RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND STUDENTS'ACADEMIC ACHIEVEMENT
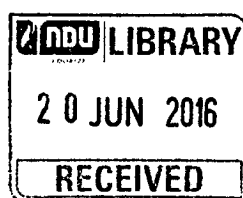
A Thesis
Submitted in fulfillment
of the requirements for the degree of
Master of Arts in Education- School Management and Educational Leadership

by

RoulaZaarour Haddad

Department of Psychology, Education and Physical Education
Notre Dame University- Louaize
Lebanon

Spring, 2014

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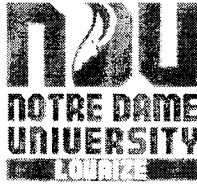Master of Arts in Education- School Management and Educational Leadership

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Thesis Committee:

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APPENDIX F

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Approval to Submit Final Copy of Master's Thesis

Student Name: _Roula Zaarour Haddad_ ID Number : _20091843_

Thesis Title: _Relationship between Emotional Intelligence and_
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Defense Date: _April 2, 2014_

Thesis Completion Date _May 6, 2014_

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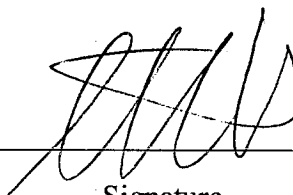| Name	Signature of Approval	Date*
Dr. Christine Sabieh	_CSabieh_	_April 2, 2014_
Thesis Advisor		
Fr. Joseph Tannous	_Ffannous_	
1st Reader		
LINDA SELWOOD CHOUEIRI	_Linda Selwood Choueiri_	
2nd Reader		

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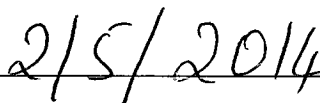the committee.*

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Dedication

I dedicate this thesis to my beloved father who passed away during the completion of the thesis. Your prayers from above accompanied me through the path, guided me, and enlightened my way when the days were dark. I have faith you will always remain my guardian angel.

Acknowledgment

I wish to express my profound appreciation and gratitude to Professor Dr. Christine Sabieh for her guidance and supervision, which played a vital role in the completion of this research. Her patience and keen interest in the project helped the author immeasurably to sustain through difficulties encountered while working towards its completion.

I am highly thankful to Father Joseph Tannouswho gave me the moral support when I needed it, and Mrs. Linda Choueiri who inspired me to choose the topic.

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Finally, I am greatly indebted to my husband Youssef, and my two boys, Kamal and Elias whose moral support made it possible for me to complete my work. Their unwavering support kept me moving forward, which had been a continuous source of encouragement from the beginning till the end of writing the thesis.

Abstract

The following research investigated the relation between Emotional Intelligence and academic achievement in sixth graders. The participants were selected from an Anglophone Catholic school having around 3000 students in the Metn area, Lebanon. The participants were divided into two groups based on a convenience sample selection. The convenience sample of sixty six students, male and female, age grouped between eleven and twelve was selected from a population of two hundred sixth graders. The two groups were selected based on their academic results, 6A high achievers and 6D low achievers. The second sample was five key administrators in the participating school. In order to measure Emotional Intelligence (EI) of the two participating groups, The 30-item Furnham□Short Form Teaching Emotional Intelligence Questionnaire (TEIque) was administered; it measured five EI factors: 1- Emotionality, 2- Well-being, 3- Sociability, 4- Self-Control , and 5- General Traits. An 11- item questionnaire was developed to study key administrators awareness of EI. The third instrument was the report card of the two participating sections; the average of all grades collected over two terms, three months each. The data collected were studied quantitatively for two participating sections and qualitatively for the participating key administrators. The correlation between EI and academic scores was calculated using the Pearson r. The correlation between EI and academic scores for the 6A participating section, high achievers was r=0.4, and 6D low achievers r=0.1.A positive correlation was revealed. The purpose of the study was served, and showed the need for teaching Emotional intelligence in schools to improve the quality of academic performance

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Relationship between Emotional Intelligence and students' Academic Achievement

Chapter One

Introduction

Introduction

The trend in the academic achievement of students became a major source of concern to all stakeholders in the education sector because of the great importance that education has on the national development of a country. The future depends on a strong and effective educational system. According to Hanushek&Woessmann (2007) raising the quality of educational outcomes emerged as a necessary feature .Therefore, how can any educational system produce students who are sufficiently trained to contribute meaningfully to the development of the system and the society in general?

In order to answer that question, all the involved stakeholders, at all grade levels, in the field of education based their primary focus on academic performance. The educational stakeholdershave long believed that teaching and learning is relevant and valued only if it is geared toward students' progress(Kibby, 1999). Based on that belief, educators have long assumed that once students have mastered the curriculum, they will be on their way to success. Only recently, however, researchershave realized that many factors have an impact on academic outcomes,such as Emotional Intelligence (EI) of a learner (Gardner, 1993; Pekrun, 1992). In addition to that, recent brain science researchhas stated that emotional and cognitive brains are connected to each other in asense that decision or performance cannot be taken without working on emotional brain (Sparrow & Knight, 2006). So, emotion along with cognition is being considered with its critical role by various researches (Goleman, 1995, Goleman 2012).

Consequently, a new intelligence emerged in the field of education, known as Emotional intelligence. That intelligence is recognized to be important in daily life, learning, and education. In the learning process, Emotional Intelligence (EI) itself helps acquire new information (Graziano, Reavis, Keane, Calkins, 2007) and has a direct relation to learning achievement (Eisenberg, Sadovsky, &Spinrad, 2005; Hill, & Craft, 2003; Howse, Calkins, Anastopoulos, Keane, & Shelton, 2003).Also, Pekrun(2006) identified the need for emotional intelligence in order to increase positive impact of emotion in learning situation; and Yang (2009) confirmed the effect of emotional regulation, which is how learners feel makes learning outcome different. Therefore, according to Nelson and Low (2003) schools mightneed to focus on the development of emotional domains which were not stressed upon as contributors in the academic success ofstudents. Educators might need to create a balance between the cognitive and emotional domains of learning.

Thus, such a balance might be reached through a new curriculum that emphasizes on EI in learning outcomes, being academic achievement. Hence, the following research attempted to study the relation between academic achievement and Emotional intelligence, specifically in sixth graders.

Statement of the problem

Basically, as stated above, stakeholders in the educational world continue to focus primarily on factors influencing academic achievement. According toKirsch et al. (2007),schools are facing a drop in students' academic achievement.Moreover, in the learning process, different types of intelligences, other than cognitive are at play at any moment, and several fundamental theories related to intelligence were introduced to reveal their effect on the learning process and thus academic performance; such as The Multiple Intelligences Theory (Gardner, 1983) & The

Emotional Intelligence Theory (Petride&Furnham, 2006; Mayer &Salovey, 1990; Goleman,

1995). Could it be that individual differences in students' cognition which are focused upon in

the Multiple Intelligences Theory are disregarded in the teaching/learning process? Couldit be

that students faced problems in achievement because Emotional Intelligence (EI) of a student

and its related factors are not being addressed by educators?

In order to answer these questions, one mightsay that academic performance depends on

several intelligences other than cognitive, and on the perception and management of emotions.

Therefore, Intelligence Quotient(IQ) alone might no more be the only measure for academic

performance; emotional and social intelligence might play a big role in a student's academic

performance (Goleman, 2011). If emotional intelligence was to be considered nowadays as

crucial for higher academic performance, then educators might need to focus on students'

awareness of their EI competence. If EI mightaffect students' achievement, then it mightbe

important to use specific instruments that measure the EI of students. How to define academic

achievement? What is EI by definition? What are its basic components? What are the

instruments developed to measure EI? The following research intended to answer these questions

after discussing the purpose of the study, its significance, and the suggested hypotheses.

