

Title: The relationship between emotional intelligence and self-efficacy and academic performance of students

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Abstract: Emotional intelligence as a set of non-cognitive abilities, affects knowledge and skills and successful abilities in different environmental conditions. Emotional intelligence plays a very important role in the formation, development and the continuation of the effective human interactions, and it is generally one of the most important factors that enables an individual to know how, when, and in what form to use communication strategies. Emotional intelligence is a set of non-cognitive capabilities that increases a person's ability to cope with environmental demands and resulting pressures. Given the role of emotional intelligence and self-efficacy in academic performance, with the use of a descriptive - analytic method in this paper we try to study a relationship between emotional intelligence and self-efficacy with academic performances of students.

Key words: Emotional Intelligence, Self-efficiency, Academic Performance

1. Introduction

Continuous evaluation of students' academic achievement during the school year and reviewing the factors associated with that are of the essential and inevitable elements of quality development of the education system, particularly at the universities. This has a significant effect on editing a better educational program, improving the quality of education and ultimately on improving the performance of officials (Shams and Farshbandfar, 1995). The issue of academic performance in college is among the issues that has attracted the mind of community leaders and managers and consequently the researchers. Factors that affect student progress and achievement or the amount of contribution of each factor have always been considered (Tabatabaie, 1997). Meanwhile, knowing the factors that can affect the students' academic performance is of paramount importance.

The issue of intelligence as an essential feature that causes individual differences among the human being has always been important since the beginning of recorded history (Wang Vlave, 2003). Salvo and Mayer (1999) first introduced the term emotional intelligence in response to a question about why two people with the same IQ can reach different levels of progress and prosperity. By Emotional Intelligence we mean those aspects of underlying individual behavior that is completely different from his / her rational behavior and thinking capabilities (Bradbury and Graves, translated by Ibrahim, 2008).

Emotional intelligence involves awareness, regulation and true expression of a range of emotions. Therefore, the ability to identify, express and control these emotions is an important aspect of emotional intelligence and lack of ability in each of these can lead to disorders in a person (Shamoradloo, 2004). In this respect Mayer and Salvo (1998) have expressed an enjoyment of emotional intelligence can create an improvement for many behavioral functions such as academic performance.

Greene, Miller, Krusen and Aki (2004) considered self-efficacy as an important factor in improving academic performance. Also, Bandura (2000) considered self-efficacy as an approach emerged from the determination and ability of the person that can improve his / her operations. Given the role that emotional intelligence and self-efficacy can play in the academic performance, this article has tried to investigate the relationship between emotional intelligence and self-efficacy and academic performance of students.

2. Literature Review

2.1. Academic Performance

Based on academic performance and educational systems is one of the important issues. Academic performance as an important educational issue is closely related to the improvement of the quality of universities (McDonald,

2001). Academic performance is a basis for judgment in connection with the acquired desirability by students in a particular period which is on top of the educational development programs in the whole world (Lyndmn, Duke and Vylkrsvn, 2001).

In order to predict students' academic achievement, determining the relevant variables, is among the most important areas of research that psychologists and educational researchers are active in. A lot of research has been done on the prediction of academic performance (Jensen, 1998). Academic performance is under the influence by biological, psychological and social aspects (the Bukarts, 1996). Intelligence has long been considered as one of the key variables in predicting academic performance. In this respect, Ekstermera and Fernandez (2005), know Emotional Intelligence as the main predictor of performance improvement of people in various aspects of life.

2.2. Emotional Intelligence:

Emotional intelligence is a collection of capabilities such as self-awareness, empathy, self-regulation, self-motivation and social skills that can impact behavioral performance of an individual (Goleman, 1995). Another important factor that can affect students' academic performance is their self-efficacy. From 1990s onward, one of the psychological factors that has been used in the management literature is emotional intelligence² (Goleman et al, 1998) which is directly related to the effectiveness of the organization and helps to improve organizational performance (Chernys 4.2001, p 8). Emotional intelligence tries to explain and interpret the role of emotions in basic skills (Goleman et al, 2002). Goleman believes that when we try to explain the reason for the effectiveness of great leaders and we are talking about strong Insight and strategy, there is one important thing, and that is "Great leaders work through their emotions (Goleman, 2001)."

