

Relationship between Emotional Intelligence and Self-Efficacy with Academic Performance of Students of Lamerd Islamic Azad University in the Academic Year 2013-2014

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Abstract

This study aimed to investigate the relationship between emotional intelligence and self-efficacy with academic performance of students of Lamerd Islamic Azad University in the academic year 2014-2013 implemented. The purpose of this study, the method of data collection is functional and cross-correlation. The population of 2738 people on the basis of Cochran's sample size of 337 patients stratified random sampling was entry. Data, once-efficacy Sherer questionnaire and EI questionnaire is based on Likert after determining the validity of the opinions of experts and its reliability (0.79 & 0.84) were used. In order to measure the academic performance of students, the GPA was used. The results showed that the correlation coefficient between emotional intelligence and academic performance was significant by EI to 12% of the variation can be explained on academic performance. The correlation coefficient between student self-efficacy and academic performance are significant and can explain 12.7% of the variation is related to academic performance. The simultaneous correlation coefficient between self-efficacy and emotional intelligence with academic performance were significant and equal to 0.462 and the results showed that these two variables simultaneously is equal to 21.3% of the variation can be explained on academic performance.

Keywords: Self-efficacy, Emotional intelligence, Academic performance, Lamerd Branch.

Introduction

Academic performance and attention to the educational system is one of the important issues. Academic performance as an important issue to improve the quality of university education has a close relationship (McDonald, 2001). Academic performance as a judgment in relation to the utility gained by the student during a particular period where in the world is located at the head of training and development programs (Lindman & Duek, 2001). Academic performance is affected by many aspects of biological, psychological and social factors are (Boekartes, 2008). Among the factors which could affect the academic performance of students should be considered. Intelligence is one of the basic characteristics of the individual differences in humans causes since the beginning of recorded history humans have been considered (Wong, & Law, 2003). In response to a question about why two people with the same IQ can have completely different levels of progress and reach happiness? Salvy and Meyer (2000) first introduced the term emotional intelligence, respectively.

Emotional intelligence refers to those aspects of the behavior of individual infrastructure fully capable of rational thinking differently. Emotional intelligence includes knowledge, regulation and expressing a range of emotions. The ability to identify, express and control emotions is an important aspect of emotional intelligence and the ability of each of these disorders can lead to a person (Shamradiv, 2004). In this regard Salvy and Mayer (2000) states that a person having the emotional intelligence can improve many functions such as behavior and academic performance to be obtained. Among the things that people learn from experience, directly and indirectly, performance criteria, after these criteria were learned are the basis for individual self-evaluation. If the person in this position he coordinated with the criteria specified or higher than it is positive, if it is lower than the criteria of evaluation is negative, such as internal performance criteria, self-efficacy and self-concept or self-regulation plays an important role in their behavior.

Personal effectiveness is lower than they imagine themselves show greater persistence and experience less fear seems to Bandura and Schuk (2000a) as those with private effectiveness of high-level vision tasks on a more controlled, less uncertainty about the experience. People do not control the events that they are afraid. It is possible that one's conception of personal efficacy and effectiveness not match her real self. A person may think that he is a low level of efficiency, whereas it is the reverse of the above. Best wishes to the position that is consistent with their abilities. On the one hand, people always try to do things beyond their abilities and subsequently frustrating and disappointing, and probably eventually kill everything. On the other hand, if people have a high level of efficiency not strives diligently for their personal development could be halted. Self-degree of one's feelings about his ability performs specific activities. Bandura's theory of self-confidence and self-respect to its ability to perform the desired behavior, he emphasized (Bandura & Schuk, 2004).

In this context (Green et al., 2004) self-efficacy as a key factor in improving academic performance ever. Also, Bandura (2000b) self-efficacy emerged as the willingness and ability of an individual approach recognizes that its activities could be improved. According to what was said and the role that emotional intelligence and self-efficacy can have on academic performance in this study, the question arises as Lamerd Branch is there the relationship between emotional intelligence and self-efficacy and academic performance of students? In this regard, studies have also been carried out including: Chang & Solomon (2010), the study examines the relationship between stereotyping, anxiety, self-efficacy and academic performance began. The results showed that self-efficacy is a significant positive correlation with academic performance. Carroll (2009) examines the relationship between self-efficacy and academic performance pay. His findings suggest that there is significant positive relationship between self-efficacy and academic performance.

