

The Effect of Emotional Intelligence on Students' Achievement from Faculty Members' Perspectives at the World Islamic Sciences & Education University

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Key words

Emotional
Intelligence
Academic
Achievement

This study aimed to know the viewpoint of faculty members at the World Islamic Sciences & Education University on the effect of emotional intelligence on students' achievement, and also aimed to investigate the effect of gender, experience, qualification, academic rank on the point of view of faculty members. The study sample consisted of 45 faculty members 21 males and 24 females from the World Islamic Sciences & Education University. Means and standard deviations and t-test were used to analyze the results. The results showed that there were statistically significant differences in the views of the faculty members on the effect of emotional intelligence on students' achievement, also showed a statistically significant differences at the level of significance ($\alpha \geq 0,05$) in their views attributed to the experience, as there are statistically significant differences at the level of significance ($\alpha \geq 0,05$) in their views attributed to gender, and results also showed the existence of clear statistically significant differences in the views of the faculty members on the effect of emotional intelligence on students' achievement due to the Qualification variable.

1. Introduction

Most of us are taught to believe we are our physical forms, and so we identify with our body or the labels we give to our bodies such as nationality, race, gender, profession etc. This wrong sense of self is what creates all fear, anger and sadness in life. From an emotional point of view these emotions are always the result of ego (misidentification), which then blocks access to your true spiritual nature which is peaceful, loving and joyful. (Varma, 2011)

Intelligence is to use what you know in the right way at the right time in the right place with the right intention. For example if you 'know' yourself as a spiritual being you will also 'know' that you do not own or possess anything. When something in your life is damaged or lost, it does not affect you in any way - you are able to use your spiritual power to accept and move on. If someone praises the clothes you wear, or insults you in any way or comments negatively about your looks, you are not affected because you 'know' that your real beauty lies within your character, within your nature, which no one can ever take away. In that moment you draw on the inner power of that knowledge and use it to remain stable in the face of others negativity. In effect you are drawing on your spiritual strength which is only released when you know who and what you are, and then using that strength in the right way, in the right place at the right time. (Varma, 2011)

If one acknowledges that emotions have significance for human life, then is there a relationship between spirituality and academic achievement? The legislative mandates of No

Child Left Behind, as well as state departments of education, measure specific academic areas as the criteria for academic progress of schools and school districts. With the demand on educators to improve their schools' academic scores, understanding the relationship of spirituality and academic achievement may provide educators with yet another tool for providing opportunities for student academic success as well as encouraging responsible citizenship (Noddings, 2005).

According to Zohar and Marshall (2000) emotional intelligence is the central and most fundamental of all the intelligences, because it becomes the sources of guidance for the others. Five components of emotional intelligence are as follows:

- The capacity to transcend the physical and material.
- The ability to experience heightened states of consciousness.
- The ability to sanctify everyday experience.
- The ability to utilize spiritual resources to solve problems.
- The capacity to be virtuous.

Wiggles Worth (2004) introduced four types of intelligence including physical, cognitive, emotional, and spiritual intelligences. He believes that the child find control on his body in the beginning of his life. In other words, first concentration of mankind is his physical intelligence and then his linguistic and perceptual skills will be developed.

Intelligence quotient refers to the analysis capability that can be used in many educational activities. When an individual seeks to develop his/her relationship with others, emotional intelligence will be introduced (Golman, 2000). With regard to the emotions and their appropriate application in the human relations, some issues have been introduced as emotional intelligence such as understanding self and others' personality, continence and domination on the immediate expectations, empathy, positive use of the emotions in thoughts and cognition (Kooker, Shoultz, and Codier, 2007)

1.1 Statement of the Problem

Emotional intelligence is the set of abilities that individuals use to apply, manifest and embody spiritual resources, values and qualities in ways that enhances their daily functioning and well-being (Amram 2000). This type of intelligence may affect students' achievement, in order to investigate this; the researcher conducted this study and distributes questionnaires among faculty members at World Islamic Sciences& Education university.

1.2 Purpose of the study

The purpose of this study is to investigate the relationship between emotional intelligence and achievement level of students from faculty members' perspective, and also to know the effect of faculty members' gender, experience and qualification on their attitudes.

