

PalArch's Journal of Archaeology of Egypt / Egyptology

EMOTIONAL INTELLIGENCE AS PREDICTOR OF ACADEMIC ACHIEVEMENT AMONG UNIVERSITY STUDENTS: AN IMPLICATION FOR THE EDUCATIONAL MANAGERS

Tahira Afridi¹, Ramaisa Aqdas², Umbreen Khizar³, Beenish Saleem Kamlana⁴

¹University of the Punjab, Lahore, Pakistan, ²Iqra University Karachi, Pakistan, ³Institute of Southern Punjab, Multan, Pakistan, ⁴Bahauddin Zakariya University, Multan, Pakistan

E.mail: tahiraafri2014@gmail.com

Tahira Afridi, Ramaisa Aqdas, Umbreen Khizar, Beenish Saleem Kamlana. Emotional Intelligence As Predictor Of Academic Achievement Among University Students: An Implication For The Educational Managers-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(4), 5035-5049. ISSN 1567-214x

Keywords: Emotional Intelligence (EI), Academic Achievement (AA), Goleman EI Model

ABSTRACT

The overall development of a society's personnel is not possible without spotting on the academic intelligence as well as emotional intelligence. The competitive environment of today has always an urge to recruit such employees in the organizations who are intelligent not only in academics but also in their emotions so that they can respond well to the vibrant environment of this century. Measuring emotional intelligence students have gained great momentum due to increased personality and emotional disorders in pupils. The literature confirms a mounting pressure from stakeholders, students, parents and employers to bridge the non-ignorable gap between our graduates' emotional intelligence and their academic performances. Therefore, this study was designed to assess emotional intelligence as predictor of academic achievement among university student according to GOLEMAN S model of emotional intelligence (1995). A survey was conducted to accomplish the objectives of the study. Random sampling techniques were used to select the sample from eight departments of IER (Institute of Education and Research). An adapted questionnaire was used with four dimensions measuring the emotional intelligence (self-awareness, self-management, social awareness and relationship management) comprising 37 statements. The responses of 215 teacher educators were taken through Likert rating scale. Descriptive statistics like frequencies, mean, t-test, independent samples t-test, ANOVA, and Pearson correlation were used to analyze the data. The results of this study showed that the students possess significant emotional intelligence but the correlation between student's EI and academic achievement is insignificantly negative. This implies that the EI and AA are insignificant and the higher the emotional intelligence the lower is academic achievement and

vice versa so this paper proposes that EQ is not ensured with the highest academic grades of students so components of emotional intelligence may be embedded across the curriculum.

INTRODUCTION

Well-rounded education systems all around the world have subsidized the excessive importance of emotional intelligence in today's teaching and learning. The graduates of today needs to be equipped and prepared in such a way that they can take up the challenges of workplace and prove themselves as productive sources for the organizations. New paradigms in today's research present the importance of emotional intelligence even sometimes more than the general intelligence. Numerous studies show that the general academic achievement associated with employees performance is becoming weakened when it comes to emotional stability of employees for their effective performance (Abraham, 2000; Appolus, Niemand, & Karodia, 2016; Ashkanasy, & Daus, 2002; Goleman, 1995; Drigas, & Papoutsi, 2018). The standards of good education system always refer to incorporate the cognitive intelligence and less attention is paid to emotional stability of its graduates. Keeping the demands of employers in mind the education system cannot ignore the importance of emotional skills. The academic models all over the world are based on intellectual reasoning, rationality, competition, and objectivity at the expense of emotions, practice, and application. In last few decades the concept of emotional intelligence has gained momentum and becoming popular with every passing day (Rendon, 2002).

Pakistan being a developing country is having limited resources to serve its people similarly it is also facing difficulties in preparing and developing its human resources according to the international standards (Nasir, 2012). Rendon, (2002) criticizes that the students' professional lives are segregated from their personal lives. Similarly the universities and its faculties consider the students with no emotions and assume emotional life as an anti-intellectualism, which should not be given any room university's teaching and learning. Astin, and Astin, (2000) in their study show that universities are least concerned with emotional development of their students ignoring the fact that it is important asset of a leadership.

