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THE ATTRIBUTES OF EMOTIONAL INTELLIGENCE AND ITS IMPACT ON ACADEMIC PERFORMANCE.

Zeinab Shawky Younis, the British University in Egypt.

Abstract:

There is a debate of whether Emotional Intelligence is born or made when it comes to the field of higher education and students' academic performance. The question that arises is: whether students should build on their practical and analytical knowledge transferred by theory only or they should acquire more Emotional Intelligence skills? The new paradigm of thinking encompasses creative and Emotional Intelligence as essential building blocks in most organisations. The current competitive environment implies on students to perform multiple tasks with efficiency and effectiveness, their academic knowledge and theory only will not help facing challenges but their right attitude and Emotional Intelligence towards circumstances will definitely be the added value needed for them to face complexities of life. These skills help to lead with impact for a future generation able to combine the Intellectual intelligence (IQ), inherited capacity which enables cognitive skills to be learned and the Emotional Intelligence (EI) not only as a concept or theory learned but as an agile tool applied for leveraging the standards of academic achievement. EI is a supplement in this sense to both Analytical and Practical intelligence. The underlying assumption of this research in hand is advocating that if academic performance deals with ambiguity and challenge, therefore Emotional Intelligence -whether inherited traits or acquired skills- is needed for a student to excel academically. On the academic level, this paper aims at identifying the effect of Emotional Intelligence on students' academic performance in British education system. It will enable further and wider research in the field of education to deliver more findings on a more comparative scale. The information might be of interest to elaborate on more private as well as public higher education institutions as the survey will only include students from the Business department in the BAEPS faculty at the British university in Egypt. On the practical level, in the wave of Educational reform in Egypt and under the umbrella of 2030 strategy it is crucial to run such study to clarify the impact of EI on the quality of academic achievement for students and to encourage all educational institutions to enhance these skills to increase their students' academic performance. The research could be upgraded to be applied on the business sector institutions in the field of business in general as today organisations are looking for employees – who are the future graduate students- who have the necessary knowledge as well as skills to deal with challenging situations.

Keywords: *Emotional Intelligence (EI), Social intelligence, Self-awareness, self-regulation, self-management, Triarchic Theory of intelligence, creative intelligence, lateral thinking, emotional Quotient, empathy, academic achievement, emotional power, Social facility, employability, relationship management and the OODA loop.*

1. INTRODUCTION

As Aristotle once said” the roots of education are bitter, but the fruit is sweet”, Emotional Intelligence (EI) is an important tool to ease the bitterness and to enhance the sweetness of the process. It is an important issue that is seen as determinant of academic and social success for both genders and in various settings. It is a person's ability to perceive emotions in the self and others, understand the meaning of these emotions and regulate them in the relevant context (Robbins, 2019). Although EI study is progressing, there are still gaps to be filled like understanding the precise factors that interferes with EI application in different settings and the reliability of EI components and their effect on achievement. EI is increasingly influencing the learning process of students improving their diverse abilities whether cognitive in knowledge assessments or non-cognitive. When it comes to team work, relationship management, leadership, interpersonal communication, EI has an impact on achieving a better personal, social & professional success. It can yield a generation more able to deal with crucibles in life, coping with frustration and reaction to adversity. The research gap is that there is a lack of understanding of the importance of EI's attributes in education system and this in turn is transferred to students who do not put the acquisition of EI skills on their priority agenda. The underlying assumption for this research is that if academic performance deals with ambiguity and challenge, therefore Emotional Intelligence -whether inherited traits or acquired skills- is needed for a student to excel academically. According to Hills (2018),

students in the 21st century should have the power to play with emotional attributes to build consensus for their own ideas. Emotional Intelligence affects an individual on the personal as well as on the social level depending of their understanding of oneself or of the others around him in the same context or in a different one. The study in hand will try to relate the EI components to the students' achievements levels in a British academic Institution.

