research has established a relation between the two suggesting that males and females significantly differ in their styles of emotional intelligence. Females are considered emotionally more responsive than males (Eisenberg, 1994). Goleman (1998), however, denies the idea that women are smarter than men regarding emotional intelligence and vice versa. Bar-On (1997) asserts that there are no gender differences in terms of total emotional intelligence; nevertheless, differences may be found in some emotional constructs. The findings of the study, conducted by Fannin (2000), showed a positive correlation between emotional intelligence and achievement scores. Rozell, Pettijohn, and Parker (2002) found a relationship between emotional intelligence and CGPA of undergraduate students of Mid-Western University. The present study first hypothesis (H1) deals with the relationship between overall EI and language proficiency. Results reflect a strong relationship existing between EI and language proficiency as t is significant ( $t = 7.772$ ,  $p < 0.001$ ), which means that EI affects language competence. Also, the results of this study signify the importance of emotional intelligence in academic success. These results are consistent with the existing research literature (e.g. Holt, 2008; Jaeger & Eagan, 2007; Low & Nelson, 2004; Parker, 2004; Fannin, 2002). A significant positive correlation between emotional intelligence and academic achievement indicates that academic success does not only depend on cognitive aspects of intelligence; rather, it is affected by emotional abilities. Needless to say, findings of the present study provides considerable evidence of the contribution of emotional intelligence in academic success. Similarly, Low and Nelson (2004) consider EI as an influencing

variable in students' achievement. Jaeger & Eagan (2007) also confirmed Interpersonal, Stress Management and adaptability scales of Bar-On EQ-i as significant predictors of academic performance of students. In the same vein, Abdullah (2006) found that dimensions of EI significantly predict academic performance of students.

The current study second hypothesis (H2) seeks answers relating to gender differences which EI reflects through language competence. The current findings show that EI affects language competency in males and females differently which means that there is a connection between EI and gender. Data reflects that for intrapersonal, interpersonal, stress management and general good, there are significant differences across genders. Previous studies (e.g. Adeyemo, 2008; Harrod & Scheer, 2005; Mandell & Pherwani, 2003) found that male and female respondents significantly differ on EI scores. On the other hand, Abdullah (2006) did not detect any difference in the EI scores of male and female students. Alumran and Punmaki (2008) examined 312 students' EI and found that there was a significant positive correlation between gender and EI in the case of female students. Harrod and Scheer (2005) conducted a study on 200 youths of age 16-19 and revealed a significant difference in the EI scores of males and females. Interestingly, females reported higher EI level. Also, the study of Katyal and Awasthi (2005) showed females with higher EI scores. Further, other previous studies revealed gender differences in some aspects of emotional intelligence (e.g. Reiff, et. al., 2001; Petrides & Furnham, 2000; Sutarso, et. al., 1996).

As far as intrapersonal EI (H3) is concerned, the present study findings reveal that women are more aware of their feelings which can affect their learning as well. Such feelings lead to empathy in women, which means feeling the same emotions with another person either positive or negative and putting oneself into another person's shoes. This finding aligns with Goleman's (1998) claims that there is a common judgment that women are more empathic than men. Much research (e.g. Chao, 2003; Nelson & Nelson's, 2003; Sutarso, et.al., 1996) similarly found that females showed a higher level of empathy than males and scored higher than males in terms of empathy. Also, Bar-On (2000) concluded that women gave more importance to emotions and showed more empathy than men. The present study findings also seem compatible with several previous studies. For example, Ciarrochi, Chan & Bajar (2001) found that girls were more adept at perceiving emotions, regulating emotions, and utilizing emotions for building relationships. Palmer, Monach, Gignac and Stough (2003) confirmed those findings with women attaining higher levels of interpersonal skills and emotional awareness.

As for hypothesis 4 (i.e. interpersonal skills), the current study findings revealed that women consider feelings more important as compared to men, so they it can be claimed that they might be more socially responsible than males. From a similar perspective, Brems (1998) maintains that there is a positive correlation between empathy and socialization, social awareness, being in harmony with the society, having healthy interpersonal relationships. Such findings account for women's high scores in Interpersonal EQ as demonstrated in the present study results. The hypothesis regarding Adaptation (H5) was found non-significant across genders and it did not seem to affect language proficiency of male and female undergraduates.

From another perspective, the present study findings reveal that women are better at managing stress (i.e. H6) in their higher studies, especially in learning a foreign/second language. This finding also conforms with the high scores of women as compared to men in their language proficiency tests. Though males are good at dealing with stress in various situations as suggested by Bar-On (2000), males do not seem to function as such in terms of academic achievement. Also, females scored higher than men in general good EI (H7), which refers to optimism and happiness. In line with this finding, Matthews, Zeinder and Roberts (2011) stated that high EI aids individuals to reach satisfaction and happiness in one's own relationship, to comprehend, explain, and control emotions.