Codier et al (2009) in their research favorably improves emotional intelligence. Thomas (2009), research has examined the relationship between emotional intelligence and self-efficacy 120 corporate employees did. The results showed there is a positive and significant relationship between emotional intelligence and organizational performance. Grewal and Davidson (2008), Emotional Intelligence in a row in the number of medical graduates who studied and showed that emotional intelligence is lower than the standard set. Stratton et al (2008) determines the emotional intelligence of a group of students and found that these changes are very small and negligible impact on emotional intelligence and learning processes. Yang (2007), in this research found that IQ predicts their performance in various aspects of the plasticizers. Samuel (2007), the study examined the relationship between emotional intelligence and self-efficacy influence the attitudes of secondary school teachers in southwest Nigeria has done.

Results indicate that emotional intelligence and self-efficacy to improve its working attitude. Jiwen Song et al (2007) found that students in Shanghai University of emotional intelligence have effect on academic performance. Austin (2005), in his study concluded that their study showed the emotional intelligence of the people is greater than the general population. Lyons and Schneider (2005), in his study concluded that emotional intelligence leads to better performance in school. James Parker et al (2004) examined the relationship between emotional intelligence and academic in Canada began the results showed that the level of academic success will depend to a large degree of emotional intelligence. Leaf (2003), in their study showed that only 50 percent of general intelligence, academic achievement explained. Research Niesser et al (1996) suggest that individuals' scores on intelligence tests may not be predictive for achievement. In general, as was shown in previous research emotional intelligence affects performance in all areas can be used as one of the factors affecting the academic performance of students identified (Parker et al., 2004; Vela, 2003; Boyle, 2003; Nelson & Nelson, 2003; Nelson & Low, 2003; Elkins & Low, 2003; Stottlemeyer, 2002).

Specific questions

- Is there a significant relationship between emotional intelligence and academic performance of students of Lamerd Islamic Azad University?
- Is there a relationship between self-efficacy and academic performance of students of Lamerd Islamic Azad University?
- Is there emotional intelligence, self-efficacy and academic performance of students simultaneously Lamerd Branch?

Methodology

This study in term of purpose is applied; in term of method of data collection is cross-correlation. The population of this study consists of all Lamerd university students in academic year 93-92 is equal to the number of 2738 persons. The sample size needed using a stratified random sampling method based on a formula to calculate the sample size was estimated at 337 Cochran. This study was designed to measure the academic performance of students, the GPA was used. The students were asked to fill out questionnaires until their GPA Exact write. Data in this study, the efficacy and Scherer (1995) Emotional Intelligence Questionnaire Rain (2003) was used. In order to determine the validity, the questionnaire was distributed to the relevant experts to final approval, was used. Also, using Cronbach's alpha coefficient of reliability EI 0.79 and self-efficacy questionnaire 0.84 was calculated. The obtained data were analyzed by descriptive statistical methods such as frequency, frequency, mean and standard deviation and inferential statistical techniques such as Pearson correlation coefficient, t-test for two independent samples, analysis of variance and regression analysis was used at the 0.05 level.

Results

The first question: is there the relationship between emotional intelligence and academic performance of students of Lamerd Islamic Azad University?

Table 1. Correlation coefficient between emotional intelligence and academic performance.

		correlation coefficient	Sig.
Sex	Son	0.372	0.000
	Girl	0.395	0.000
Grade	Associate Bachelor	0.340	0.001
	Masters	0.328	0.006
		0.207	0.059
Department	Humanities	0.297	0.009
	Engineering	0.281	0.012
Emotional intelligence (total)		0.346	0.000

According to the results of Table 1 indicates that the correlation coefficient between emotional intelligence and academic performance of students at graduate level is not significant. Continue to investigate the relationship between emotional intelligence and academic performance using a multivariate regression analysis described above.

Table 2. Regression analysis of emotional intelligence and academic performance of students.

	β	t	Sig.	R	R ²	F	Sig.
Constant factor	13.072	6.846	0.000	0.346	0.120	5.107	0.002
Emotional Intelligence	0.304	4.755	0.000				

The results can be seen in Table 2, the regression is significant. The value of the coefficient of determination is equal to 0.120 that means that 12% of the changes related to emotional intelligence and academic performance can be explained. Relationship between emotional intelligence and academic performance can be expressed as follows:

$$(EI) \times 0.304 + 13.072 = \text{Academic Performance}$$

Second question: is there a relationship between self-efficacy and academic performance of students of Lamerd Islamic Azad University?

Table 3. Correlation coefficient between self-efficacy and academic performance.

		correlation coefficient	Sig.
Sex	Son	0.365	0.000
	Girl	0.331	0.007
Grade	Associate	0.309	0.036
	Bachelor	0.322	0.012
	Masters	0.385	0.000
	Humanities	0.344	0.001
Department		0.318	0.024
Engineering			
Emotional intelligence (total)			0.000

According to the results of Table 3 it is observed that the correlation coefficient between self-efficacy and academic performance is significant in all cases. Continue to investigate the relationship between self-efficacy and academic performance using a multivariate regression analysis described above.