2. LITERATURE REVIEW

2.1 Attributes of Emotional Intelligence

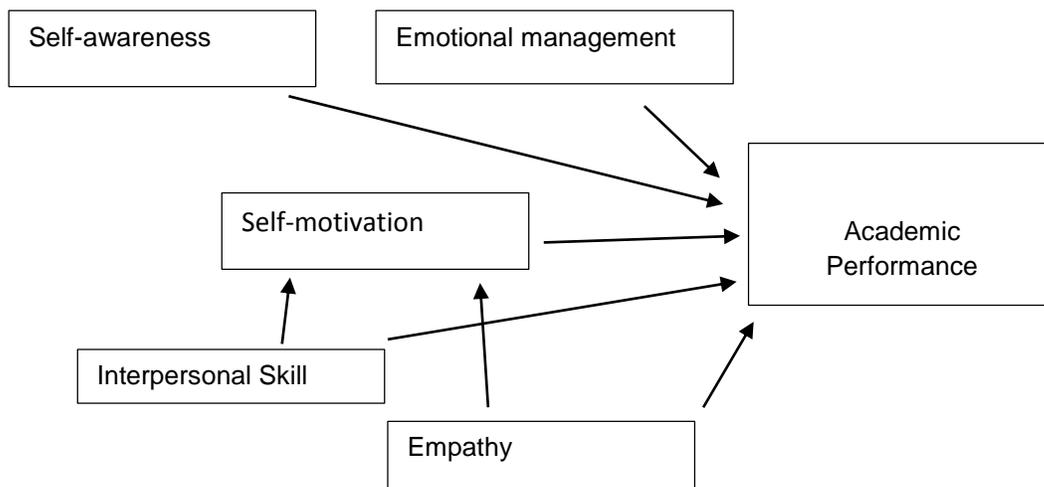
Emotional Intelligence is attributed to two psychologists Peter Salovey and John Mayer who studied the reasons why students with bright IQ fail to be successful. They defined EI as a “group of mental abilities that help people to recognize their own feelings and those of others” (Salovey, 2008). The early investigation by Bar-On (1996) believed that EI was a tool of measuring human effectiveness and performance and the research in hand will rely on this notion as according to Goleman (1995), success in life is highly correlated with personal, psychological, academic and social components. He highlighted the notion of one's self-motivation, awareness, ability to adapt, ability to empathize, relationship and mood management as essential factors more important than high levels of Intellectual intelligence. He advocated that the ability model of EI is referring to how emotions affect you and this would imply that abilities and capacities differ from one person to the other and when a person fails to regulate these abilities, the result is a failure in achievement in general including academic and life achievements with its sub categories. Aberman on the other hand, suggested that people are more effective and high on the achievements level when their feelings align with challenging action and facing situations in a constructive way. (Aberman, 2007). Goleman and Bar-On definitions have fallen into mixed categories in 1998 updating earlier work to advocate the mixed model of EI as including Non-cognitive abilities as important predictors of success. The model implies several tools of measurements that were used by Goleman (1998) as the Emotional Competence Inventory where elements of Emotional Intelligence framework were related to the personality traits of several individuals. He discovered that people scoring high in self-awareness and social impact were more assertive, empathetic and happy leading to a 90% achievements of their goals. Therefore, human emotions are more important aspect of ones' interaction with oneself and the others and it maintains success when it is aligned with actions in the same perspective. Panju (2008) described Emotional Intelligence as the ability to be aware and manage one's emotions in relation to oneself and to the others. Preeti, presented EI with four branches including the perception of emotions; reasoning with emotions; understanding emotions and managing emotions. Goleman (1998), talked about four characteristics of Emotional Intelligence in conducting his basic study and he developed a framework that aligns these characteristics with the Ocean Model of personality studies. He talked about self-awareness as understanding ones' emotions and aligning with extraversion, agreeableness and neuroticism in the Five and Ocean Model of Personality. Also he advocated self-regulation as the ability to control moods and self-management as managing ones' emotions which is aligned with emotional stability from the Big Five personality model. Moreover, comes social awareness which is compatible to relationship management and empathy towards others and it is aligned to openness to experience and agreeableness from the Ocean model in personality. Finally, he presented social skills as being good at handling others which includes most characteristics of the Ocean Model. These characteristics compose a practical construct to a combined model of EI (inherited traits or acquired skills) + Intellectual Intelligence IQ = to EQ which is the vital tool for success in achievements. In his book what makes a Leader? Goleman debated the notion of whether EI was born or made which is one of the main pillars when it comes to researchers like Serrat (2009) and Brackett (2009) in their understanding of the development of Emotional Intelligence. Goleman advocated that Emotional Intelligence increases with age as emotions are built and transmitted through neurotic and limbic system and it develops with age. This comes from a pure biological scientific explanation about the Neo-Cortex system of the brain transmitting and grasping concepts like how to use a computer for example. On the other hand, EI is an individualistic approach depending on dropping old behavioral habits and establish new ones with persistence and practice in a construct that lasts and help to better oneself. Therefore, EI comes through training in this sense and a learning process has to come depending on the limbic system as it is the part of the brain that supports the behavior and lead it to continuity. By referring to Collins (2001), in his book “Good to Great”, there is a high significant element of EI to start great and to end on the same continuum.

