**Relationship Between Emotional Intelligence And Academic Achievement: Research Proposal**

**Abstract**

The entire focus of the current study is the determination of whether emotio0nal intelligence has the capability to predict the academic performance of students. There are recent reviews on literature that has initiated to explore the impacts of academic variables and socio-demographics on the prediction of emotional intelligence. The study will thus examine the predictive validity that is measured by a self-study and routine based on ability measures over the theoretical performances of students in an environment of a secondary school. The research would also examine within a three wave longitudinal design in secondary school and it would aim to explore the moderator impact of specific academic variables and socio-demographics on the prediction of the students’ academic achievements categorized by emotional intelligence. An approximate amount of four hundred secondary school students from the tenth and eleventh grade would be followed throughout the 3 consecutive years of secondary school – from the tenth grade to the twelfth grade.There might be an affirmative and vital impact of emotional intelligence over the scholastic success of students, it is predicted that emotional intelligence has a weak to moderate significance that might tend to approve the constricted influence of emotional intelligence in the framework of academics.

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# Introduction

There are various research on academic field that have primarily focused on factors of cognition that has indicated the predictive characteristics of cognitive knowledge on the academic performances of students. Hence, when such cognitive potentialities have proven to be accountable for lesser variations in lieu to academic success then researches were initiated to acknowledge a widened array of able predictions (Costa, &Faria, 2015). There are studies on the impact of socio-economic status, institutional quality and peer relationships, studies have dug out another specific area of interest that impacts academic achievement is emotional intelligence. There has been a detailed study on Emotional Intelligence but were all based on very primitive data and so the statements of the studies became overrated (Thomas, Cassady & Heller, 2017). The queries still remained bound to a debate surrounding the assessment of Emotional Intelligence and the utilization of relevant measures (Magnano, Craparo& Paolillo, 2016). Recent studies of literature have claimed that Emotional Intelligence do have important impact on the theoretical achievements of scholars and their predictions.

# Main Background

The term emotional intelligence became popular in the early 1990 and is considered as an indicator of massive happiness and contentment. It focuses on the improvement of optimistic characteristics of humans and integrates the emergent positive movements in psychology (Costa, &Faria, 2015). Various researches have confirmed that there is a neat correlation between positive psychology and emotional intelligence. The factors that prove such statement is self-acceptance and self-regard on the basis of self-awareness, the ability of positive awareness in society based on self-awareness, the approach to realistic issue solution and policymaking and optimism and autonomy. The above factors are recognized to have an effect on the ideal physical and psychological well-being of an individual. These factors also tend to successful performances and achievements, creativity, actualization of the self, intellectual decision-making and other attitudes. Thus, emotional intelligence is pronouncedas a construction within the wide infrastructure of intellectual abilities in human (Thomas, Cassady & Heller, 2017).

The academic achievements of students are derived by phenomenon of various factors that has been widely discussed in various studies throughout the past decades. Literature of certain studies portrays that emotional intelligence has supported both social and cognitive development in students which has been advantageous in distinct contexts, especially in the settings of education. In case, emotional intelligence has contributed affirmative outcomes that are associated to better academic adjustment and achievement in students (GHARETEPEH et al., 2015). It also builds in positive societal behaviors better results in evaluation and tests, and results in less distress. Students having higher emotional competence can lead to extensive educational objectives and results in reflecting better level of self-motivation, discipline, stress regulation (Costa, &Faria, 2015). Recent studies developed in schools have exhibited that school work and intelligence expansion has complicated the competence to applied and controlled emotions in numerous ways. To add further, the facilitation of these skills has developed the rational and attentiveness in students, it has also helped in controlling their impulsive behavior and made them cope with immense pressure in a better way, and also the conversion of negative emotions in affirmative ones (Garg, Levin & Tremblay, 2016). The fact in students for regulating the emotions of self and others has allowed them to progress their inspiration to attainimproved outputs.

The entire focus of the current study is the determination of whether emotio0nal intelligence has the capability to predict the educational performance of students. There are recent reviews on literature that has initiated to explore the impacts of educational variables and socio-demographics on the prediction of emotional intelligence (Garg, Levin & Tremblay, 2016). It is noticed that within the periphery of educational achievement studies on prediction gender has outstood to be a crucial variable. The facts that girls tends to perform better than boys though both perform equally during cognitive tests is an indication to the differences in which both the genders react to evaluation and assessments (Cazan&Năstasă, 2015). It also indicates that girls tends to have a better level of emotional intelligence than boys, which also indicates that they use and manage their abilities of emotional intelligence in a more adapted way on situation of performances(GHARETEPEH et al., 2015). Few researches that have addressed the moderating part of gender on the emotional intelligence prediction of student have gained consensual outcomes. There are few limitations to the existing research on predictive analysis of emotional intelligence. The primary among these limitations is the utilization of global indices of educational achievement and emotional intelligence in an overall manner (Costa, &Faria, 2015). It is also considered that age and level of educational qualification puts an impact on the relationship between emotional intelligence and educational achievements.