Purpose of the study

Basically, academic performance is a main concern in the world of education and

extensive studies were conducted in order to examine the factors that relate to and influence

academic achievement (MacCann et.al. 2011). The studies have revealed the existence of several

such contributing factors.

In an attempt to focus on some of those factors, the purpose of the research was three

fold: first, the research purpose aimed to study the relation between emotional intelligence (EI) and academic achievement, specifically amongst sixth grade students. The research attempted to investigate the relation of each of the following four components of EI: well-being, emotionality, self-control, and sociability, based onPetride&Furnham (2006) EI instrument to enhance integration of EI with academic performance. Second, the research purpose targeted its focus on the student's background, specifically number of siblings, as a contributor to academic achievement and a sub factor of EI. Third, the research purpose focused on investigating the schools' administration awareness of EI through a survey developed for thatpurpose.

Furthermore, through investigating therelation between academic achievement and EI, knowing the students' background, and discussingthe participating school's administration's awareness of the need forEI,the research aimed to serve educators in assisting learners to improve their academic achievement.

Significance of the study

Recently, research in the field of educational psychology has beenconcerned with improving the academic achievement of learners through considering the emotional intelligence of learners, how they feel, how they act, how they react (BhadouriaPreeti, 2013).

Thereby, the study servededucators and curriculum planners to be aware of the students' EI and its contributing factors in affecting students' academic performance so that the educators and curriculum planners might be able to plan to meet students' needs in improving their academic performance.

Hypothesis and Research Questions

According toBoekaerts(1993),the research studies in educational psychology have revealed the importance of EI in education; the emotional state has the potential to influence thinking.To state an example, in the views of Oatly&Nundy (1996)students learn and perform moresuccessfully when they feel secure, happy, and excited about the subject matter .

Based on the findings, thestudy addressedthe following questions:

1. Did Emotional Intelligence (EI) correlate with academic achievement?

2. Did each factor of EI, being emotionality, sociability, well- being, self-control , and general trait EI correlate with academic achievement?

In addition certain research questions that relate to the student's profile, being the number of siblings and the student's position in the family, were alsoasked:

3. Would an only child have an EI score higher than a child with siblings?

4. Would a child's position in the family affect the EI score?

It was hypothesized:

A. EIsignificantly correlatedwith academic achievement.

B. Well-being significantly correlated with academic achievement.

C. Self-control significantly correlated with academic achievement.

D. Sociability significantly correlated with academic achievement.

E. General Trait significantly correlated with academic achievement.

The above mentioned hypotheses and research questions gave ground for the research study to be conducted

Definition of key terms

In order to test the above stated hypotheses, certain key termsat the core of the conducted study, needed to be defined: academic achievement, EI and its related factors.

Academic achievement

Academic achievement is generally regarded as the display of knowledge attained or skills developed in the school subject (Busari, 2000). It is the level of performance in school subject as exhibited by an individual (Ireoegbu, 1992). In the school setting, it is referred to as the exhibition of knowledge attained or skills developed in school subjects. Test scores or marks assigned by teachers are indicators of this achievement. It is the school's evaluation of the pupils' class work as quantified on the basis of grades (Adedipe, 1985).

Emotional Intelligence

The general concept of emotional intelligence (EI) is partly rooted in Thorndike's (1920)idea of 'social intelligence' and Gardner's (1983) theory of multiple intelligences (especially 'intrapersonal' and 'interpersonal' intelligence). In the current context, EI as a construct was discussed in a dissertation by Payne (1986), even though as a term it had appeared in the literature much earlier (Leuner, 1966). Salovey and Mayer (1990) put forward a theoretical model that viewed the construct as a subset of social intelligence and Goleman (1995) provided a

broad and highly influential account that has nonetheless attracted concerted criticism for its unsubstantiated claims about the vital importance of EI in people's personal, social and professional lives.

Different positions are observed in defining and measuring emotional intelligence. The most widely accepted definition among others might be "the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions"(Salovey& Mayer, 1990, 189). Mayer and Salovey (1997) suggest so to speak 'the four-branch model' that distinguishes the abilities and skills of emotional intelligences into ability to (1) perceive emotion, (2) use emotion to facilitate thought, (3) understand emotions, and (4) manage emotion. Moon (1997), based on the Mayer-Caruso-Salovey Emotional Intelligence Test, and has constructed a series of scales to measure EI for adult version. This test has five branches of emotional intelligence as follows:

(1) 'Perceiving emotions' involves the capacity to recognize and understand emotions in self and others.

(2) 'Empathy' involves the capacity of emotions to fully understand emotions in others and feel others' emotions like self's.

(3) 'Expressing emotions' involves the capacity to represent emotions in self or others with appropriate verbal, facial, or postural expressions.

(4) 'Using emotions' involves the capacity of emotions to apprehend the relationships among delicate emotions and enhance productive effects of performance through the facilitation of self's emotions.

(5) 'Managing emotions' involves the capacity of emotion to analyze and control emotions in self, and manage and change emotions in others.

Bar-On (1997) defined 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." Goleman (1995) viewed emotional intelligences as "abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; and to empathize and to hope."

Conclusion

Particularly, chapter one was developed to introduce the topic of study, expose the need for the study, its significance and the definition of the key terms. Beyond this chapter, the Literature Review, in the second chapter aims at tackling in depth every key term in order to study the relation between academic achievement and EI, in an attempt to reveal the need and importance of the study, and itsfuture implications.

Relationship between Emotional Intelligence and students' Academic Achievement

Chapter Two

LITERATURE REVIEW

Introduction

The purpose of thesecond chapter of the research is to focus on the literature review that provided a solid background for the research paper's investigation.

To date, research in the field of educational psychology revealed that emotional and cognitive processing were connected to each other in a sense that decision on performance cannot be taken without consideration of emotional processing (Sparrow & Knight, 2006). In the learning process, emotion along with cognition, were introduced with their critical role by various researches. Emotional intelligence has been recognized to be important in daily life, learning, and education. In learning process, emotional intelligence itself helps acquire new information (Graziano, Reavis, Keane, Calkins, 2007) and has a direct relation to learning achievement (Eisenberg, Sadovsky, &Spinrad, 2005; Hill, & Craft, 2003; Howse, Calkins, Anastopoulos, Keane, & Shelton, 2003). Pekrun(2006) identified the need for emotional intelligence in order to increase positive impact of emotion in learning situation; and Yang (2009) confirmed the effect of emotional regulation, which means how learners feel makes learning outcome different.

Generally stating, the quality of education is mostly assessed on the basis of academic performance, and achievement scores are considered to be its primary indicators. However, achievement scores alone neither provide sufficient understanding of the causes of students'

success or failure, nor suggest the ways for improving the achievement. There was a need to identify and analyze the factors that could affect academic performance. The understanding of those factors could suggest some measures for improving the quality of education.

In order to understand the relationship between those factors and academic achievement, the literature focused first on the definition of EI which includes several intelligences, other than cognitive, and thus relate to education and academic performance from the perspective of famous researchers in the field in an attempt to show the effects of EI and its factors on academic performance. Emotional Intelligence is a relatively new concept coined by Yale psychologist Dr. Peter Salovey and John Mayer from the University of New Hampshire and taken to the national market by Dr. Daniel Goleman, a psychologist from Harvard University. The concept was taken to the rest of the world through Dr. Goleman's book entitled "Emotional Intelligence" (1995).