As self-awareness and self-regulation are among other skills that help in lasting management relationships. Moreover, it helps in the endurance of these great results where 48% of them contribute to outstanding leadership and performance in great companies.

2.2 Emotional Intelligence and Academic performance

Emotional Intelligence affects students' academic performance as individuals with low EI will be more likely to experience more stressful feelings in their studies in meeting challenging models of thinking, deadlines and different types of assessments specially presentations and debates of academic concepts which is on the highlighted agenda of several academic institutions as modes of assessments. Santiago (2010) stated that students yield positive academic results when they involve quality emotions and feelings in their interaction rather than other students who don't, and the latter face lack of concentration and more difficulty in reaching their potentials. Roy and others (2013) claimed that motivation is correlated with EI as the latter is involved in energizing the students' inner side to participate in lectures and tutorials settings and it reveals not only intellectual behaviors but a combination of creative and innovative ones. Earlier Brackett, (2009) supported this notion and advocated a positive correlation between Emotional Intelligence and academic performance as educators and parents have begun to support a broader educational agenda that encourages teachers' and students' social and emotional skills. Preeti (2013), added that academic achievement is the outcome of education which encompasses the extent of learners to acquire skills as well as knowledge. So low academic achievements are associated with low awareness, lack of involvement, no engagement, and incapacity to build relations, weak cognitive skills and inadequate background of EI skills. Yahaya 's model of academic achievement (2012) advocated that a person must have EI skills to deal with stress in academic life so students who face self-directed academic work in their higher education levels are needed to self-manage their time and effort. They should monitor their own and others feelings and emotions, to discriminate between them and to use this knowledge to guide one's thinking and actions. The framework included skills like self-awareness, interpersonal skills, emotional management and empathy all leading to self-motivation and all interrelated as in the below diagram to lead to academic achievement.

THE IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT



Adopted from: Yahaya, Azizi (2012). The Impact of Emotional Intelligence Element on Academic Achievement, Archives Des Sciences. Vol 65, No. 4; April 2012.

According to the Triarchic Theory of intelligence by Sternberg (1985) in Hughes (2015), the new thinking paradigm offers an array of components that advocate the essential presence of Emotional Intelligence as the continuing building block to intelligence construct. It is defined as a mental activity directed toward purposive adaptation selecting real-world environments relevant to one's life. The theory comprises three

parts as componential, experiential, and practical where the componential underlies the structures and mechanisms that lead to intelligent behavior derived from knowledge acquisition. Then comes the experiential part that derives experience from novelty and innovation and tries to familiarize it to present life situations and lastly the practical part of the theory defines intelligent behavior as defined by socio-cultural context where creativity plays a role as an added block. The role of EI comes here where it is crucial to understand oneself and the others to excel in handling situations. The theory implies that the power of knowledge has a positive influence in addressing problems and this will fall into cognitive and analytical intelligence, but still a person needs creative and Emotional Intelligence to complete the construct on intelligence powers and to solidify this connection. Loo (2004) connected Kolb's learning model to EI in the part talking about the feeling type of learning which is related to the perceiving dimension of oneself and the others that encompasses characteristics like self-awareness, self-motivation and self-management. The other types are respectively related to other dimensions of the model and work deeply in the experiential type of learning and experimentation. The thinking type is directed to the conceptualization dimension that has to do with cognitive skills, the doing type is related to the processing end and the watching type is associated with the reflective observation.