1.3 Questions of the study

- 1- Is there a relationship between emotional intelligence and achievement level of students from faculty members' perspective?
- 2- Are there any statistically significant differences in the perspectives of the faculty members due to their gender (Male, Female)?
- 3- Are there any statistically significant differences in the perspectives of faculty members due to their experience (less than 5 years, 5 years or above)?

- 4- Are there any statistically significant differences in the perspectives of faculty members due to their qualification (master degree, PhD degree)?

1.4 Limitations of the Study

This study is limited to the faculty members at World Islamic Sciences & Education in the academic year 2014/2015

2. Literature Review

Literature provides evidence that emotional intelligence can influence performance. Whether through career planning, cultural reflections, or unforeseen benefits, the importance of emotional values on a student's education must be recognized. In a quasi-experimental study by Mosconi and Emmett (2003), the researchers provided students the opportunity to define and evaluate their own values. They found the students tended to arrive at a broader definition of success and could verbalize their values better than a control group of students who had not had the same reflective experiences.

A study by Tirri et al., (2005) sought clarification on the types of questions asked by average and gifted sixth-grade students in four different countries. The results encouraged further discussion on emotional and moral issues in order to facilitate emotional as well as cognitive growth on a global level.

Seeley (2004) noted that there is a correlation between motivation and achievement in at-risk gifted students. He found that students who were challenged to value what they were learning over simply earning a grade appeared to be more motivated to learn than those students who focused only on extrinsic grade motivations. Another study by Jankowski (2002) encouraged emotional transformation in order to overcome adversity. He advocated strengthening a relationship with God in order to increase one's resiliency and thus find encouragement to succeed.

Zohar and Marshall (2001) reiterated the importance of emotional intelligence to holistic values formation. Their analysis of emotional intelligence (which they refer to as SQ) derived from general considerations of intelligence that measure degrees of emotional intelligence (IQ). Equally important is the use of emotional intelligence (EI) as proposed by Daniel Goleman (1995). These authors feel that while intellectual intelligence quantifies thinking, EI assesses feelings, and SI identifies being or existence. For people to function and thrive, they must incorporate all three of these intelligences.

The emerging literature on emotional development is gaining more popularity as educators and psychologists begin to realize that spirituality and religion are not synonymous and that in order to educate the whole child, a holistic spiritual component exists (Revell, 2008). Hosseini et al., (2010) deems adolescence as a particularly important time for spiritual development. After this formative and maturational time, it is often difficult to change behaviors or learned patterns. The concepts of spiritual development are also critical to any discussions of underachievement. Symptoms of underachieving students appear when there is a failure to meet expectations. If attention is given to spiritual development, then underachievement may be overcome through enhanced goal motivations the student acquires. One of the scaffolds to spiritual development is the concept of faith development, advocated by Fowler (2004),

discussed previously. Fowler's stages encompass "one's form of logic, moral reasoning, perspective taking, and world coherence, locus of authority, social awareness, and role of symbolic function," (Parker, 2009).

3. Design and Methodology

3.1 Population of the study

The population of the study consisted of all faculty members at World Islamic Sciences& Education University

3.2 Sample of the study

The sample of the study consisted of 45 faculty members, 21 males and 24 females from the World Islamic Sciences& Education university

3.3 Instrument of the study

A questionnaire was distributed among the faculty members at the World Islamic Sciences& Education university and this questionnaire was designed by the researcher herself, it consisted of 25 items. Many variables were included such as the gender of the faculty member, experience and qualification.

3.4 Reliability of the instrument

To ensure the questionnaire reliability, the researcher applied it to a pilot sample of (10) faculty members excluded of the study sample in the same university from which the sample was chosen with a one month period between the first and second time it was distributed. The reliability of the questionnaire was calculated using correlation coefficient and it was found 0, 91 which is suitable to conduct such a study.

3.5 Procedures of the study

A questionnaire about faculty members' perspectives about the relationship between emotional intelligence and achievement level of students was given to 45 teachers (21 male, and 24 female). After that the researcher collected the questionnaires and collected data, and then this data was analyzed statistically.

3.6 Statistical analysis

The results were analyzed for the items in the questionnaire using suitable statistical methods such as mean and standard deviation. The researcher also used figures to clarify the results more.