## 6. Conclusion

The present study aimed at investigating gender differences regarding emotional intelligence and their relationship to performance amongst PYP students doing their English language courses at the undergraduate level. Effective learning takes place when students have an understanding of how to learn. This understanding requires such emotional skills as confidence, self-control, the ability to communicate and the ability to cooperate with others. Many studies have found positive correlation between emotional intelligence and academic achievement.

The quantitative analysis of the data regarding the first research hypothesis confirmed that EI had a significant relationship with the academic achievement of undergraduate English language learners in Saudi Arabia. Second hypothesis was also approved that EI impacted academic achievement across genders. Many studies similarly concluded that gender had an impact on emotional intelligence. In the present research, findings reflected that females showed a significant difference in academic achievement through intrapersonal EI and they demonstrated a moderate edge over male counterparts in interpersonal, stress management and general good as well. However, there was no significant difference in terms of adaptation. Based on that, educators need to build high-achieving, productive and emotionally healthy students, which might be achieved through maintaining a balance in the cognitive and emotional domains of learning.

The findings of this study suggest that Emotional intelligence plays an important role in language test performance. Also, EI may facilitate the process of learning through harnessing the energy of positive emotions and controlling the adverse effects of negative emotions resulting in better educational outcomes in terms of improved academic performance of university students. Further, it may help graduating students to develop a healthier personality and to achieve greater success in practical life. Higher EI levels may produce essential life skills related to effective team work, leadership and management.

The high EI scores of female undergraduates and its relationship with their higher rate of academic achievement reflect that they are using their emotional construct in a positive way emphasizing on healthy personality development, positive interpersonal relations, determination for goal achievement, and aspiration for a better life. This will produce in them the awareness of their attitude, understanding and empathy for others and optimism about their future.

The findings of the present study may help teachers to re-design classroom instructions and create a variety of opportunities for learners in the classroom that lie beyond mere subject-matter related aspects. It may also help in selecting or creating appropriate teaching materials to meet the needs of learners, males and females, with different abilities. Syllabus designers can also employ the current study findings in conducting academic needs analysis and match with their EI levels to avoid mismatch in students' needs and the subsequently developed syllabus.

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(Appendix A)

EMOTIONAL QUOTIENT INVENTORY (EQ-i)

**Instructions:**

Manual of Bar-On's Emotional Quotient Inventory (EQ-i:125) is a measure of emotional intelligence and consists of sentences that describe the ways people usually feel, think or act in most of the situations. Responses to these sentences will help in analyzing the personality of the respondents. Possible response to each statement can be:

- 1- Very seldom or Not true of me
- 2- Seldom true of me
- 3- Sometimes true of me
- 4- Often true of me
- 5- Very often true of me or True of me

Read each statement carefully and then find out which response from the above mentioned five point scale best suit you. Neither there are right or wrong answers, nor good or bad choices. Therefore, do not leave any sentence without response. Though there is no time limit, the manual can be answered in 30 to 45 minutes. Respond to the statements realistically how you actually act and not how you would like to be. All the information provided by you will be used only for research purpose and will be kept confidential.

No.	Statement	True of me	Often true of me	Sometimes true of me	Seldom true of me	Not true of me
1.	My approach in overcoming difficulties is to move step by step.					
2.	It's hard for me to enjoy life.					
3.	I prefer a job in which I am told pretty much what to do.					
4.	I know how to deal with upsetting problems.					
5.	I like everyone I meet.					
6.	I try to make my life as meaningful as I can.					
7.	It's fairly easy for me to express feelings.					
8.	I try to see things as they really are, without fantasizing or daydreaming about them.					
9.	I'm in touch with my emotions.					
10.	I'm unable to show affection.					
11.	I feel sure of myself in most situations.					
12.	It is a problem controlling my anger.					
13.	It's difficult for me to begin new things.					
14.	When faced with a difficult situation, I like to collect all the information about it that I can.					
15.	I like helping people.					
16.	It's hard for me to smile.					
17.	I'm unable to understand the way other people feel.					
18.	When working with others, I tend to rely more on their ideas than my own.					
19.	I believe that I can stay on top of tough situations.					
20.	I really don't know what I'm good at.					
21.	I'm unable to express my ideas to others.					
22.	It's hard for me to share my deep feelings with others.					
23.	I lack self-confidence.					
24.	I'm optimistic about most things I do.					
25.	When I start talking, it is hard to stop.					
26.	It's hard for me to make adjustments in general.					