Another study on EI and education advocated that EI promotes the academic achievement, student retention in colleges and successful transition from higher education institutes to real working life (Guity, 2015). She also advocated that self-aware students are more able to recognize and reflect on their emotions and understand stressful situations like disappointment; frustration about deadlines; concerns about friends; family; anxiety; disappointment; anger and deadlines. The social skills help students to maintain relationships which facilitate student achievements; collaborate with groups and teams in projects; consider contingency plans and persevere at times of challenges and adversity. Their self-regulation helps them in integrating social, academic and work-related responsibilities.

3. Relationship between personality and Emotional Intelligence

3.1 Relationship to Personality Traits

Several studies conducted related personality traits to EI (Douglas, Caesar, Frink et al 2004) indicated that a person with a high level of Emotional Intelligence brings a positive effect on conscientiousness trait of personality. It was earlier supported by Saklofske (2003), showing that people high on conscientiousness show greater self-control, organizing skills, strong will and dedication in their work. Another study by Nawi, and Hamsan (2012) showed that EI has been beneficial in determining behavior at work, these attempts were followed by Mousa (2013) to prove that empathy, emotional awareness, social skills and self-motivation have a positive relation with extraversion and openness to experience. Bradberry (2007), on the other hand presented the DISC model standing for Dominance, Interpersonal, Steady and Conscientious as parts of personality traits related to EI. Making the most of your personality depends on understanding your strengths and weaknesses which is self-awareness that breeds success.

3.2 Relationship to Personal Powers

Another relationship implies that the Emotional Intelligence harmonizes the mental construct to realize personal powers. In this sense, we can refer to EI as a strategic tool to enhance student academic performance. If we refer to John Boyd the military Strategist and Pentagon consultant of late 20th century, his advocacy of the OODA loop concept (Observe, Orient, Decide and Act) in addition to its implication on rational thinking in times of chaos we can draw a relationship between personality and Emotional Intelligence as follows in terms of steps:

- 1- Observe = Self-awareness and self-management.
- 2- Orient = Self-awareness and self-regulation. (Environment and culture setting interferes)
- 3- Decide = Managing relations & steps are taken by the students to achieve academically.
- 4- Act = self-motivation interferes here as the engine of acting in a positive way.

Brett in 2016 studied these relationships as constituents of Emotional Power where he defined it as the goal to select and mobilize the right emotion at the right moment leading to core self-control and emotional stability as the Big Five personality model implied. Therefore thinking + emotion will lead to

actions defined by the emotional response and results in positive or negative performance. The thinking and emotions are the cognitive and non-cognitive skills respectively leading to emotional power. The components of Emotional Power also relate with EI skills to achieve the most wanted results at the end where Reflection is correlating with knowing the strengths and weaknesses. Also Relating is highly aligning with the understanding of others; self-motivation and social awareness. Finally, Responding is implying the final action and adaptation. A combination of Boyd's OODA Loop and Brett's Emotional Powers brings some results as speed; comfort with uncertainty with balanced Emotional impulse; testing and feedback to actions taken. The notion here is turning intelligence into effective actions which brings us back to the added quadrant of EI to the Triarchic theory of intelligence so, it is not only a practical, analytical and creative intelligence but EI is added to achieve the needed results. If we combine Loo (2004) & OODA Loop of John Boyd we can see the following relationships:

Feeling type= Observe; Watching type = Orient; Thinking type =Decide; Doing type = Act.

The question here: is Self- awareness enough or the students should acquire a more elaborated dimension of Social intelligence which is the power of self- regulation +relationship management in order to build emotional connectivity with the others and develop higher scores of academic performance?