Based on the EI definition of Salovey and Mayer (1997), Emotional Intelligence is the ability to perceive emotions, to access and generate emotions in order to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectualgrowth. According to those two pioneers, EI is independent of standard intelligence. However, Gardner in his Multiple Intelligence Theory , and Goleman in his "Emotional Intelligence " book have championed the importance of emotions and feelings in learning more recently. Gardner's theory of multiple intelligences(1983) pioneered the view that intra and interpersonal intelligences were as important as other forms such as linguistic and logical. It is also noted that Multiple Intelligences theories and the consideration of individual differences are a major component of EI that influences academic outcome. For instance, according to Sadker and Zittleman (2004), students with high Intelligence Quotient fail standardized test such as the Standardized American Test (SAT), because students may have not

have the opportunity to relearn standards at their own pace, and their individual differences, their social as well as emotional situations may too often be disregarded because educators stress more on the cognitive domain and neglect the affective domain. Also, it has been stated that" Individual differences in Emotional Intelligence (EI) have been shown to correlate positively with academic achievement and academic withdrawal" (Qualter et al. 2007; Parker et al. 2004; Parker et al. 2005; Furnham et al. 2003). So The Multiple Intelligence Theory relates to EI and its components affecting thus learning and relating as such to academic performance.

Daniel Goleman, who later coined the phrase 'emotional intelligence', put forward the argument that emotional intelligence mattered more than Intelligence Quotient.Goleman believed that IQ, or conventional intelligence, is too narrow; that there are wider areas of Emotional Intelligence that dictate and enable how successful people are. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioral and character elements. We've all met people who are academically brilliant and yet are socially and inter-personally inept despite possessing a high IQ rating, success does not automatically follow.

After defining EI form the perspective of its founders, one must focus on the factors of EI that might correlate with academic achievement. Several researches have studied the effect of EI factors on academic performance. For instance, according to Byrne & Flood, (2005) and Abramson & Jones, (1994), stress, which is considered one of the sub factors that affect emotionality in EI, is a major contributor in influencing academic performance at any age or grade level, where college students face stress and anxiety during tests, and thousands of undergraduates drop out of college because the transition to university is stressful for many students even the most successfully adapt and graduate, 17-18% of UK students do not complete

their studies with 10% withdrawing during or after Year One. Also, Goleman, (1995), stated that emotional upsets, which are part of emotionality, a factor of EI, can interfere with mental life and affect learning outcome; he adds that students who are anxious, angry, or depressed don't learn, and students who are caught in these states do not take in information efficiently or deal with it well. It is therefore noticed that emotionality, which is a component of EI, might interfere with academic performance in the short and long run. However, emotionality is not the only factor included in EI as studied and measured by Furnham (2006). Four other components of EI, according to research and the literature relate to academic performance; such as sociability, well-being,self-control, and general traits.

Kumar (2012), in his article in International Multidisciplinary e – Journal, in a study conducted on high school students, revealed the value of product moment coefficient of correlation between academic achievement and sociability of students to be 0.325 which is significant at both 0.05 and 0.01 level of significance. This indicates that the variables are significantly related with each other. Hence the hypothesis that "There will be significant positive relationship between academic achievement and sociability of students" might be true. In other words it can be said that sociability has a significant and positive relationship with academic achievement, based on Kumar's study. Sociability is therefore, another factor of EI that might relate to academic performance. Other research has revealed that the academic and overall performance of students differ based on how competent they are in Social Emotional Intelligence skills. For example, Goleman (2012), stated that a meta-analysis of more than 200 studies comparing children with high and low Social Emotional Intelligence (SEL) found anti-social acts plummet, pro-social gain- and academic achievement scores go up 11%.So when students who have little control over their emotional and social life become withdrawn and drop out of school,

and are negatively affected   later on in life. Concurrent associations were found between lower

levels EI competence and higher levels of self-reported anti-social acts in middle childhood (Siu,

2009; Williams et al., 2009) who score low academically, also associations with peer-assessed

negative social behavior in middle childhood (Mavroveli et al.,2007; Petrides et al., 2006) were

replicated in early adolescence; Higher levels of EI competence were concurrently associated

with higher levels of self-reported and peer-reported pro-social behavior and high academic

performance. Davidson, (2011), a neuroscientist at the University of Wisconsin, stated that

managing distressing emotions and empathy, makes students better learners. He pointed to data

showing that when the brain's centers for distress are activated, they impair the functioning of

the prefrontal areas for memory, attention and learning. Social and emotional learning makes

great sense, Davidson argues, – the fact that repeated experiences shape the brain. The more a

student practices self-discipline, empathy and cooperation, the stronger the underlying circuits

become for these essential life skills. . So, not only cognitive abilities influence the learning

outcome, but also EI and its components, ranging from emotional, to social.

Based on Furnham (2006), other than emotionality and sociability, well-being is an EI

factor that might relate to the learning process and thus affect academic achievement. Wellbeing

is viewed by Furnham as being subjective and refers to how people experience the quality of

their lives and includes both emotional reactions and cognitive judgments. He has defined

happiness as a combination of life satisfaction and the relative frequency of positive and negative

effect. Subjective wellbeing therefore encompasses moods and emotions as well as evaluations

of one's satisfaction with general and specific areas of one's life. Concepts encompassed by

subjective wellbeing include positive and negative effect, happiness, and life satisfaction. Studies

have revealed a correlation between wellbeing as an EI factor and academic performance; for

instance, on a study conducted by Mcbride (2011) at The University of Alabama, specifically examined theoretically competing confirmatory factor models and identified the best-fitting structural equation model dependent variables of academic hope, academic self-efficacy, and optimism in a diverse student population, as related to wellbeing. The sample size (N = 466) was made up of a diverse group of high school and college students. The results of the study indicated that the wellbeing of students predicted the academic achievement. The results of the study also indicated that the structural model did not differ according to age group, gender, and ethnicity in predicting students' achievement. The relationship between EI and academic performance of students may be explained from the point that the way a person feels affects the way one thinks. A student who is in a good mood may tend to think positively and vice versa. When a student is emotionally destabilized he can never think properly and concentrate efficiently during lessons. Therefore, it may be stated that wellbeing, as a factor of EI implemented by Furnham (2006) may affect the learning process, thus correlates with academic performance. As the literature gradually reveals the factors of EI relating to academic performance, one more factor might seem to relate to performance, which is self-control.

Dewar (2011) has defined self-control in many ways as willpower, self-discipline, or conscientiousness. But however it is defined, self-control may be about being able to regulate oneself. Can a person resist distractions? Can he/she handle own emotions? Inhibit own impulses? Delay gratification and plan ahead? To get along in the classroom, students might need to pay attention, follow directions, stay motivated, and control their impulses. So it might be expected that self-control plays an important role in academic achievement. Recent studies support the idea. For example, Megan McClelland and her colleagues, (2007) tracked over 300

preschoolers across the school year. They found that children with advanced self-regulation skills at the beginning of the school developed better academic skills over time.

Recent studies support the predictive validity of trait EI in education settings (Di Fabio &Palazzeschi, 2009; Mavroveli, Petrides,Rieffe, & Bakker, 2007). The specific contribution of trait EI in the prediction of academic performancehas been studied at different school grades. For example, Parker and colleagues (Parker, Summerfeldt, Hogan, &Majeski, 2004) have reported modest correlationcoefficients between trait EI and academic performance in high school and university samples.Petrides and colleagues (2004) found a moderate effect of IQ scores on the relationship betweentrait EI and academic performance in high school. Here, trait EI was associated with a better academic performance in low IQ students only. It was therefore concluded that EI and its factors being emotionality, sociability, well-being, self-control, and general traits as discussed by the literature and measured by Furnham (2006) might relate to academic achievement. So EI competence might be considered in education and educational planning to improve academic achievement. That might be a pointer to the fact that emotional intelligence is just one of the several factors determining the academic achievement of the students.

Thus, while efforts are being made to develop the emotional intelligence of students, it may still be needed to focus attention to other factors affecting the academic performance of students. Based on the literature, it may be hereby concluded that: Apart from cognitive factors, non-cognitive factors including emotional intelligence might affect students' academic success. Since the IQ of students cannotbe manipulated, and the emotional intelligence of students might be improved thus, the academic performance of students might be improved.