Emotional intelligence is a new concept that has been used in the management literature from the 1990s onwards, and it is one of the new management skills, especially human resource management that has become increasingly important and has attracted considerable public opinion, during the last decade (Meyer, Karsvvsalvy 2000, 1999, 2002). Emotional intelligence is a subject that tries to explain and interpret the role of emotions in human capabilities and it can convert human potentials to excellent job performances (Goleman, 1998).

2.3. Emotional intelligence abilities according to Mayer and Salovey:

Mayer and Salovey (1997) noted that emotional intelligence has four abilities:

2.3.1. The ability to get your own emotions and others. (Perception, emotion)

2.3.2. The ability of Emotional perception to be used in other mental processes. (Facilitating emotional thoughts)

2.3.3. Understanding and evaluating emotional information, and how to combine the excitements and spread through interaction and communication. (Emotional understanding)

2.3.4. Ability to regulate their emotions and acceptance of self and others.

2.3.5. Weisinger defines Emotional Intelligence as an intelligence for using Emotions and feelings in order to guide the behavior, thoughts of effective relation with colleagues, supervisors and customers and as time usage in how to do things done for advancing the results (Weisinger 2000).

Goleman (2001) defined emotional intelligence as: Skills that can be used by its owner to control their own mental consciousness, use self-management to improve it, understand their impact through empathy and by managing relationships, behave in a way that he / she can raise her / his own spirits and that of others. (Goleman, 2001).

In addition, there is much evidence that emotional intelligence increased organization efficacy Dorkat Dolf indicates that teams with emotional intelligence and collaboration, types, shows commitment and creativity that is increasingly important to an effective organization (Chernys, 2001).

2.4. Self-Efficacy

In contemporary societies, all nations, with the developed and developing political and social system, pay more attention to the issue of education than any other social activities. Because today, it is considered as the most pressing need of the children's social life. One of the personality factors that is effective in controlling and organizing behavior is self-efficacy. Self-efficacy is described as "beliefs of their ability to control their own life" (Fetsko and McKore). Self-efficacy plays an important role in dealing with life issues is the individual. As Brown and Ennio discovered, those with higher levels of self-efficacy when faced with unresolved issues, will exhibit greater stability. Self-efficacy is being sure of your ability to control thoughts, feelings and activities and therefore it is effective on the actual performance of individuals, emotions and selection of people, and finally the amount of effort someone spent on an activity.

Self-Efficacy is very effective on an individual's behavior. For example, students with low self-efficacy may not even prepared himself for an exam because thinks it will not help him regardless of how much trouble he takes. In contrast, those who enjoys a high level of self-efficacy are more hopeful and successful in getting things done (Safe, 1386).

Self-efficacy, which is a set of beliefs or perceptions of a person's ability to perform a task, results in an effective performance of the desired task. People with self-efficacy monitor and regulate their thoughts and subjects, control obligations and problems of and are more involved in threatening and challenging situations. They see challenges rather than threats, and proactively seek new opportunities. One of the challenging opportunities for youth is in the field of study. Individuals with high self-efficacy can be more involved in challenging situations. These people can benefit from good solutions to solve their problems through curiosity, and they can show a greater endurance to solve academic problems (Bandura, 1977).

In the period of adolescence, high educational standards, are considered valuable and are among the most valuable standards (Bandura et al, 1996). Therefore, academic self-efficacy is considered as one of the most important areas of self-efficacy in this age. If students believe that they can learn with reasonable efforts, they make greater efforts and persist in dealing with the problems, and they focus their attention on the problem and feel more relaxed and optimistic, and they benefit more effective strategies.

2.5 . Emotional intelligence functions

Emotional intelligence due to its applications, has found a very important place. Especially for children it is of great help. Emotional intelligence helps children respond with more appropriate reactions to save their lives in threatening situations. Emotional intelligence can also help us to understand and manage the roots of grief and joy. Higher sensitivity and emotional intelligence help children to understand the needs of others and at least help them with empathy, and by controlling their emotions they strengthen the sense of responsibility. Overall emotional intelligence particularly helps our children to learn better, be happier, healthier and more successful than others.

2.5.1. Understanding personal emotions: Self-awareness, the detection of each sense as it occurs, is the cornerstone of emotional intelligence. The ability to monitor emotions in every moment to gain insight into the psychological and self-perception has a decisive role. Inability to recognize the true feelings, confuses us. Those who feel more confident about their emotions, are better able to lead their lives. These people feel more confident about their true feelings and in making personal decisions regarding the selection of future spouses or choosing a job.