4. Findings of the study

The purpose of this study is to investigate the relationship between emotional intelligence and achievement level of students from faculty members' perspective, and also to know the effect of faculty members' gender, experience and qualification on their attitudes.

A questionnaire was distributed among 45 faculty members, 21 males and 24 females from the World Islamic Sciences& Education University. Means and standard deviations and T-test were used to analyze the results.

To answer the first question about faculty members' perspectives about the relationship between emotional intelligence and achievement level of students: Is there a relationship between emotional intelligence and achievement level of students from faculty members'

perspective? A questionnaire was distributed among them and means and standard deviation were calculated. Results were shown in table 1

Table 1: faculty members' perspectives about the relationship between emotional intelligence and achievement level of students

| | Mean | Std. Deviation |
|------|------|----------------|
| Q1 | 4.04 | .979 |
| Q2 | 4.04 | 1.004 |
| Q3 | 3.25 | 1.139 |
| Q4 | 3.28 | 1.034 |
| Q5 | 3.97 | .958 |
| Q6 | 3.20 | 1.149 |
| Q7 | 3.30 | 1.190 |
| Q8 | 4.03 | 1.061 |
| Q9 | 3.39 | 1.254 |
| Q10 | 3.84 | 1.114 |
| Q11 | 4.39 | .975 |
| Q12 | 2.90 | 1.287 |
| Q13 | 3.58 | 1.421 |
| Q14 | 2.93 | 1.107 |
| Q15 | 3.74 | 1.187 |
| Q16 | 4.12 | 1.017 |
| Q17 | 3.39 | 1.224 |
| Q18 | 3.13 | 1.061 |
| Q19 | 4.22 | .948 |
| Q20 | 4.45 | .863 |
| Q21 | 4.17 | 1.044 |
| Q22 | 3.00 | 1.199 |
| Q23 | 3.57 | 1.343 |
| Q24 | 2.98 | 1.059 |
| Q25 | 3.65 | 1.153 |
| QALL | 3.62 | .522 |

Table 1 shows there are statistically significant differences in faculty members' perspectives about the relationship between emotional intelligence and achievement level. It shows the results of the questionnaire which was distributed among (45) faculty members about their attitudes towards the relationship between emotional intelligence and achievement level. Means and standard deviations were calculated and results show that question 20 got the highest mean which was (4.45); question 11 comes next with a mean of (4.39).

Standard deviation for question 20 was (0.863) which is higher than ($\alpha \leq 0, 05$) so it means that it is statistically significant. Standard deviation for question 11 was nearly the same; it was (0.975) which is also statistically significant.

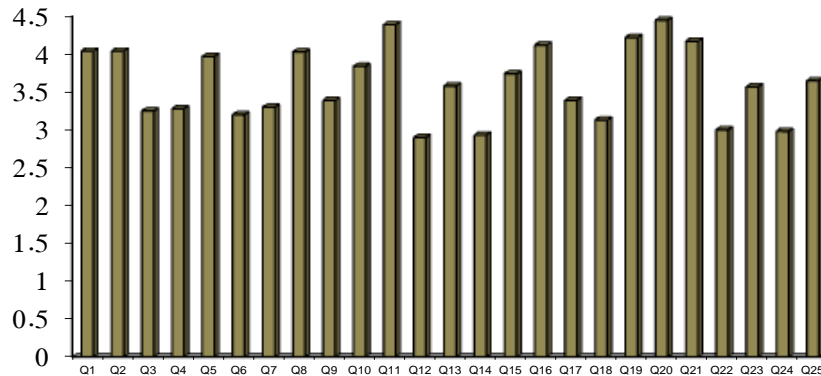


Diagram 1: faculty members' perspectives about the relationship between emotional intelligence and achievement level of students

It is clear in the diagram that the mean of question 20 was the highest mean, question 11 comes next. The mean of the (1, 2, 16, 19 and 21) are nearly the same, so faculty members' attitudes towards the relationship between emotional intelligence and achievement level are negative attitudes.

To answer the second question about faculty members' perspectives and their gender: Are there any statistically significant differences in the perspectives of the faculty members due to their gender (Male, Female)? Means and standard deviations were computed and table 2 shows the results.