Memon, (2007) investigates Pakistan's new educational key problems and challenges. Education acts as a leadership role in a society. The physical, mental, psychological, social, and spiritual development of pupils is all the responsibility of a society's educational institutions. Nelson, (2006) has tried to identify the meaning of good education in Pakistan and that what types of schools are most likely to provide it. According to his study he says that for Muslims a big issue is how to make reforms in existing Muslim world's educational system to make it compatible according to contemporary educational system to gain the attraction of market forces.

In Pakistan the educational reforms are focusing on cultural and religious forces that are likely to draw parents' attention to the enduring importance of Islam and educational norms around the world. This is the reason that in Pakistan the kind of education we have must cater the emotional stability in students. As the learners do not only need to be competent in cognitive domain

of knowledge but they should also learn to develop other competencies like emotional intelligence (Nasir, 2012).

Concept of Emotional Intelligence in Educational Settings: Past Researches

James and Howe, (2003) discusses that emotional intelligence is the concept which emerged from "social intelligence", that was introduced by Thorndike in 1920. Further, the concept of social intelligence means "the art of understanding people" and this concept of emotional intelligence is brought by Gardner in 1983 in his concept of variation in human intelligences. Ruisel, (1992) states that the intelligence can be grouped into three domains: abstract intelligence (the competency of comprehension and inculcation of written, oral and mathematic signs), concrete intelligence (the competency of comprehension and inculcation of physical objects), and social/emotional intelligence (the competency of recognizing and understanding of people emotions).

According to Mayer and Salovey, (1993) the emotional intelligence can be defined as the social intelligence which gives the skill of understanding one's own and others' emotions, to distinguish among these emotions and also gives the ability to use these understandings to make good decisions and actions. In short, emotional intelligence guides your each and every action. EI involves the competencies of four domains: recognition of emotions, utilization of emotions, comprehension of emotions, and modification of emotions. It is a reality that sometimes we are unaware of our own emotions and get confused about the feelings through which we are going. And sometimes even knowing our emotions we try to lie to ourselves.

Emotional intelligence (EI) has become practical in the past twenty five years as one of the important part of emotional or social adjustment, work and life success, successful relationships with other people and in many other contexts of daily life chores. There are different views about the popularity of EI concept but the curiosity of knowing and working on emotional intelligence (EI) has accelerated greatly over the last decade (Chew, Zain & Hassan, 2013; Nasir, 2012; Oyewunmi, Osibanjo, & Adeniji, 2016). Farnia, Nafukho, and Garavan, (2016) agree that the importance and application of EI in organizations can never be ignored; even then serious queries are left ambiguous about the assumptions, perceptions and measurement of EI.

One of the most emerging ideas in recent management discussion is that the performance of employees in an organization is related with the new form of intelligence which is most popularly called "emotional intelligence" (Goleman, 1998; Caruso & Salovey, 2004). According to this idea, some organization members may achieve the organizational goals more effectively because they are comparatively more stable and high in emotional intelligence. An organization is based on a group of people and those people work together to achieve certain mutual goals. During the efforts in achieving those goals people interact, come closer and work as a team. Emotional control while working in a group in an organization is not that easy as it sounds to be.

According to Mayer and Salovey, (1997) emotional intelligence is the competency of recognizing one’s own emotions and of others, use feelings to improve performance, acquire the emotional information, and control emotions of own and people around us. Ashkanasy and Daus, (2002) present several evidences which show the emotional stability as a compulsion for managerial practice.

Emotional intellect is fabricated in several companies’ training and development programs designed for their employees. Keeping this fact in view some business schools are also making an effort to inculcate emotional training and development programs for their graduates through curriculum, ensuring the emotional competencies of their graduates (Appolus et al., 2016; Boyatzis, Stubbs, & Taylor 2002). The concept of emotional intelligence depicts that only the conventional abilities, such as verbal and quantitative abilities, are not the key to success but there are abilities related to emotions which are equally important to become a high achiever in different walks of life.