27.	I like to get an over view of a problem before trying to solve it.					
28.	It doesn't bother me to take advantage of people, especially if they deserve it.					
29.	I'm a fairly cheerful person.					
30.	I prefer others to make decisions for me.					
31.	I can handle stress, without getting too nervous.					
32.	I have good thoughts about everyone.					
33.	It's hard for me to understand the way I feel.					
34.	In the past few years, I've accomplished little.					
35.	When I'm angry with others, I can tell them about it.					
36.	I have had strange experiences that can't be explained.					
37.	It's easy for me to make friends.					
38.	I have good self-respect.					
39.	My impulsiveness creates problems.					
40.	It's difficult for me to change my opinion about things.					
41.	I'm good at understanding the way other people feel.					
42.	When facing a problem, the first thing I do is stop and think.					
43.	Others find it hard to depend on me.					
44.	I am satisfied with my life.					
45.	It's hard for me to make decisions on my own.					
46.	I don't hold up well under stress.					
47.	I don't do anything bad in my life.					
48.	I don't get enjoyment from what I do.					
49.	It's hard to express my intimate feelings.					
50.	People don't understand the way I think.					
51.	I generally hope for the best.					
52.	My friends can tell me intimate things about themselves.					
53.	I don't feel good about myself.					
54.	People tell me to lower my voice in discussions.					
55.	It's easy for me to adjust to new conditions.					
56.	When trying to solve a problem, I look at each possibility and then decide on the best way.					
57.	I would stop and help a crying child find his or her parents, even if I had to be somewhere else at the same time.					
58.	I'm fun to be with.					
59.	I'm aware of the way I feel.					
60.	I feel that it's hard for me to control my anxiety.					
61.	Nothing disturbs me.					
62.	I don't get that excited about my interests.					
63.	When I disagree with someone, I'm able to say so.					
64.	I tend to fade out and lose contact with what happens around me.					
65.	I don't get along well with others.					
66.	It's hard for me to accept myself just the way I am.					
67.	I care what happens to other people.					
68.	I'm impatient.					
69.	I'm able to change old habits.					
70.	It's hard for me to decide on the best solution when					

	solving problems.					
71.	If I could get away with breaking the law in certain situations, I would.					
72.	I get depressed quickly.					
73.	I know how to keep calm in difficult situations.					
74.	I have not told a lie in my life.					
75.	I am generally motivated to continue, even when things get difficult.					
76.	I try to continue and develop those things that I enjoy.					
77.	It's hard for me to say "no" when I want to.					
78.	I get carried away with my imagination and fantasies.					
79.	My close relationships mean a lot to me and to my friends.					
80.	I am happy with the type of person I am.					
81.	I have strong impulses that are hard to control.					
82.	It's generally hard for me to make changes in my daily life.					
83.	Even when upset, I'm aware of what's happening to me.					
84.	In handling situations that arise, I try to think of as many approaches as I can.					
85.	I'm able to respect others.					
86.	I'm not that happy with my life.					
87.	I'm more of a follower than a leader.					
88.	It's hard for me to face unpleasant things.					
89.	I have not broken a law of any kind.					
90.	I enjoy those things that interest me.					
91.	It's fairly easy for me to tell people what I think.					
92.	I tend to exaggerate.					
93.	I'm sensitive to the feelings of others.					
94.	I have good relations with others.					
95.	I feel comfortable with my body.					
96.	I'm impulsive.					
97.	It's hard for me to change my ways.					
98.	I think it's important to be a law abiding citizen.					
99.	I enjoy weekends and holidays.					
100.	I generally expect things will turn all right, despite setbacks from time to time.					
101.	I tend to cling to others.					
102.	I believe in my ability to handle most upsetting problems.					
103.	I have not been embarrassed for anything that I've done.					
104.	I try to get as much as I can out of those things that I enjoy.					
105.	Others think that I lack assertiveness.					
106.	I can easily pull out of day dreams and tune into the reality of the immediate situation.					
107.	People think that I'm sociable.					
108.	I'm happy with the way I look.					
109.	It's hard for me to describe my feelings.					
110.	I've got a bad temper.					
111.	I generally get stuck when thinking about different ways of solving problems.					

112.	It's hard for me to see people suffer.					
113.	I like to have fun.					
114.	I seem to need other people more than they need me.					
115.	I get anxious.					
116.	I don't have bad days.					
117.	I avoid hurting other people's feelings.					
118.	I don't have a good idea of what I want to do in life.					
119.	It's difficult for me to stand up for my rights.					
120.	It's hard for me to keep things in the right perspective.					
121.	I don't keep in touch with friends.					
122.	I tend to explode with anger easily.					
123.	It would be hard for me to adjust if I were forced to leave my home.					
124.	Before beginning something new I usually feel that I'll fail.					
125.	Looking at both my good points and bad points I feel good about myself.					

### PERSONAL INFORMATION

Name	
Highest academic qualification	
Professional qualification	
Member of professional organizations	
No of ELT courses/conferences attended	
Age	
Gender (M/F)	
Teaching experience (in years)	

**Thanks a lot.**