4. Social Intelligence and Academic Achievement

4.1 Social Awareness and Social facility

Goleman (2006) stated that one cannot separate the cause of an emotion from the world of relationships, as social interaction is what drives our emotion. The idea lying beneath this notion is that one has to acquire social awareness to regulate his or her emotions and facilitates the process into relationships. In other words social awareness is what we sense about others, and social facility is what we do with the awareness. Social facility includes: synchronizing smoothly at a non-verbal level the act of self- presentation; influence and concern. It is what is considered by some scholars as Steven Covey as the emotional bank account the more emotions you deposit, the better you feel about yourself and the better your relationship develops with others.

These characteristics when acquired by students increase their achievement drive by facing challenging goals, pursuing information and attaining results. The commitment levels will increase at students towards their deadlines and assessments and their initiative for interaction and influence will prevail in their attitudes. If the student is socially intelligent, he or she acquires what we sometimes call social radar (Albrecht, 2006) which results in understanding the environment, developing oneself and interestingly cooperating with others, leveraging diversity and acquiring self-regulation resulting in self- control and emotional stability. Situational awareness includes knowledge of the culture, paradigms and the social rule that governs various settings: whether at school, university & at work in the future. Social intelligence is bred through an educational system that respects principles and behaviors associated with different social contexts, and that enhances students to express their ideas clearly with no fear. Authenticity and empathy come within this direction as tools of social intelligence where the students have the positive spirit for thinking and performance. The soft spot for achievement is when challenge hits an optimal level turning into stress and anxiety which act as negative tools towards success. The idea here is to turn this into positive construct to achieve high levels of achievements using influence, interaction, conflict management, critical and lateral thinking, and adaptation to change, empathy, self-awareness and emotional competence.

4.2. Social intelligence acting as a capacity for social change

Social intelligence is an engine for social change as it is equivalent to interpersonal intelligence stated in Howard Gardner's Theory of Multiple Intelligence and is greatly aligned to social cognition (Mudasir, 2015). The students are exposed to different social settings and environments and sometimes they involuntarily find themselves categorized in a typology of in groups and outer-groups related to their capacity and understanding of their surroundings. The social intelligence dimension of Emotional Intelligence can help them as a weapon or tool if they master it to deal with these adversities in a balanced manner. According to Meijs's research on social intelligence (2010) as a predictor of adolescent

popularity, the peer group effect and the network of relations played an important role. Trust and credibility as aligning factor can play an important role as well in enhancing the student referent power among their peers to be accepted as the in- group part of action and not to be eliminated. Moreover, the capacity to develop Self-regulation as a skill of EI is crucial at this point for the student to embrace acceptance. Baggiyam (2017) on the other hand, found a mild relationship between social intelligence and academic achievement. Social change comes also from the ability to embrace difference in an acceptable spirit inclined to team collaboration and mindfulness. According to the skills portal categorization (2018), Social intelligence acts as an extension to EI relationship management competency which is a capacity for social change by managing oneself skills as self-awareness and self-regulation to react in a manner that is socially acceptable especially in times of challenges and turbulence. Students need to understand the effects of their actions on their peers and to focus on how to accept different situations in an empathetic way. They need the tools of Emotional Intelligence to yield effective academic scores depending on good emotional communication.

In order to study the impact of the different attributes of Emotional Intelligence on academic performance, the students of the Business department at the faculty of Business Administration, Economics and Political Science at the British University in Egypt were subjected to the following study:

5. Methodology

Research design is primary and secondary. For the primary data collection, a survey was distributed to the students of the Business Administration department at the British university in Egypt, to measure the level of understanding of Emotional Intelligence and its impact on the students to try to relate it to the level of academic achievement. The survey assessed the level of self-awareness; social- regulation and relationship management in a quantitative manner to give an attempted calculated result of the level of Emotional Intelligence (EI) that students have.