What other non-cognitive factors may relate to academic achievement? The literature reveals that family related factors, such as the number of siblings might relate to academic achievement. A handful of published studies to date have examined the extent to which supportive relationships with older siblings are linked to younger siblings' academic adjustment. Work by Eccles and her colleagues (Eccles et al., 1997) indicated that perceived support (regulation) from the older sibling was concurrently associated with younger siblings' GPA and perceived connection to the older sibling was associated with less academic alienation. These relations were unique to sibling relationships, as analyses controlled for parent, school, and peer effects. Tucker and colleagues (2001) reported that older siblings provided more academic-relevant support to their younger siblings than younger siblings provided to their older brothers and sisters. Support provision in this context was even higher when the older sibling him/herself excelled in the academic domain. However, additional work has also revealed that older siblings' reports of support provision to younger siblings were negatively associated with their younger siblings' academic engagement and school success (Widmer& Weiss, 2000). In sum, although preliminary evidence suggests that high-quality, supportive sibling relationships may serve as important contexts for developing academic self-perceptions, goals, and successful behavior, there is currently a need for more work, including longitudinal research, in this arena.

Still in the domain of EIfactors relating to academic achievement, according to Schama, (2012), learning in school is a progressive, planned activity cast in the light of the firmly held belief that children are different from adults and that they need to be prepared for the adult world at the same time as they need to be protected from it. There are reasons to believe that, with the advent of an electronically networked society, the clear distinction between childhood and adulthood may be disappearing. One thing is certain, whether it is via the media or directly in

their lives, children are increasingly subjected to the whole range of emotions known to adults. Emotional intelligence skills might be seen to be helpful and effective in the education of students.

Therefore, by teaching students how to control emotions, academic achievement might rise. Instructors mightneed to consider integrating emotional intelligence skills into their curriculum. That practice will require instructors to change how subject concepts are taught, and thus may provide a better experience for them and their students. The literature reveals that many schools in Asia and USA have adopted teaching Social Emotional Skills (SEL) to children; the core social and emotional aspects of learning center on developing: Self- esteem, and problem solving, Communication Team work, Self-management, Empathy, Responsibility, and Decision-making. Teaching SEL has shown progress in students' behavior and achievement; In a recent evaluation of the Atlanta-based Resolving Conflict Creatively (RCCP), (2008), a multi-school project which has social-emotional learning techniques at the core of its pedagogy, there was generally less school violence, and there was increased self-esteem, improved abilities to help others, and greater personal responsibility for resolving conflicts among participating youngsters. After only two years of implementation, there were substantial improvements in participating schools' course failure, dropout, student's attendance and suspension rates. Moreover, Dr. Maurice Elias, a leading child psychologist, researcher and expert on SEL from Rutgers University, explained the dangers of omitting social-emotional programs from our children's classrooms. He maintained that many of the problems in our schools are the result of social and emotional malfunction and debilitation from which too many children have suffered and continue to bear the consequences. Children in class who are beset by an array of confused or hurtful feelings cannot and will not learn effectively.

Conclusion

The literature enabled the researcher to conclude that EI relates to learning. Therefore, teaching EI skills in the classroom enhances learning, and managing EI influences students' achievement.According to the Literature, by teaching students how to be aware and manage their emotions, as well as understand emotions of others, curriculum planners and educators can minimize the influence of interfering factors in the process of teaching and learning to increase academic achievement. Hence, the next chapter will focus on the methodology of the research that studied the relation between emotional Intelligence and academic achievement.

Relationship between Emotional Intelligence and students' Academic Achievement

Chapter Three

METHODOLOGY

Introduction

The purpose of the third chapter was to identify the participants of the study, the instruments used to collect necessary data for analysis

Participants

The study collected data from two samples: the first sample was the students and the second the teachers.

The first sample that consisted of the participating students was selected from a population that comprised 3000 students from heterogeneous social classes, middle and high social levels, from a mixed gender, trilingual,Anglophone Catholic school in the Metn area. The sampleof the participating students consisted of sixty six graders (N=61), male and female, age grouped between eleven and twelve , selected from a population of two hundred students in sixth grade divided over six sections, with thirty three students in each section. The sixtyone participants form two Grade -six sections A and D were selected based on a convenience sample selection.

The second sample consisted of participating administrators who were selected from each of the three divisions; preschool, lower and upper elementary. The preschool head of division (principal)was a female, the lower elementary principal also a female, the upper elementary head

of a division was the only male principal, and his assistant was a female.The principals were holders of masters in school management or holders of degrees in education.

The students' sample was selected to collect the data needed to measure EI, whereas the principals' sample was selected to study EI awareness in the participating school.

Research Design

The following research studied the correlation between EI and academic achievement. It employed triangulation using both quantitative and qualitative design. The quantitative design to compare EI to academic achievement, then each of the four factors of EI compared separately to academic achievement:

1. Emotionality: it includesemotion perception, emotion expression, trait empathy and relationship.

2. Sociability: it includes assertiveness, social awareness, and emotion management.

3. Well- being: it includes self-esteem, trait optimism, and trait happiness.

4. Self-control: it includes stress management, emotional regulation, and low impulsiveness.

5. General Traits: It is a constellation of emotional- related self-perceptions and dispositions assessed through self-report questionnaires.

It is important to state that students' profile, such as number of siblings and participants' birth order, a demographic factor, considered as a sub factor of EI, was collected and compared to academic achievement, being students' scores.

Descriptively, a survey was designed to study administrators' awareness of EI. Accordingly,

three different instruments were adopted in the research methodology. The instruments will be

thoroughly discussed in the next section of the methodology.

Instruments

For the purpose of the study, the researcher used three instruments:

1. The Furnham Short Form, Teaching Emotional Intelligence (TEIque), (2006). That is a

   30-item questionnaire, a ***self-report***,designed to measure global trait emotional

   intelligence (trait EI). It is based on the full form of the TEIQue. Two items from each of

   the 15 facets of the TEIQue were selected for inclusion, based primarily on their

   correlations with the corresponding total facet scores (Cooper &Petrides, 2010;

   Petrides&Furnham, 2006).The instrument is a thirty item questionnaire, developed and

   validated by Furnham (2006). It was designed to measure EI based on the four factors: 1.

   Emotionality, comprised of items number 1, 162, 17, 8, 23, 13 and 28. 2. Sociability

   comprised of items number 6, 21, 10, 25, 11, and 26. 3. Well-being comprised of items

   number 5, 20, 9, 24, 12, and 27. 4. Self-control is comprised of items number 4, 19, 7,

   22, 15, and 30.

Basically, the items follow a numerical scale from one till seven, ranging from one "completely

disagree" to seven, "Completely agree". It should be noted that items number 2, 4, 5, 7, 8, 10, 12,

13, 14, 16, 18, 22, 25, 26, and 28 are reverse-coded. Questions 3, 14, 18, and 29 contribute only

to global trait EI. (*Appendix A)*

2. The students' grade report of the general average of "Daily one and two" was used to

   collect data of academic scores over two terms based on formative assessment. Two

   averages were used to ensure consistency of scores. The two scores averages were

correlated with general EI based on questionnaire results on all items. Then each of the four EI factors was separately correlated with students' academic achievement being scores' record (*Appendix B*).

3.   An eleven- item questionnaire was used as an instrument, including six open-ended questions was filled by the administrators. The instrument intended to measure administrators' awareness of EI (*Appendix C*).

How and when the three instruments were adopted? The procedure will be discussed in depth.

Procedure

The procedure followed to collect the needed data was based on three steps:

Step one: Sixty-one six graders answered the EI   questionnaire Furnham(2006) which was administered to each of the two sections, one of thirty and another of thirty-one sixth graders at different timing, being different regular school days. Three students were absent that day from one section. Filling the questionnaire lasted for a fifty- minute regular class period, for each of the two sections. The students faced difficulty in comprehending the language in which the questions were given; English was the students' second language. The participating students were asked to state their profile, being the number of siblings and their birth order.