2.5.2. Applying the correct emotions: Power to regulate one's emotions, is an ability that relies on a sense of awareness. Which includes a person's capacity for self-soothing, removing anxieties, depressions or irritabilities or common impatience and consequences of failure in these emotional skills. Those who are weak in terms of this ability, are constantly feeling cursed by despair and depression, while those who are good at it can quickly leave their life of hardship behind.

2.5.3. Self-stimulation: In order to focus, self-motivate, self-master, and be creative it is required to take the control of the thrills in order to be able to get your hands reach your goal. Emotional restraint, delaying pleasure and suppressing impulses, is the underpinning to achieve any progress. The ability to achieve the drowning phase in work, makes it possible to do any kinds of extraordinary act. People with these skills are very productive and effective in anything they will be in charge of.

2.5.4. Understanding emotions in others: Empathy, another capability based on emotional self-awareness, is "Communication Skills". People who are more sympathetic to the subtle social signals pay more attention to what others need or want. This ability makes them more successful in jobs that requires taking care of others like teaching, sales and management.

2.5.5. Maintaining connections: Much of the art of communication skills is controlling emotions in others, such as social competence or lack of competence and specific skills necessary for it. These abilities are the ones that boost popularity, leadership, and interpersonal effectiveness. People who have great abilities in these skills work very well, in whatever related to peaceful interactions with others; they are social stars.

The people differ in their abilities in each of these areas, for example, some of us may be quite successful to cope with our anxiety, but no so successful in quelling the unrest in others. Undoubtedly, the main foundation of our ability is the nerve, but the brain is remarkably flexible and always learning. Sluggishness of the emotional skills can be rectified: each of these areas largely reflect a set of habits and reactions and can be improved by right efforts (Translator, Parsa, 2010).

Today, knowledge realizes power and influence of mental human emotions and is discovering the place of the excitements and emotions in activities, behaviors, movements and the human personality. In the field of intelligence, the course of study is moving from logical intelligence (which is based on the knowledge) to the emotional intelligence. Emotional intelligence Tries to explain and interpret the role of emotions and feelings in human capabilities (Mokhtari Pour 2006, p 41).

2.6. Salovey & Mayer's perspective on Emotional Intelligence

In 1980, Dr. Ryonbaran applied the first quotient of excitement for the assessment of non-cognitive skills and prepared the first test in this case. And finally two American psychologists named Salovey and Mayer (1990),

provided an acceptable definition of emotional intelligence in an article addressed with the same title. In that article they affirm that emotional intelligence is testable and measurable (Aghayari and Sharifi, 2007, p 10).

2.6.1 • Self-Awareness: knowing the emotions that we feel and for which we know the reason. Consciousness is being aware of your mental state and one's thoughts about this mode.

2.6.2 • Self-Regulation: Self-regulation is considered to be emotional balance. Sometimes self-regulated learning are meant to control feelings and emotions. Self-regulatory is a fundamental feature and has a very important role in controlling emotional behavior.

2.6.3 • Motivation: means being productive and effective at work. Motivation is the ability of giving energy to others and guiding their behavior and regarding the meaning it is the opposite of having poor morale. In the process of emotion we use motivation as a tool for achieving goals.

2.6.4 • Empathy: the ability to empathize with others' feelings and understanding their perspectives is called empathy. Empathy is the ability to understand and influence the emotional state with awareness of feelings, needs, and interests of others and in other meaning, it is entering into the privacy of feelings of others.

2.7. Communication or social skills: Ability to understand empathy with others, effective communication, listening deeply and asking important questions, collaboration, coaching and speaking are the components of these skills. Many definitions of intelligence have been proposed which can be placed in one of three categories below:

2.7.1 - Definitions that stress the consistency and compliance with the environment, are consistent with new situations, or the ability to deal effectively with different situations.

2.7.2 - **Definitions focus on learning ability:** learning ability in general.

2.7.3 - But it is clear that this definition of intelligence, includes only a limited part of the ability, so other dimensions should also be recognized.

To achieve success in various aspects of life Emotional intelligence can play a very important role. The roots of emotional intelligence can be found in the early works of Darwin (2006) where he recalls the importance of emotional tools to survive and adapt.