Secondary data are derived from websites, books and articles to support the hypothesis about the importance of the Emotional Intelligence in increasing academic performance of students. The use of some factual information from these secondary data according to earlier researchers helped to draw some general conclusions providing evidence that supports the thesis statement of the research. In this sense, a Referential Analysis technique is examined to introduce the degree of relationship between EI and academic performance in hypothesis 1, by drawing logical conclusions based on facts provided by earlier research. It is considered to help further research to satisfy both academic and practical aim of the topic under study and depended on looking for evidences to support the thesis statement of the research. The research tried to answer questions like:

- Does EI affect students' academic performance?
- Is EI born or made?
- Are cognitive skills enough to increase academic performance or do students need EI skills as well?
- What is the relationship between the Personality traits and EI framework?
- Is EI only a theoretical concept or is it a tool to help educators?
- What are the components of EI needed to elaborate on students' performance?
- What is the critical role of EI in today's increasingly complex and changing working relationships?
- What are the needed practices to achieve higher improvement in students' academic performance?

The research tried to highlight reliable answers with minimal error to the following hypotheses set:

- **Hypothesis 1:** There is a considerable relationship between EI and students' academic performance.
 - **Hypothesis 2:** The more self-aware the student is and the more socially self-regulated the higher the academic achievement performance.
- The study focused on the EI as an independent variable with some sub-variables researched as self-awareness and social self-regulation including relationship management skills and its effect on academic performance (dependent variable).

The Theoretical Framework implied the following:



The questionnaire was an inexpensive tool for collecting data and the sample was available under hand at the Business department in the faculty of Business administration, Economics and Political Science, at the British university in Egypt. The questionnaire measured the responses of the applicant from a scale of 1-5 where 1= strongly disagree and 5 = strongly agree. The sample unit was for undergraduate students in Preparatory year and Year 1 as they constitute the highest cohort in number and to introduce them to the concept as early as possible to enhance their curiosity of learning. The questionnaire was addressed to them in semester 2 to refresh their minds of EI studied academically as a theory in modules of semester 1 to draw their attention to apply the concept into practical thinking about their academic future. Their age as young students ranged from 18-22.

6. Sampling

There are several frameworks in order to draw a proper sample when it comes to such study. A probabilistic approach where each observation has the same probability to be selected is adopted; random sampling choice of observations is implemented in order to minimize potential biasedness in the obtained results to its minimal level (Anderson, Kelley, & Maxwell, 2017) . Estimating the sample size is determined by several factors and it is conducted over two stages, where the **first stage** is concerned with figuring out the initial sample size (n_0) that is suitable for the study, and the **second stage** is dedicated to adjust the initial sample size that is obtained from the first stage by population size to find the final sample size that will be utilized in the study and (Heeringa, West, & Berglund, 2017). Several factors are involved in the first stage of initial sample size (n_0) which are: error margin (e) that is acceptable which is 5%, Z-statistic of 10% level of significance ($\alpha/2$) or 90% confidence level and the probability (p) of selecting each observation is set to be 0.50. And the formula of the initial sample size (500) students can be presented as follows:

$$n_0 = \frac{(Z_{\alpha/2})^2 \cdot p(1-p)}{e^2} = \frac{(1.96)^2 \cdot 0.50(1-0.50)}{(0.05)^2} = 384 \text{ observations}$$

Second stage is devoted to estimate the proper final sample size (n) given the size of population of study (N) of 500 observations, that can be determined as follows:

$$n = \frac{n_0 N}{n_0 + (N - 1)} = \frac{384 * 500}{384 + (500 - 1)} = 217 \text{ observation}$$

Therefore according to the above equation the questionnaire was distributed to 217 students in the Business department at the faculty of Business administration, Economics and Political Science at the British University in Egypt. The limitation of the sample here is that it was derived only from the Business department at the faculty. However, the department encompasses one of the highest enrollment cohorts inside the faculty and among the University for Preparatory year and Degree 1. Therefore, the results can be used in future research by other faculties in other specializations and generalizations can be drawn. Moreover, the sample is compatible to the numbers of enrollments found in Public Universities as well for these years so some similarities in the findings can be used for future research.