Step two: The students' average score on "two Dailies" were collected from students' data base, accessible to head of division only.

Step three: The division principals were given the eleven item questionnaire, and were given a margin of few days, ranging from one to twenty days, to be submitted to the researcher. Some principals returned the questionnaire the next day, while others were very busy and needed more days to be able to fill it and submit it to the researcher within the specified interval of time.

Finally, after all the necessary data was collected, the next step was to analyze the data.

Data analysis

The "Pearson r" was implemented in the statistical measures of analyzing the scores

quantitatively to study the correlation between EI and academic achievement, then separately

between each of the four EI factors (Emotionality, sociability, well-being, and self-control) and

academic achievement based on students'" two dailies" average. Moreover, the correlation

between students' profile and academic achievement were also analyzed using the above

mentioned statistical measure. Whereas the results of the data collected from principals, to study

EI awareness, were analyzed using statistics that were descriptive in nature.

Conclusion

Lastly, to be able to interpret and analyze theresults of the data collected, as well as

develop a conclusion,the resultswere presented quantitatively and qualitatively in tables to be

discussed in the next chapter(Refer to *Appendix* A, B, and C for the data collection method).

Relationship between Emotional Intelligence and students' Academic Achievement

Chapter Four

RESULTS AND DISCUSSION

Introduction

The purpose of the fourth chapter is to focus on the results of the correlation using data collected

From the three instruments: (1)TheFurnham Short Form, Teaching Emotional Intelligence Questionnaire (TEIque), (2006) that measured the students' EI ,(2)the open-ended questionnaire that studied school administrators' awareness of EI, and (3)the records of average scores of the participating students over two terms.

The TEIque was administered to the two participating sections, being 6A and 6D. The 6A were the participants with the highest academic average scores among the six sections of Grade 6 in the participating school, while the 6D were the participants with the lowest academic average scores among the six sections.

Results and Discussion of correlation between Emotional Intelligence and academic achievement

The quantified results of the calculationof correlation between Emotional Intelligence and academic scores were presented in a table below as a visual support to discussion and interpretation of results. The numbers in the table represented the correlation between

General Emotional Intelligence and students' academic scores, and the correlation between students' academic scores and each of the EI factors; being the Well-being (WB) factor, the Self-control (SC) factor, the Emotionality (Emot) factor, the Sociability(Soc) factor, and the General traits (GT) .The results of the two participating six graders, 6A (high achievers) and 6D (low achievers) were compared to each other to discuss how Emotional Intelligence affectsand influences academic achievement.

In order to discuss and interpret results, the researcher restated the research questions and answered them based on the results of the computation of the collected data.

1. Did Emotional Intelligence (EI) correlate with academic achievement?

Results showed that Emotional Intelligence correlated positively with academic achievement at rates ranging from moderate to low depending on the class section studied;

One section considered high achievers, the rate was at *0.4*, which was positive and significant, whereas the other section considered low achievers, the rate was at *0.1*, which was positive and low.The level of academic achievement was based on the ranking done by the participating school as mentioned earlier in this chapter. The findings were in line with previous studies mentioned in the Literature review for 6A (high achievers) and 6D (low achievers). Pekrun (2006) identified the need for emotional intelligence in order to increase positive impact of emotion in learning situation; and Yang (2009) confirmed the effect of emotional regulation, which means how learners feel makes learning outcome different. The findings of 6A(high achievers) served the research purpose that   examined the factors that relate to and influence academic achievement so that educators and Curriculum planners acknowledge   the potential utility of integrating lessons onEI in school. The high achievers exhibited high Emotional

Intelligence because they focused their priority on academic results and disregard the influence of EI in improving their academic performance. Their relatively high academic performance influenced their EI, in the sense that academic results providedthe participants with a distorted sense of high emotional intelligence and therefore they rated themselves as high on EI in the **self-report** questionnaire filled by the respective participants.

Why was the correlation between EI and academic achievement lower for 6D (low achievers) than 6A (high achievers)?   Family position was an interfering factor. Two of the research questions explained the interference:

Would an only child have an EI score higher than a child with siblings?

Would a child's position in the family affect the EI score?

In 6D,two third of the participants were positioned youngest in their family orbelonged to families with one child. That interfering factor was in line with studies mentioned in the Literature;older siblings' reports of support provision to younger siblings were negatively associated with their younger siblings' academic engagement and school success (Widmer& Weiss, 2000).Therefore, educators must increase students' awareness of EI; since high academic scores were not the only indicator of success in the future. Students who are sufficiently trained to increase EI will contribute meaningfully to the improvement of the academic educational system and the society in general.

2. Did each factor of EI, being emotionality, sociability, well- being, self-control , and general trait EI correlate with academic achievement?

Results showed a positive correlation between 1) Emotionality, 2) Sociability , 3)Well-being , 4) Self-control, 5) General traits and academic achievement at rates ranging from significant, $r=0.4$, to low , $r=0.1$, depending on the participating section studied; one section considered high achievers 6A,and the other low achievers 6D,based on the ranking done by the participating school.

1) The results of the study revealed a positive moderately low correlation between Emotionality and academic scores; for 6A $r=0.2$, and $r=0.1$ for 6D. The high achievers had lower emotionality rate, as compared to their academic results, and do not perceive their emotions, and low achievers had trouble with their emotionality that affected their academic outcomes.The low correlation for both 6A and D proved that participants did not exhibit emotional awareness, regardless of their academic achievement, which lines with the Literature.Goleman, (1995), stated that emotional upsets, which are part of Emotionality, a factor of EI, can interfere with mental life and affect learning outcome; he adds that students who are anxious, angry, or depressed do not learn.

Therefore, the research purpose was served; it showed educators the need to include teaching EI in the curriculum to improve EI awareness as a non- cognitive ability that influences learning and the quality of its outcome.The acquisition of social and emotional skills may help students benefit from the traditional academic material presented in the classroom.Programs designed to cultivate social-emotional competencies to foster (EI) in the classrooms may help students enhance their ability to integrate thinking, feelings, and behaving to better achieve academic tasks.

2)The correlation between Sociability and academic achievement was at $r=0.4$ for 6A, and $r=0.1$ for 6D. For the 6A the correlation was positive and significant, the higher the scores the higher the social skills; The high achievers believed they had a higher level of socialskills; the questionnaire they filled was a **self-report** , so their rating was not the only indicator of their social skills level; whereas for the 6D , the correlation was moderately low; students with low academic scores, 6D, did not believe they have developed social skills, and 6A with high scores did not feel the need to be aware of their social skills. The results were in line with the Literature. Kumar (2012), in his article in *International Multidisciplinary e – Journal,* in a study conducted on high school students, revealed the value of product moment coefficient of correlation between academic achievement and Sociability of students to be 0.325 which is significant at both 0.05 and 0.01 level of significance.

As a result, the research purpose was served to show the need for integrating EI teaching in schools' curricula. The high achievers will learn how to use their social skills in order to increase the quality of their academic performance, and the low achievers will exhibit higher sociability and raise their academic achievement.

3)The correlation between Well-being and EI,the results of the study revealed a positive and moderate correlation $r=0.4$ between Well-being and academic achievement of 6D participants (low achievers). For 6A participants (high achievers) the correlation was $r=0.1$. The 6D (low achievers) showed a low concern to their well-being , were not aware of their state of happiness, and showed less concern to academics, whereas the 6A (high achievers) set high standards to their state of well-being, which was measured through a **self-report.** The results supported the Literature;a study conducted by Mcbride (2011) at The University of Alabama, specifically examined theoretically competing confirmatory factor models and identified the best-fitting

structural equation model dependent variables of academic hope, academic self-efficacy, and optimism in a diverse student population, as related to wellbeing. The results of the study indicated that the Well-being of students predicted the academic achievement.