Literature confirms the great emphasis on emotional intelligence but the impact and relevance of emotional intelligence on the job performance is not remarkable. The reason might be the limited studies conducted to see the underlying effect of emotional intelligence on the performance of the employees of organization. Business world is more materialistic that’s why much of the work done in organizations is related to the materialistic part of the organization like its sales, profits, budgets, finances, credits and marketing campaigns. There is a gap between the two. As a result, relationship of emotional intelligence and its effect on job performance is limited. This uncertainty has led researchers to do more work on emotional intelligence in organizational research (Becker, T. 2003; Landy, F. 2005; Locke, E. 2005). Carvalho and Colvin (2015) conducted a study on stress management skills and its relevance to academic achievement and the results showed that there is a strong relevance between these emotional skills and productivity of students.

Factors of Emotional Intelligence according to different theorists

Theorist	Self factors	Social factors
Relationship with others		
Goleman	self-awareness	social awareness
relationship management		
Bar-on	intrapersonal	interpersonal general mood
Salovey-Mayer	perceiving emotions	using emotions
managing emotions		
Caruso	& understanding Emotions	

Commonly used measures of EI

Measure	Correspondent	Modes	of	measure
Brief description	Theorists			
Mayer-Salovey-specific tasks measure	Mayer & Salovey	Performance-Based		
Caruso Emotional Intelligence Test (MSCEIT)				
Emotional Quotient Inventory (EQ-i) Model	Bar-On	self-report		it measure
				Bar-on
Emotional Competence Inventory (ECI) of EI	Goleman	Self-report & Other-Report		indicator
Emotional Intelligence Appraisal & (EIA)	Goleman	self-report & other-report		measures the existence of Goleman four EI componen

Goleman Model of Emotional Intelligence

Goleman, (1995) is a famous researcher in the field of psychology, brain and behavioral studies for New York Times. Before him the idea of EI was presented by Salovey and Mayer in the 1990’s. After this work, Goleman started his work on emotional intelligence by taking help from their reporting. He wrote a specific book on Emotional Intelligence in 1995. His idea of EI was highly appreciated and admired by both, private and public sectors. This was the time which gave boost to the concept of emotional intelligence. In addition, Goleman, (1995) proposed that EI could forecast achievement both at education and later at profession and better than conventional intelligence measures. According to Goleman there are four factors of EI

Self-awareness

Self-management

Social awareness

Relationship management

Self-Awareness

Self-awareness can be explained being aware of self. Further it means to be aware of one's self feelings and emotions. In other words self-awareness means that someone is being aware of his own emotional feelings, can do his own evaluation and believing in himself which is called as self-confidence

Self-Management

Self-management means the management of emotions. Management of self-emotions means that one has control over himself, he is credible enough to be trusted, consciousness, he has the willingness to change and modify himself according to his environment, he knows the standards of success and likes to be an entrepreneur

Social Awareness

Being aware of others emotions and knowing the emotions of others will lead to empathy, organizational awareness and service orientation.

Relationship Management

Managing a satisfactory relationship with others that emphasizes leading others, building bonds and team work

Emotional Intelligence and Pakistan

Pakistan, being a victim of terrorism for last few decades, is facing a great problem of emotional stability in its people. The difficult era of terrorism which this county and its people have seen needs more attention to be paid to inculcate the emotional skills in its graduates. The administration and curriculum developers of university must give due attention to inclusion of EI curriculum along with current conventional curriculum. This will make Pakistani graduates more stable and productive at their work places. According to current scenario few public and private institutes of Pakistan have realized the importance of EI and they are introducing emotional intelligence based school systems in the limited context and are not able to effectively focus on EI needs of students (Nasir, 2012). This research study was planned to examine the university students' present level of emotional intelligence and its relationship with academic achievement of these students so that this study will endorse developments for future.

Research Objectives

Research objectives of this study were as follow:

Measuring present level of EI (emotional intelligence) in university graduates with respect to four dimensions of emotional intelligence (self-management, relationship management, social awareness and self-awareness).

Measuring the relationship between emotional intelligence and students' academic achievement, to find if EI could be the predictor of academic achievement

Measuring the difference of opinions about the emotional intelligence among the university students with respect to gender, age and departments

Research Design

Goleman's EI model was used to examine emotional intelligence as predictor of academic achievement (AA) of university learners. Four features of EI were applied to measure the students' EI with respect to Goleman's Model of EI. The major beneficiaries of this study were universities' students, teachers, administrators and higher authorities. Other beneficiaries include employers, parents and society as a whole. The design of this research study was survey to accomplish the objectives. From University of the Punjab (Institute of Education and Research), eight departments of teacher's education were taken as sample using random sampling technique. The study selected a sample of 400 students. The data was personally collected by the researcher through an adapted questionnaire based on GOLEMAN'S Emotional Intelligence model. The response of 215 respondents was received. The research tool used 37 statements about four determinants of EI. Five- point Liker rating scale ranging from 5 strongly agree to 1 strongly disagree was applied. In respect of ethical considerations, confidentiality and anonymity were ensured to the respondents.