7. Findings

The summary of the earlier hypotheses in relation to the thesis statement developed before assumes that Emotional Intelligence is a source for understanding oneself and enhancing the general conditions of performance. If the student has a high degree of self-control, it will follow with a clearer mind and better academic achievement, and if the student knows how to handle his or her emotions, self-awareness and specially stress levels and relationships with his peers and surrounding environment it will also yield positive results. If the students have the skills of Emotional Intelligence, they can face challenging situations with a different mindset. The skills give them an array of characteristics to better understand themselves, to be more in self-control, to think critically to learn conflict management techniques and to have a constructive social intelligence to fit into different diverse societies and deal with different people. On the other hand, the low levels of Emotional Intelligence scores low motivation to complete work and assignments, low potentials to focus on academia and no control over emotions and impulses when pursuing goals and motivation.

Here is a summary of the results:

The self-awareness skills:

- 83% of students understand strengths and weaknesses in studying and taking tests, with high levels of Emotional Intelligence comes high scores of critical thinking and presentation skills.
- 52% of students knew how to handle and face pressures and challenging goals yielding better results in dealing with stressful situations, challenges and relationship management.
- 24% of students were reluctant to handle pressure and get panic attacks when it comes to deadlines and assignments.
- 10% of the students did not know about strengths or weaknesses and as a result they did not know what academic skills they are good at which yielded no motivation at all to improve themselves or continue their study.
- 28% answered neutral when using problem solving skills and critical thinking.
- 47.8% agreed to self-awareness helping to solve more their problem.
- 8.5% of students constantly face problems in academic performances.
- 44% suggested that self-awareness is important for academic achievement because students exploring subjects they like and are more engaged with their tutors.

The social self- regulation and relationship management results

- 40.7% had neutral response for getting back out of drawbacks.
- 43.1% had neutral response to controlling themselves when they are upset.
- 33.9% students let go of the stress.
- 35% let go anger in a constructive way.
- 20% value self-improvement.
- 30% put themselves in others place when it comes to challenging situations.
- 35% freely express their opinions in classroom setting.
- 25% build relationships with reward exchange with others.

8. Conclusion

The research concludes that successful people think differently than unsuccessful people as Emotional Intelligence interferes with controlling the thoughts. Poor thinking as well produces no progress or success as changing results without changing thinking is non sense. According to Maxwell (2005), the right thought + the right people in the right environment at the right time for the right reason will yield the right results. This reflect on the concept studied "Emotional Intelligence", as according to the questionnaire results If a student has acquired the skills of a solid EI construct, he will be eligible for the wisdom of big picture thinking with a focused mind on understanding his or her strengths and weaknesses and unleashing a state of mind not to only focus on theories learned into a lecture hall

setting, but on a combination of both academic as well as soft skills required for future employment setting. The research is in alignment with the idea of accepting the notion that EI is made and not born in a continuing learning process where if the setting conditions in achieving academic success are satisfying the acquisition of EI. It will definitely open the way for the students for acquiring these skills and achieving better academic results as it is learned at any age in a process of critical self-evaluation; commitment; improvement and behavioral practice. EI was treated in this research as an independent agile factor increasing and changing to adapt with life's experiences. The academic achievement will always remain a dependent variable of many factors like the acquisition of self-awareness that enhances a deeper reflection of the students' understanding of strengths and weaknesses and trying to discover the joy of creative thinking. Moreover, by embracing skills like self-regulation, it will yield to a better environment of constructive and challenging thinking mind, building relationships, encouraging the participation of shared thinking; releasing the power of communication in positive respect with diverse talents, encouraging student supportive learning environment and change in attitude towards dealing with stressful situations and better time management. Therefore, the research is supporting the fact that EI is an essential not only building block skill but it is an agile tool as well, for academic achievement which is aligning with the earlier equation referring to the fact that Emotional Intelligence (EI) + Intellectual intelligence (IQ) = EQ Emotional Quotient. So, it is not only a practical, analytical and creative intelligence but EI is added to achieve the needed results into effective action. According to Vanderpal (2014), the traditional approach of intelligence referring only to IQ, is updated by a combination of cultural and Emotional Intelligence that facilitates the understanding of oneself and others in a sustained context. It helps in enhancing the qualities of individuals in dealing with diversity and has great positive effects towards cross cultural leadership. The earlier equation provided by Alon and Higgins (2005) paves the way to more research on the cultural perspective is: $EI + IQ = EQ$, and it shows EQ as further moderated by CI (cultural intelligence) to achieve academic success. This refers to a combination of the 'Who I am + and what are the others' perspective and results in a better passion for work by understanding the emotional makeup of others' environments.