So, the results supported the purpose of the current study that invited curriculum planners to maintain a balance between cognitive and emotional intelligence through teaching EI, in an attempt to improve academic performance. As stated in the Introduction of the thesis, any educational system must produce students who are sufficiently trained to contribute meaningfully to the development of the educational system and the society in general.

4)Similarly, for the correlation between Self-control and academic scores,the study results revealed a positive correlation $r=0.4$ for the 6A (high achievers), and a moderately low one for 6D (low achievers) $r=0.1$. The high achievers exhibited a higher level of stress management ability because they had no worries about academic results, whereas the low achievers worried about their academic achievement, stressed out on tests, and thus exhibited lower academic performance. According to the literature, Megan McClelland and her colleagues, (2007) tracked over 300 preschoolers across the school year. They found that children with advanced self-regulation skills at the beginning of the school developed better academic skills over time.

Therefore, in accordance with the research purpose, improving EI as a non-cognitive ability through a planned curriculum will ameliorate the quality of academic performance. The ability to manage one's emotions, to be able to validate one's feelings and to solve problems of a personal and interpersonal nature are important for being academically successful; additionally, academic performance may be facilitated by being able to set personal goals as well as to be sufficiently optimistic and self-motivated to accomplish them.

5) The correlation between General Traits and academic scores was positive and significantfor 6A $r=0.3$ and low$r= 0.1$ for 6D. The high achievers had high general traits and the low achievers exhibited low level of general traits, which was in line with the Literature; Petrides and colleagues (2004) found a moderate relationship between trait EI and academic performance in high school.

Across the current study, it was noticed that high achievers have a high impression of their Emotional Intelligence; however, that trend through the research may not significantly reveal an actual high EI for high achievers, because the instrument was a **self-report,**which may reflect subjectivity in the self-evaluation. Therefore, The Furnham Short Form, Teaching Emotional Intelligence (TEIque), (2006), was not the only instrument to be used to assess or measure the correlation between EI and academic results.

Thus, teaching Emotional Intelligence in schools may be a necessity in order to control factors that influence academic performance, and thus may improve the quality of learning outcomes.

Below is a table that is a visual supportto the above discussed findings. The table is for Grade 6A (High achievers) and 6D (Low achievers), (Refer to *Appendix D)*. It is important to note that the numbers representing the correlation in each column were rounded to the nearest tenth of the decimal.

Table 1 for 6A and 6D: The correlation between EI and academic scores, as well as EI and each of the EI factors.

| EI factors | 6A | 6D |
	r	r
r General Emotional Intelligence	0.4	0.1
r Well Being	0.1	0.4
r Self –Control	0.4	0.1
r Emotionality	0.2	0.1
r Sociability	0.4	0.1
r General Traits	0.3	0.1

Conclusion

The difference in correlation between general EI and academic scores was significant between the two sections, 6A "high achievers" *r*= 0.4 and 6D "low Achievers" *r*= 0.1.That difference was an indicator of the relation between Emotional Intelligence and academic achievement. The difference supported the purpose of the research that recommended teaching EI in schools to increase the academic achievement of students.

It can therefore be concluded that EI and its factors, as well as family position interfered and related to academic achievement. Whether the correlation was moderate or low, it showed a positive relation, according to the results of the current research. So the results supported the purpose of the current research that urged educators and curriculum planners to consider Emotional Intelligence when planning school curricula to help students control all factors affecting their learning.

Results and Discussion of administrators' awareness of Emotional Intelligence

Introduction

To further address Emotional Intelligence awareness, key administrators were interviewed to discover Emotional Intelligence awareness and its need for it to be taught in schools.

It was found that key administrators have high awareness of Emotional Intelligence and its importance in the classroom. They argue that students, who understand and use the "process" of EI to set goals, interact with peers and adults, generally affect all that they do in a positive manner; Since EI affects behaviors, present and future, it also affects academic success.

Additionally, it was noticed that key administrators in the participating school are aware of EI and believe in its effect on academic achievement of students, and thus believe in planning for teaching EI through the school curriculum. The administrators also believe that teachers must be trained to teach EI, and parents must become aware of importance of EI in education, so administrators suggest planning for conferences to provide parents with EI awareness and its influence on academic achievement.

The findings were in line with the Literature; According to an evaluation of the Atlanta-based Resolving Conflict Creatively (RCCP), (2008), a multi-school project which has social-emotional learning techniques at the core of its pedagogy, there was generally less school violence, and there was increased self-esteem, improved abilities to help others, and greater personal responsibility for resolving conflicts among participating youngsters. After only two years of implementation, there were substantial improvements in participating schools' course failure, dropout, and student attendance and suspension rates.

The table below served as a visual support to the results discussing administrators' awareness and need for teaching EI in schools.

Table 2:Administrators' awareness of EI and the need to teach EI in schools.The administrators of the participating school were: The Principal of the Pre-school division, the principal of the Lower Elementary division, the principal of the Upper Elementary division and the assistant principal of the Upper Elementary division.

Administrators	Pre-school	Lower Elementary	Upper elementary	Assistant Principal
EI awareness	Yes	Yes	Yes	Yes
EI teaching	Planned in curriculum	Planned for across curriculum	Planned for across curriculum and school counselor	Planned for in curriculum

Conclusion

It can therefore be concluded that key administrators strongly believe in the importance of teaching Emotional Intelligence to improve students' academic results, and thus the research purpose was served; it urged educators and curriculum planners to include teaching emotional intelligence through planning to include it in the curriculum.

Relationship between Emotional Intelligence and students' Academic Achievement

Chapter Five

CONCLUSION

Introduction

Finding a positive correlation between Emotional Intelligence and academic achievement, may be enough to encourage educators and curriculum planners to seriously consider including Emotional Intelligence teaching in schools' curricula. The current research study did that. One of the key roles of educators is to help learners achieve better academically and perform well later in life through being aware of their emotions, controlling their emotions, and understanding emotions of others in the social life. The recommendation is for schools to integrate EI into their teachings.

Whether it was in the classroom or the workplace, individuals need the skills to communicate, work in teams, and decrease the interference of the personal and family issues that get in the way of working and affect learning outcomes. Such skills add up to what is known as Emotional Intelligence, and they are even more important as educators realize that these skills are critical to academic achievement. Emotionally intelligent individuals stand out. Their ability to empathize, persevere, control impulses, communicate clearly, make thoughtful decisions, solve problems, and work with others ,earns them friends and success. They tend to lead happier lives, with more satisfying relationships. At work, they are more productive, and they spur productivity in others. At school, they do better on standardized tests and help create a safe, comfortable classroom atmosphere that makes it easier to learn. As mentioned in the Introduction

Chapter, emotion along with cognition is being considered with its critical role by various researches (Goleman, 1995, Goleman 2012).

Conclusion

It can be concluded through the findings of the study, supported by the literature, that including teaching EI in a school curriculum may create a healthy classroom environment that allows children to develop Emotional Intelligence competencies that contribute in a significant progress in their academic achievement.

Limitations of the study

The current research is limited by its reliance on a **self-report**, which is vulnerable to possible distortions and response biases. Self-report measures an individual's perception of EI. Moreover, self-report measures require the test taker to have an insight of his/her level of EI. So responses to self-report questions depend on the person's level of self-confidence. Furthermore, people can distort their responses to appear better or worse than they actually are, whether consciously or unconsciously. Despite that limitation, the findings of the study have provided a further need on how to improve upon the academics of students.

Implications of the study

The current study has implications for both educational and psychological practices. The research has helped in understanding the constraints the students face in learning; Emotional Intelligence and its factors; Well-being, Self-control, Emotionality , Sociability, and General Traits that predict academic performance and contribute in ones success in life.