Table 4. Regression analysis of efficacy and academic performance of students.

	β	t	Sig.	R	R ²	F	Sig.
Constant factor	17.382	8.258	0.004	0.357	0.127	8.049	0.000
self-efficacy	0.675	5.407	0.000				

As the regression results in Table 4 are considered to be significant. The value of the coefficient of determination is equal to 0.127 that means that by the SE, up 12.7 percent from changes related to academic performance can be explained. Relationship between self-efficacy and academic performance can be expressed as follows:

$$(SE) \times 0.675 + 17.382 = \text{Academic Performance}$$

Third question: is there a significant relationship between emotional intelligence, self-efficacy and academic performance of students simultaneously Lamerd Branch? A correlation between emotional intelligence and self-efficacy and academic performance in Table 5 are:

Table 5. Correlation coefficient between emotional intelligence and self-efficacy and academic performance.

	correlation coefficient	Sig.
Emotional intelligence	0.346	0.000
self-efficacy	0.357	0.000

Then, using multivariate regression analysis to examine the relationship between emotional intelligence and self-efficacy and academic performance are dealt with simultaneously.

Table 6. Regression analysis, emotional intelligence, and self-efficacy and academic performance of students.

	β	t	Sig.	R	R ²	F	Sig.
Constant factor	4.785	4.447	0.000	0.462	0.213	17.488	0.000
Emotional Intelligence self- efficacy	0.261 0.287	3.754 3.919	0.015 0.008				

According to the regression results in Table 6 are considered to be significant. The correlation coefficient equal to 0.462 and the coefficient of determination is equal to 0.213 that means that emotional intelligence and self-efficacy by simultaneously to 21.3% of the variation can be explained on academic performance. Relationship between emotional intelligence and self-efficacy and academic performance can be expressed as follows:

$$(SE) \times 0.287 + (EI) \times 0.261 + 4.785 = \text{Academic Performance}$$

Discussion and Conclusions

Results Table 1 shows that the correlation coefficient between emotional intelligence and academic performance of male students (0.372) and female students (0.395) was significant. Also, the correlation between the students of the humanities (0.297) and engineering students (.281) was significant. But considering the level of education was found that the correlation coefficient between emotional intelligence and just about students' academic performance (0.340) and BA (.328) is significant but this correlation for graduate students (0.207) is not significant. The regression results in Table 2 showed a significant regression and by up to 12 percent of the changes related to emotional intelligence and academic performance can be explained. The results was consistent with the results of Kdyr et al (2009), Thomas (2009), Jiwen Song et al (2007), Lyons and Schneider (2005), James Parker et al (2004), Parker and (2004), Vela (2003), Boyle (2003), Nelson and Nelson (2003), Nelson and Low (2003), Elkins and Low (2003) and Stottlemyer (2002) that showed a significant relationship between emotional intelligence and academic performance, however, the findings do not match with results of Cotton (2003) and Niesser et al (1996) research.

The results in Table 3 show that the correlation coefficient between self-efficacy and academic performance of male students (.365) and female students (0.331) was significant. Also, the correlation between the students of the humanities (0.334) and engineering students (.318) was significant. Considering the level of education is also clear that the correlation between emotional intelligence and academic performance of students in all grades (0.309) Ba (0.322) and MS (0.385) is significant. The regression results in Table 4 show that the regression was significant and the efficacy of 12.7% can be explained by changes related to academic performance. The overall results of this study are consistent with the results of Carroll (2009) is coordinator but are not consistent with the results of Chang and Salomon (2010).

The third research question

The results in Table 5 show that the correlation coefficient between self-efficacy and academic performance equal to 0.357 and the coefficient of correlation between emotional intelligence and academic performance is equal to 0.346. The simultaneous correlation coefficient between self-efficacy and emotional intelligence and academic performance is equal to 0.462. The regression results in Table 6 also show that the regression variables and self-efficacy, emotional intelligence and academic performance was significant and by up to 21.3% can be explained by changes related to academic performance. The results is consistent with the results of Carroll (2009), Codier et al (2009), Thomas (2009), Jiun Song et al (2007), Lyons and Schneider (2005), James Parker et al (2004), Parker et al (2004), Vela (2003), Boyle (2003) and Nelson and Nelson (2003), Nelson and Low (2003), Elkins and Low (2003) and Stottlemyer (2002), who found that the EI there academic performance, but is not consistent with the results of the Leaf (2003) and research Niesser et al (1996) research.

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