# Aim of the study:

The aim of the study is to assume the significance of achievements of students in secondary school and their forthcoming educational lifecycle has intended to provide and exploration of the predicting validity of emotional intelligence on the educational achievements of secondary school students. The study will thus examine the predictive validity that is measured by a self-study and performance based on ability measures over the educational performances of students in an environment of a secondary school.

# Methods

In the light of the above consideration the present research objects to expand the understanding about whether Emotional Intelligence is significant for the education success of secondary school students. The following research will provide information by probing the predictive validity of two emotional intelligence based on ability measure – that are self-reporting and performances. The research would also examine within a three-wave longitudinal design in secondary school and it would aim to explore the moderator impact of specific education variables and socio-demographics on the prediction of the students’ education achievements categorized by emotional intelligence (Costa, &Faria, 2015).

An approximate amount of four hundred secondary school students from the tenth and eleventh grade would be followed throughout the three consecutive years of secondary school – from the tenth grade to the twelfth grade (Thomas, Cassady & Heller, 2017). Participants will belong to the age group in between fourteen to seventeen and the major part of the samples would be considered from public schools. The tests would consider questionnaire on emotional skill and competence, tests on vocabulary of emotions, and the assessment of the education achievements of the students (Garg, Levin & Tremblay, 2016). This would be done by obtaining the grades of the students from the school for evaluating the grades of the three consecutive years (Perera, & DiGiacomo, 2015). The great point average of each student would be designedbased on the average grades of all students marked in all the classes the attended in each year.

# Procedure

The purpose of the research will be obtainable to the schools and their head faculty. After the schools will manifest their interest to be comprised in the study with their formal acceptance then letter of informed consents would be attained from the parents of the students for their personal assurance. The questionnaire on emotional skill and competence and the vocabulary test on emotions would be administered within each classroom with the presence of the researcher and the teacher of the students at the beginning of the second period of each education year. All the participants need to fill out the questionnaire individually in their classrooms after they are provided with a brief instruction about the format of the answer (Costa, &Faria, 2015). The participants would be clearly explained about the purpose of the study and the guarantee of anonymity would be confided in them (Perera, & DiGiacomo, 2015). The administration test would last for an average time of twenty five minutes and the final grades of the students from all the domain would be collected from the schools at the end of the last period of each education year(GHARETEPEH et al., 2015). Path analysis will be used to explore the prediction of variables of emotional intelligence on the education achievements of students throughout the three consecutive years of secondary school. To simplify the analysis of the prediction model of emotional intelligence the measure of the self-report of emotional intelligence will be explored as international score.

# Possible Outcomes

The present study will be derived to contribute to the clarification of the predictive validity of emotional intelligence on the scholastic achievements of student from secondary schools. The possible results will show that emotional intelligence has the ability to predict achievements in education that supports the previous findings of various researches (Garg, Levin & Tremblay, 2016). There might be an affirmative and vital impact of emotional intelligence over the scholastic success of students, it is predicted that emotional intelligence has a weak to moderate significance that might tend to confirm the constricted power of emotional intelligence in the context of academics (Thomas, Cassady & Heller, 2017). Likewise other studies have also predicted that emotional intelligence is not greatly predictive of the academic performances of students due to the fact academic contexts has the tendency to request less diverse and more restricted demands of the students(Costa, &Faria, 2015). This restrains the predictive power of emotional intelligence in the academic context. The self-reporting and performances measures might address within the ability model which is extensively linked to the academic success, it is theorized that both these attributes might independently and rarely considered accountable for explaining the academic achievements of the students. It is estimated that the questionnaire of emotional skills and competence and the vocabulary emotional test will be able to predict the scholastic success of the students (Perera, & DiGiacomo, 2015). The performance of emotional intelligence measurement revealed internationally greater prediction power. Hence proving to have almost the double impact of the self-reporting measure over the scholastic achievements of students. The initial fact that the measure of performance hasthe requirement of cognition skills to counter over an activity might evoke similar potentialities of cognition to the ones that would be used by students for addressing the learnings of the schools (Costa, &Faria, 2015). The results might also reveal that only the variables of emotional intelligence is not able to predict the achievements by the students but the level of scholastic success by the students might have an significant impact on the level of growth of emotional intelligence among them (GHARETEPEH et al., 2015). The vocabulary emotion test could be affected or affluence by the ulterior GPA of the students and the grades could also be based on the association of the schools to the required skills of cognition in academics. The study will represent an important step towards the understanding and clarification of the contribution of emotional intelligence caters on the scholastic performances of the students with addressing certain limitations that would be filled in by further research studies (Garg, Levin & Tremblay, 2016). The research will also reveal that the dimensions of emotional intelligence might narrow the presuming vitality of the implication of emotional intelligence on scholastic performances.

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