It is an accepted finding that Emotional Intelligence is a predictor of the quality of academic performance. Yet, schools and admission tests continue to put a significant emphasis on cognitive ability which is not the only indicator of academic performance and life success.

The implications lead to recommend that teaching Emotional Intelligence in the classroom improves the teaching/learning process and thus influence academic performance.

Recommendations

The key to obtain success of learning is to give full attention and concentration during the process of teaching learning. According to Cross (1974), attention and concentration help students to develop their cognitive intelligence and make it easier to remember facts or informationcommunicated. Brackett (2004) indicates that there is positive relationship between emotional intelligence and academic performance. It is recommended that students' academic achievement should be enhanced with the use of emotional intelligence training (Hammed, 2010).

Excellent performance in academics is the key targets and goals for each student. In order to obtain good results, apart from effective learning techniques and well planned curricula, students should be able to recognize themselves and accept others, so that it does not become a stumbling to success. Hence Emotional Intelligence should be noted not only for academic interest but also for future success in life. With the aim of building resilient and capable citizens to face globalization and changing demands, efforts to increase students' emotional intelligence should be considered during the process of teaching and learning in the classroom.

The current research revealed that the participating school does not include teaching Emotional Intelligence in its curriculum. The participants have never been exposed to learning

about Emotional Intelligence. Thus, the findings supported the purpose of the current research, and explained the moderate correlation because participants have no Emotional Intelligence awareness.

Therefore, research recommends the following: (1)implementing ways to avoid interfering factors in reaching a high positive correlation between Emotional Intelligence andacademic achievement, (2) developing methods to implement EI in education in order to improve academic achievement in schools.

Recommendation 1:In order to reach a higher correlation between Emotional Intelligence and academic achievement in future action researches, is suggested to adopt a variety of techniques in schools to measure Emotional Intelligence, rather than depending on one *self-report* instrument. For instance, school counselors can conduct frequent classroom observations to measure Emotional Intelligence through exhibited behaviors of students, and provide for group therapy sessions, once per scholastic term.

Recommendation2:In order to target a high academic performance in schools, it is recommended to plan for teaching EI through revisiting the schools' curricula. According to the philosopher John Dewey (2008) the true purpose of schooling was not simply to teach children but to train them in deeper habits of mind, including "plasticity" (the ability to take in new information and be changed by it) and interdependence (the ability to work with others).

How can EI be introduced and taught in schools, having the same profile as the participating school that is a trilingual school following the |National Curriculum? How to teach students to understand and regulate their emotions, and understand emotions of others to be

better social people with communication skills, and better performers? The curricula of the following targeted subjects, in the participating school, will be revisited; 1-Co-curricular activities,2- Counseling, 3-Sciences, 4-The three Languages, 5- Mathematics, 6-Social Studies, and 7-Physical Education(PE).

1- The existing co-curricular activities program may be modified to integrate teaching EI, where a program may be created to enhance awareness of EI; For example, a program entitled "School for emotions , may be created as a local, school community-based activity in conjunction with other co-curricular activities like artistic expression groups, and clubs. Moreover, the program may include exhibiting in playgrounds and classes pictures of facial expressions (angry, happy, sad)and word expressions that focus on values (patience, peace, listen, help,...).

2- The existingcurriculum of the school counseling department , may be revisited to include, a once -per term (three scholastic terms), activity targeting discussions that instill EI awareness; For example, watching "U Tube" about how to improve the Well-Being, through animated modeling, tailored to their age group, which include the following skills:

Discovering and using your strengths, thinking about and being grateful, communicating, and utilizing relaxation techniques.

3-TheSciences curriculum may be revisited withoutconsiderably sacrificing teaching/learning periods. The revisited curriculum may integrate lessons that target developing awareness of students' own emotions; for example, The Self Science curriculum: devoting 15 minutes of classroom time to the program once per month. During these sessions students use the scientific method to gain a deeper understanding of their own emotions and patterns of behavior, all the

while being schooled in the competencies that are considered essential to developing emotional

intelligence in children(Well Being, Self-Control, Emotionality, and Sociability).

4- The three taught languages' curriculum may be modified to include lessons that target

enhancing EI awareness and acquiring EI skills; For example, a targeted Case Study will be

included in the Reading Comprehension periods or Oral Communication. A different case study

willbe discussed in class, once per month, that relate to the respective language curriculum.

Moreover, as part of a list to build emotional literacy, the class will be told to show their

emotional states using only body language. This helps students to become more proficient in

naming their own emotions and become better at reading the emotional cues of those around

them; also, a box is always available for students to anonymously write down their worries and

fears. These notes are shared with the class , building trust amongst class members, comfort as

they discover that they are not alone in their fears, and empathy for classmates whose

experiences are different from their own; Moreover, introducing drama in Languages , in the

belief that role playing allows students to explore different ways of responding to conflict, and

assess for themselves which methods result in the most positive outcomes; Moreover, conducting

model conversations where students get the opportunity to practice their newly developing skills

and gain confidence in applying them to real life situations, a particularly useful strategy for

more reticent students;Recalling triumphant moments and channeling these successes when

facing future challenges helps students develop resilience and an optimistic outlook; such

brainstorming sessions allow students to explore their noble goals with classmates, working

together to come up with practical short and long term strategies to reach their goals.

5-In the Mathematics curriculum, one "cooperative learning" activity per term may teach

students about Social Emotional Learning (SEL). Students will learn the skills of listening,

sharing, making substantive decisions, and acquiring knowledge from others. As stated in the literature, SEL teaches students how to bond, increases attendance, and improves academic performance (RCCP), (2008).Group work encourages cooperation. Group composition should be changed often since there is a tendency for high EI students to work together, but EI can be also learned by example. Tasks should be designed so that all members have to contribute and have the same outcome.

6-In the Social Studies curriculum, the following suggestions may be added to teach EI. EI is developed through activities which promote the sharing of ideas and communication in the classroom. Techniques which are already part of the teacher's repertoire of confidence-building activities will be emphasized: A variety of activities maintains interest and allows for different approaches to learning and individual learning styles. For example;Ice breakers, warmers and mingle activities help students get to know each other and promote interest in lessons if they are related to the topic area.Brainstorming and discussion encourages the sharing of knowledge and opinions.For some learners, it is easier to reveal themselves through a fictitious role of a famous historian. However, role-plays and simulations should be carefully set up and related to the real world. Guided fantasy and drama techniques are useful tools in guiding learners into their roles.

Project work may be assigned for over a term to be presented in class. Students are often competitive. Group completion of assessed and not assessed projects also encourages cooperation. In addition to that, giving feedback on performance and making clear what is expected. Continuous feedback allows all positive aspects of a student's performance to be assessed and rewarded including their contribution to the group.

7-Including EI in Physical Education (PE) curriculum may be considered. Social and emotional skills are becoming increasingly important as young people face difficult challenges at school and in their personal lives. Research indicates that psychologically competent young people are likely to avoid high-risk activities that can have dangerous consequences for their health and well-being (Mouton, 2013). PE Teachers must be active listeners, to motivate students to PE classes, for instance, listen to their fear from very challenging activities. Break the activity into chunks, by providing short-term win situations. The aim of PE curriculum must be to develop competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sports and activities, and lead healthy and active lives. Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. Moreover, they should be able to engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.They should enjoy communicating, collaborating and competing with each other, as well as develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognize their own success. Through those activities students will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise and sports and activities out of school and in later life.

Finally, it is suggested that students EI will be measured at beginning and end of scholastic year to follow up on the improvement in students' EI and academic achievement

through the process of integrating EI in the schools' curriculum. The EI assessment is to be conducted and measured by the schools' counseling department who is considered the reliable reference in measuring Emotional Intelligence and reporting results. It is hoped that with the above suggestions, interfering factors will be eliminatedand future research will lead to more positive correlation between Emotional Intelligence and academic achievement of students.