Finally, EI is that piece of each individual that is intangible, you breed it to grow and it will affect your behavior, enhance your performance whether academic or in life, manage your complexities and navigate your personal decisions to the best. The students high on EI from the sample drawn above were proven to have more robust emotional vocabulary; better capacity to embrace change; knowledge about their strengths and weaknesses; difficulty to be offended; letting go of mistakes; social success in relationship management; neutralization of grudges; appreciation to what they have and disconnection from negativity.

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Appendix 1:

Questionnaire:

Please answer the following questions:

Section A: demographic details:

1- What is your Gender?

- Male
- Female

2- What is your age?

- 18-20
- 20-22
- 22-24
- 25-25.

3- Which year are you enrolled in?

- Prep year
- Year 1

Section B:

Please answer the following questions from 1-5 where 1= strongly disagree and 5= strongly agree.

Please understand the following terminologies before presenting your answer:

*Self-awareness is understanding yourself and perceiving your weakness and strengths, thoughts and beliefs and emotions and motivation:

1- I know my strengths and weaknesses:

1 (strongly disagree) 2 3 4 5 (strongly agree)

2- I solve my problems as soon as they arise without wasting time:

1 (strongly disagree) 2 3 4 5 (strongly agree)

3- I never allow my feelings to affect my decisions:

1 (strongly disagree) 2 3 4 5 (strongly agree)

4- I value self-improvement:

1 (strongly disagree) 2 3 4 5 (strongly agree)

5- Handling my emotions helped me in better academic achievement:

1 (strongly disagree) 2 3 4 5 (strongly agree)

6- I let go of any situation that affect me negatively:

1 (strongly disagree) 2 3 4 5 (strongly agree)

7- I express my anger constructively:

1 (strongly disagree) 2 3 4 5 (strongly agree)

8- I can calm myself when I get angry:

1 (strongly disagree) 2 3 4 5 (strongly agree)

9- I accept criticism and feedback:

1 (strongly disagree) 2 3 4 5 (strongly agree)

10- After any drawback, I pull myself quickly:

1 (strongly disagree) 2 3 4 5 (strongly agree)

11- Mood swings affect my academic performance:

1 (strongly disagree) 2 3 4 5 (strongly agree)

12- I don't allow my emotions to affect my relationships with others:

1 (strongly disagree) 2 3 4 5 (strongly agree)

*Social-awareness is becoming oriented and familiar to the social context and environment around oneself, building relationships and managing them in a positive constructive culture and learning to self-control in challenging situation. This characteristic maintains good relationships with peers in academia and helps to develop social intelligence.

13- I can influence the way others think:

1 (strongly disagree) 2 3 4 5 (strongly agree)

14- I can put myself into someone' situation and feel their emotions to understand their reaction:

1 (strongly disagree) 2 3 4 5 (strongly agree)

15- I listen to my friends problems:

1 (strongly disagree) 2 3 4 5 (strongly agree)

16- I express myself freely in classroom context:

1 (strongly disagree) 2 3 4 5 (strongly agree)

17- I tend to work better in groups:

1 (strongly disagree) 2 3 4 5 (strongly agree)

18- I can influence others to do a specific action or decision:

1 (strongly disagree) 2 3 4 5 (strongly agree)

19- I empower others to lead and inspire them by getting into challenges and solve them:

1 (strongly disagree) 2 3 4 5 (strongly agree)

20- I solve conflict when it occurs with amiable character:

1 (strongly disagree) 2 3 4 5 (strongly agree)

21- I build relationships based on reward exchange with others:

1 (strongly disagree) 2 3 4 5 (strongly agree)

Many thanks for your time and cooperation.