Table 2: Means, standard deviations and t-test according to gender variable

| gender | N | Mean | Std. Deviation | t | df | Sig. (2-tailed) |
|--------|-----|------|----------------|--------|-----|-----------------|
| Male | 64 | 3.49 | .473 | -2.375 | 221 | .018 |
| Female | 159 | 3.67 | .533 | | | |

Table 2 shows there are statistically significant differences due to gender variable. It shows the results of the questionnaire which was distributed among (45) faculty members about their perspectives about the relationship between emotional intelligence and achievement level. Means and standard deviations were calculated and results show that female faculty members got a higher mean than male faculty members which was (3.67, and 3.49) respectively; this indicates that gender have an effect on faculty members' perspectives.

Standard deviation for female faculty members was (0.533) which is higher than ($\alpha \leq 0, 05$) so it means that it is statistically significant. Standard deviation for male faculty members was lower; it was (0.473) which is also statistically significant. So, table 2 shows there are statistically significant differences due to gender variable in favor of females.

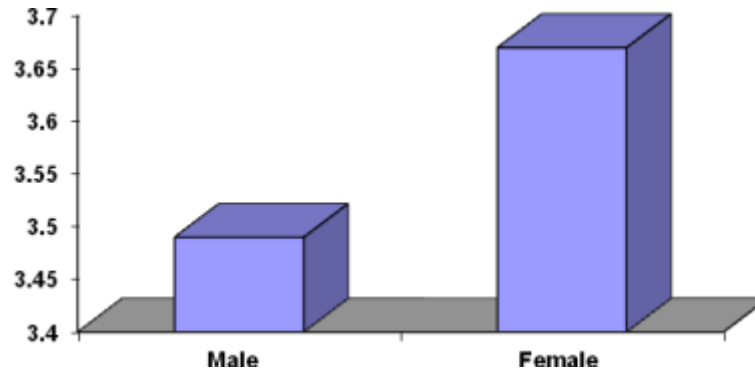


Diagram 2: Means, standard deviations and t-test according to gender variable

Diagram 2 shows that male faculty members got lower positive perspectives about the relationship between emotional intelligence and achievement level than female faculty members.

To answer the third question about faculty members' perspectives and experience: Are there any statistically significant differences in the perspectives of faculty members due to their experience (less than 5 years, 5 years or above)? Means and standard deviations were computed and table 3 shows the results.

Table 3: Means, standard deviations and t-test according to experience variable

| Experience | N | Mean | Std. Deviation | t | Df | Sig. (2-tailed) |
|-------------------|-----|------|----------------|-------|-----|-----------------|
| Less than 5 years | 153 | 3.70 | .446 | 3.592 | 221 | .000 |
| 5 years or above | 70 | 3.44 | .625 | | | |

Table 3 shows there are statistically significant differences due to experience variable. It shows the results of the questionnaire which was distributed among (45) faculty members about their perspectives about the relationship between emotional intelligence and achievement level. Means and standard deviations were calculated and results show that faculty members whose experience less than 5 years got a higher mean than faculty members whose experience above 5 years which was (3.70, and 3.44) respectively; this indicates that experience have an effect on faculty members' perspectives.

Standard deviation for faculty members whose experience less than 5 years was (0.446) which is higher than ($\alpha \leq 0, 05$) so it means that it is statistically significant. Standard deviation for faculty members whose experience above 5 years was higher; it was (0.625) which is also

statistically significant. So, table 3 shows there are statistically significant differences due to experience variable in favor of less than five years.

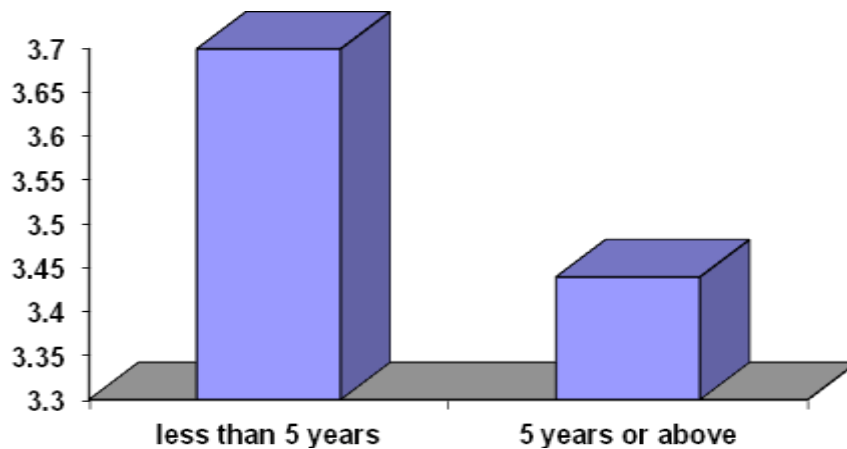


Diagram 3: Means, standard deviations and t-test according to experience variable