2.8. Studies on Emotional Intelligence

Zare (2001), in a research, in order to study the predictive power of emotional intelligence in academic achievement, studied third year high school students in Shiraz based on Barron questionnaire. The results of this study showed a significant correlation between emotional intelligence and academic success. This means that emotional intelligence is 48% of the total variance in academic success. Also in this study, no significant correlation was found using Barron's questionnaire on emotional intelligence. The results of this study about the influence of gender on the emotional scale scores showed no significant difference between male and female scores on emotional intelligence. However, significant differences between bisexual subscale of self-awareness, empathy, interpersonal relations, social responsibility level 0/01 manure scales decisively was in favor of girls, and the subscales of nature respect, independence, flexibility and tolerance of pressure and optimism was level 0/01 in favor the boys. In the subscales of self-actualization, truth assessment, in impulse control and happiness we did not find significant differences.

Mansouri (2001) has done a research under the title of Shring's standardization of EI tests on graduate students on in public universities in Tehran. In this study, the correlation between test scores of EI tests and academic progress was 19/0. Based on these findings the total scores of boys and girls on emotional intelligence components of self-awareness, self-control, social intelligence had meaningful statistical differences but in the components of motivation and social skills there was no significant difference between the scores of students. Razavian Shaad (2005) in a paper to examine the relationship between emotional intelligence and academic practice of 380 people including 200 boys and 180 girls selected by a multistage random sampling. The results showed a positive relationship between emotional intelligence and educational achievement of students there.

KhishtanDar (2006) also examined the relationship between emotional intelligence, social support and life satisfaction in high school students in Boein Zahra, and he suggests that there is a significant relationship between emotional intelligence and progress.

Ebrahimi Bakht (2007) in his study showed that a significant relationship exists between self-efficacy and achievement. Amir Moshtaqy (2002) compared the relationship between self-efficacy and self-regulation of academic achievement and showed a significant relationship exists between self-efficacy and achievement.

Carroll (2009) examined the relationship between self-efficacy and academic performance. His findings suggest that there is a significant positive relationship between self-efficacy and academic performance.

Codier, Kamikawa, Barbara, Kooker & Shultz (2009) also found that emotional intelligence can improve business performance in an appropriate manner. Thomas (2009) examined the relationship between emotional intelligence

and self-efficacy of 120 employees of the organization and the results showed a significant positive correlation between emotional intelligence and organizational practices.

3. Conclusion

High emotional intelligence is a mental production for socio-emotional health, indicating a better understanding of themselves and others, managing their own emotions and that of others better, empathy with others and establishing a good relationship with them, self-motivating and to know oneself valuable and able to understand and ultimately having a positive attitude to life, satisfaction and enjoyment of it.

So it can have a positive correlation with academic performance. Since teachers have the educational mission they should be eligible of managing the developmental characteristics of students. In this regard, the two characteristics of their mental health and emotional intelligence showed significant positive correlation between these features and their creativity. . If students' creative thinking and innovation is known as one of the goals of the education system, then achieving this goal depends on educators and their classroom behaviors. This suggests that teachers are receptive, friendly and constructive of emotional skills, can create motivated, powerful and creative students. That event is not only an advantage for the education system it is also a special investment for the social system and the government.

4. Suggestions:

1 - Because EI is effective in influencing students' academic performance, and with regard to the fact that it is acquired, it is recommended that we enhance emotional intelligence in individuals and in society.

2 – To increase their emotional intelligence is recommended we include and establish courses, lessons and teachings that can lead to increased emotional intelligence in schools and universities.

3 - Predicting opportunities for recall, review progress and revise learning programs to optimize capacity development are needed.

4 - The status of the objectives of developing a personal learning is easier than the development of the capacity in work and educational environment.

5 - Students, leaders and managers can benefit independence, personal responsibility and opportunities to test new behaviors in their learning environments.

6 - Personal environment, play a critical role in determining how the development efforts should be concentrated on achieving targets, should be voluntary. If their environment needs multiple development opportunities for the development, then they should be empowered to set goals which will lead to some increase in capacity development.

7 - The results of this paper, acknowledged the impact of emotional intelligence on academic performance of students. Hence, in order to make a general conclusion, other institutions must also participate in so that we can issue a general rule regarding this issue.

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