Recommendations for Future Research

The current research is only the beginning of a larger program to study the role of Emotional Intelligence in educational institutions. The findings of the study have provided valuable insights about variables that affect academic performance of students. However, additional research is needed to fill the gaps of the study and to broaden the understanding of the factors which contribute in the development and management of EI and academic performance. The present research is limited to its reliance on self-report questionnaires, which is vulnerable to possible distortions and response biases. Developing more objective EI instruments may yield valuable information about the correlation of Emotional Intelligence with academic achievement

Conclusion

As was stated in the Introduction Chapter, the trend in the academic achievement of students became a major source of concern to all stakeholders in the education sector because of the great importance that education has on the national development of a country.Pekrun(2006) identified the need for emotional intelligence in order to increase positive impact of emotion in learning situation.

As an answer to the concern that was raised in the Introduction chapter,the current study enabled the researcher to have a wider understanding of the impact of Emotional Intelligence in

improving the quality of academic achievement.The recommendations of teaching EI in the classroom, will help educators develop emotionally stable individuals who will be empowered learners aiming at becoming happy, self-confident, problem solvers, skilled communicators, and better performers who concentrate on positive aspects of learning rather than being continuously in emotional distress and judging their academic performance, and later success simply on tests and grades results.In the name of education the students are passed through courses of standardized instruction intended to make them efficient servants of a demeaning social system. While such education may be necessary to guarantee societal stability, it does little to fulfill the higher end of learning, the illumination of the mind with the light of truth and goodness.

If the aim of education is to cultivate personality integration and creative intelligence, and to foster natural human development and growth in freedom, then educators' main concern must remain providing for a safe learning environment where a student can reach his potential. Therefore, integrating lessonson socio-emotional learning in schools might improve students'performance, decrease maladaptive behavior and increasepro-social behavior (Guil, Gil-Olarte, Mestre&Núñez, 2005;Guil, Mestre& Gil-Olarte, 2004). The ultimate aim of education is to create a problem solver not an equation solver, a shaper of History not a reader of History. Then the role of educators needs to focus on improving a child's emotional state, increasing a child's empathy to others, and shaping him/her into a well-equipped social learner.

"It is very important to understand that Emotional Intelligence is not the opposite of intelligence, it is not the triumph of head over heart - it is the unique intersection of both. Think about the definition of emotion, intelligence, and especially, of the three parts of our mind - affect/emotion, cognition/thinking, volition/motivation. Emotional Intelligence combines affect with cognition, emotion with intelligence.Emotional intelligence, then, is the ability to use your emotions to help

you solve problems and live a more effective life. Emotional intelligence without intelligence, or intelligence without emotional intelligence, is only part of a solution. It is the head working with the heart."Mayer &Salovey, (1997)

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Appendices

Appendix A

The Furnham (2006) Short Form (TEIQue-SF) will be used as an instrument. Its purpose is to measure the Emotional Intelligence of the selected sample of students. The Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) yields a global measure of EI (Petrides&Furnham, 2006). It is a 30-item self-report measure that uses two items from each of the 15 facet subscales of the TEIQue long form (Petrides&Furnham, 2003). Participants will rate their degree of agreement with each item on a seven-point Likert-type scale with responses ranging from completely disagree (1) to completely agree (7).

Name: -----------------

Class/Section: ----------------------

Please answer each statement below by putting a circle around the number that best reflects your degree of agreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There is no right or wrong answer. There are seven possible responses to each statement ranging from "Completely Disagree" (number 1) to "Completely Agree" 9 number 7).

Questions   1   2   3   4   5   6   7

1.Expressing my emotions with words is not a problem for me

2. I often find it difficult to see things from another person's viewpoint.

3. On the whole, I'm a highly motivated person.

4. I usually find it difficult to regulate my emotions.

5. I generally don't find life enjoyable.

6. I can deal effectively with people.

7. I tend to change my mind frequently.

8. Many times, I can't figure out what emotions I am feeling.

9. I feel that I have a number of good qualities.

10. I often find it difficult to stand up for my rights.

11. I am usually able to influence the way people feel.

12. On the whole, I have a gloomy perspective on most things.

13. Those close to me often complain that I don't treat them right.

14. I often find it difficult to adjust my life according to the circumstances.

15. On the whole, I am able to deal with stress.

16. I often find it difficult to show my affection to those close to me.

17. I'm normally able to "get into someone's shoes", experience their emotions.

18. Normally find it difficult to keep myself motivated.

19. I'm usually able to find ways to control my emotions when I want.

20. On the whole, I'm pleased with my life.

21. I would describe myself as a good negotiator.

22. I tend to get involved in things I later wish I could get out of.

23. I often pause and think about my feelings.

24. I believe I'm full of personal strength.

25. I tend to" back down" even if I know I'm right.

26. I don't seem to have any power at all over other people's feelings.

27. I generally believe that things will work out fine in my life.

28. I find it difficult to bond well even with those close to me.

29. Generally, I'm able to adapt to new environments.

30. Others admire me for being relaxed.

The questionnaire will be scored in the following way:

Questions 1-30 provide scores for four factors: wellbeing, self-control, emotionality, and sociability. Wellbeing is comprised of questions 5,20,9, 24, 12, and 27. Self-control is comprised of questions 4, 19, 7, 22, 15, and 30. Emotionality is comprised of questions 1, 16, 2, 17, 8, 23, 13, and 28. Sociability is comprised of questions 6, 21, 10, 25, 11, and 26. Questions 2, 4, 5 , 7, 8, 10, 12, 13, 14, 16, 18, 22, 25, 26, and 28 are reverse-coded. Questions 3, 14, 18, and 29 contribute only to the global trait Emotional Intelligence

Appendix B

This instrument shows the academic scores of students over two dailies. The purpose of the instrument is to collect data representing students' academic achievement being the general average of two quarters, from October to February, 2013. Since the official permission from the Head of the selected school will not be taken till the proposal is approved by the NDU, Louaize committee, only a sample of the appendix B will be shown.

Appendix C

The following 11-item survey questionnaire of open- ended questions was developed to be filled up by the selected school's administrators. The purpose of this instrument is to study Emotional Intelligence awareness among administrators in the specific population of the selected school.

Questionnaire to administrators

I am working on my thesis and would appreciate your assistance on better understanding the relationship of factors that influence students' achievement. More and more research being conducted seem relating to the intelligences. Please take a few moments and consider the following questions. Your answers will be anonymous and will be used by me for the research purpose only. Your assistance is highly appreciated. If you are interested in the results of my study, please send me an e-mail message and I would be happy to share the results with you.

Name: RoulaZaarour Haddad

e-mail: roula-haddad @ hotmail.com

Kindly state your position below.

Position: ---------------------

1.   In your own words, how would you define Emotional Intelligence?

2.   Do you feel Emotional Intelligence should be planned for in a learning environment? Specify at least three ways you would do this, or plan for it to be done.

3.   Do you feel teachers need to be trained to teach Emotional Intelligence skills to students? Justify your answer.

4.   What topics do you feel should be addressed in an Emotional Intelligence training program?

5. Do you feel that Emotional Intelligence affects academic achievement?

6. Do you feel as an administrator Emotional Intelligence affects academic achievement? Please state in what ways do you feel that.

7. Do you feel that EI competence may have its effects on a student's future in the work place?

Please specify why to clarify what you mean by "effects on student's future in the work place"

8. As an educator, if you were to measure EI, how would you do it? Please state at least three ways.

9.   As an educator do you feel Emotional Intelligence should be integrated in a school's curriculum? If yes specify three ways you would use.

10.   As an educator, if asked to suggest ways of creating Emotional Intelligence awareness, what would you suggest? Please specify three ways.

11.   If you would like to add comments on your philosophy of Emotional Intelligence and academic achievement, please feel free to share. Your added comments are very much appreciated.