RESULTS & DISCUSSIONS

Table 1

Goleman's EI Model	Statements	Mean	SD	t-value
Self-Awareness	I am a happy person	4.05*	0.93	16.58
	I enjoy life	3.96*	0.89	15.84
	I am bored most of the time	2.91*	1.10	1.17
	Most of the time I feel upset and disturbed	2.99*	1.19	-1.72
	When I have personal problem, I can't concentrate on my work	3.90*	1.09	12.02
	Many time I can't figure out my feelings	3.57*	1.05	7.98

	I usually worry about those things which others usually do not care	3.67*	1.09	8.99
	I get disturbed without knowing the reason behind it	3.29*	1.20	3.51
	I find it a problem to control my anger	3.29*	1.22	3.28
	I usually feel ashamed that how I look	2.14*	2.60	-4.62
	I usually feel ashamed that how I behave	2.93*	1.21	-0.90
	I have a lot of confidence in my abilities	3.54*	1.02	7.67
	When I am humiliated I feel ashamed for a long time	3.29*	1.14	3.63
Self-Management	I can stay composed and calm under the pressure.	3.29*	1.05	3.90
	Sometimes I over react to minor problems	3.53*	1.21	6.42
	I like to work without any pressure	3.94*	1.05	13.04
	I welcome feedback and criticism without showing anger.	3.61*	1.03	8.57
	I can smile in difficult situation	3.63*	1.12	8.16
	I try to do best even if there is no supervision of it.	3.70*	1.01	10.03
	I set goals for my work	3.75*	1.00	10.93
	I am not satisfied with whatever I do and feel to do more	3.31*	1.10	4.14
	I need someone's motivation to get motivated	3.89*	0.98	13.19
Social Awareness	In my social circle I can judge the feelings and emotions of others	3.94*	0.97	14.20
	In my group of friends, I know their feelings about me	3.86*	0.92	13.54
	I often find it difficult	3.49*	1.0	6.54

	to show affection to those who were close to me		8	
	I am comfortable with others' anger and hate	2.84*	1.26	-1.89
	I am sensitive to other's emotions and moods	3.87*	1.09	11.66
	When someone close to me is happy, I also feel good	4.22*	0.97	18.38
Relationship Management	When I argue with others, I can only concentrate on my views	3.37*	1.16	4.68
	I know exactly what to say so that others feel better	3.75*	0.94	11.65
	I pay attention and listen to others carefully	3.91*	0.98	13.41
	I have good relationships with my colleagues	4.03*	0.88	17.07
	I usually react very badly when someone says something I feel bad	3.12*	1.13	1.51
	I know how my behavior impacts on others	3.70*	0.99	10.27
	It is difficult for me to make friends	2.91*	1.32	-1.03
	I can't talk to a person whom I don't know	3.16*	1.29	1.84
	My friends trust me and share their problems and secrets	4.17*	1.03	16.44
	Self-Awareness	4.17*	1.03	16.44
	Self-Management	3.62*	.65	13.96
	Social Awareness	3.78*	.61	18.54
	Relationship Management	3.55*	.62	12.81

According to table 1 the mean scores for almost all the statements based on four dimensions of EI (self-awareness, self-management, social awareness and relationship management) are significantly above the cut point (3.0). This result of the study shows that the students believe that they are emotionally intelligent. The outcomes of this research study are in alignment with the findings of other researchers whose studies also proved that the students are emotionally intelligent and stable (Drigas & Papoutsis, 2018; Appolus, Niemand, & Karodia, 2016).