Diagram 3 shows that faculty members whose experience is less than 5 years got more positive perspectives about the relationship between emotional intelligence and achievement level than faculty members whose experience 5 years or above.

To answer the fourth question about faculty members' perspectives and their qualification: Are there any statistically significant differences in the perspectives of faculty members due to their qualification (master degree, PhD degree)? Means and standard deviations were computed and table 4 shows the results.

Table 4: Means, standard deviations and t-test according to qualification variable

| Qualification | N | Mean | Std. Deviation | t | Df | Sig. (2-tailed) |
|---------------|-----|------|----------------|-------|-----|-----------------|
| Master degree | 188 | 3.61 | .559 | -.799 | 221 | .425 |
| PhD degree | 35 | 3.69 | .244 | | | |

Table 4 shows there are statistically significant differences due to qualification variable. It shows the results of the questionnaire which was distributed among (45) faculty members about their perspectives about the relationship between emotional intelligence and achievement level. Means and standard deviations were calculated and results show that PhD degree faculty members got a higher mean than master degree faculty members which was (3.69, and 3.61) respectively; this indicates that qualification have an effect on faculty members' perspectives.

Standard deviation for PhD degree faculty members was (0.244) which is higher than ($\alpha \leq 0.05$) so it means that it is statistically significant. Standard deviation for master degree faculty members was higher; it was (0.559) which is also not statistically significant. So, table 4 shows

there are statistically significant differences due to qualification variable in favor of PhD degree faculty members.

So, table above shows there are statistically significant differences in faculty members' perspectives due to qualification variable in favor of PhD degree faculty members.

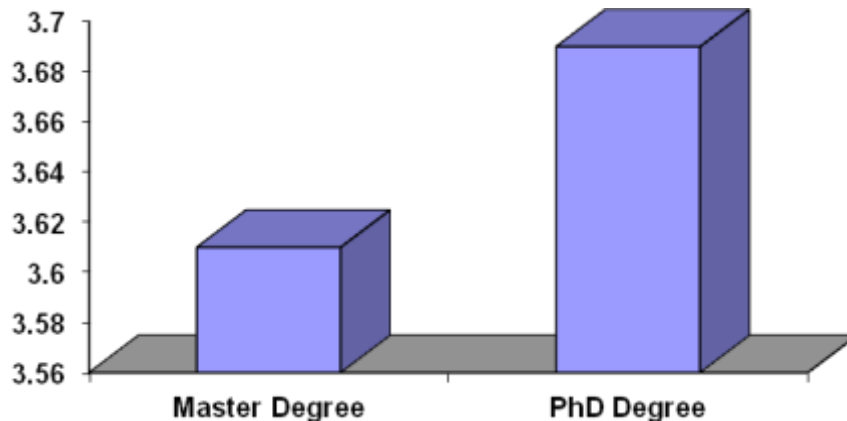


Diagram 4: Means, standard deviations and t-test according to qualification variable

Diagram 4 shows that PhD degree faculty members got more positive perspectives about the relationship between emotional intelligence and achievement level than master degree faculty members.

4.1 Conclusion

Emotional intelligence care is important to the growth of students and have meaning far beyond the scope of one achievement test score. Educators need to embrace all factors that may influence academic success. While students in schools are failing to keep pace with their global counterparts, educators keep investigating and trying new things, but seem constrained to consider anything in the realm of the spirit.

There is a little wonder that teachers and faculty members at universities remove themselves from controversial curricular options. In an effort to reverse this downward trend, further research to explore and to identify causes and possible solutions of underachievement are a must. And if that journey includes the spiritual, students may be the greatest winners in this discussion.

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