ANOVA and independent samples t-test were used to measure the opinions' differences among university students with respect to gender, departments and ages. The analysis indicates that there is no significant difference of opinion among the university students regarding emotional intelligence on the basis of different departments and ages. The independent sample t-test revealed that there is no difference of opinion among respondents with respect to gender. The males and females who participated in this study do not have any difference of opinion about the emotional intelligence but the level of male students' emotional intelligence is slightly higher than female students. The results of this study are aligned with other research studies showing no difference of opinions with respect to age, gender and disciplines (Fischer, Kret, & Broekens, 2018; Gilani, Waheed, Saleem & Shaukat, 2015; Codier, & Odell, 2014).

Table 2: Pearson r Correlation between Emotional Intelligence and Academic Achievement among University Students

		Self-Awareness	Self-Management	Social Awareness	Relationship management	CGPA Obtained
Self Awareness	Pearson Correlation	1	.338(**)	.307(**)	.354(**)	-.05
	Sig. (2-tailed)		.00	.00	.00	0.51
	N	215	215	215	215	215
Self Management	Pearson Correlation	0.34(**)	1	.40(**)	.28(**)	-0.03
	Sig. (2-tailed)	.00	.00	.00	.00	.69
	N	215	215	215	215	215
Social Awareness	Pearson Correlation	0.31(**)	.40(**)	1	.41(**)	-.08
	Sig. (2-tailed)	.00	.00		.00	.27
	N	215	215	215	215	215

Relationship management	Pearson Correlation	0.35(**)	.28(**)	.41(**)	1	-0.01
	Sig. (2-tailed)	.00	.00	.00		.87
	N	215	215	215	215	215
CGPA Obtained	Pearson Correlation	-.05	-.03	-.08	-.01	1
	Sig. (2-tailed)	0.51	0.69	0.27	0.86	
	N	215	215	215	215	215

** Correlation is significant at the 0.01 level (2-tailed).

Table 2 was used to see the relationship between university students' emotional intelligence and their academic records. The results of correlation analysis showed there is no correlation between EI (Emotional intelligence) and AA (Academic Achievement) among university students, which can be clearly seen from Table 2 with a correlation value $r[215] = -0.45$, $p = 0.51$ ($p > 0.01$), $r[215] = -0.02$, $p = 0.69$ ($p > 0.01$), $r[215] = -0.07$, $p = 0.27$ ($p > 0.01$) and $r[215] = -0.01$, $p = 0.86$ ($p > 0.01$) for all variables. These values proved that there is no existence of correlation between EQ and AA. The findings of our study are aligned with other research studies which shows there is no correlation in EI and AA (Cheshire, Strickland, & Carter, 2015; Meshkat, 2011; Shipley, Jackson, & Segrest, 2010). The results of our study shows a negative insignificant relationship between emotional intelligence and academic achievement so emotional intelligence and academic achievement are two different directions of students and students with high scores do not ensure that they are high in emotional intelligence too. Similarly if educational managers believe that academic achievements will make the students emotionally intelligent too then this is a wrong perception and they are not producing the socially stable workforce for the market as there is no separate domain to inculcating and testing of emotional intelligence in students according to the current curriculum. Moreover, two studies Olatoye, Akintunde, and Yakasai (2010) and Gilani, Waheed, Saleem and Shaukat (2015) have found a negative insignificant relationship between emotional intelligence and academic achievement and their study's results are aligned with our study's results. The present curriculum of our university is totally based on cognitive or academic measures and it does not measure the emotional intelligence of our students.

CONCLUSIONS

The development and preparation of university graduates for their personal and professional life's success is dependent on measuring their emotional intelligence. It is found that in this research study, the mean scores of almost all statements are between 3.3- 3.9 that means that the students believe that they are emotionally stable but the desired status has not yet been achieved and there is a room to improve the emotional stability of university students.

This improvement of emotional intelligence in graduates will ensure the students' survival in this competitive environment.

The results of this study also indicate that there is a negative insignificant correlation between academic achievement and emotional intelligence of university students. This indicates that the curriculum which is taught in universities do not include the content and training of emotional intelligence. That's why the emotional intelligence training must be inculcated in the curriculum. Therefore, universities may expand and improve their curriculum and services in the light of discussed dimensions of Goleman's Model of Emotional Intelligence. To satisfy the university students as a major stakeholder of this study, the emotional intelligence may be made as a compulsory training and development of students.

RECOMMENDATIONS

The level of emotional intelligence (EI) in students has not achieved the desired status yet so it may be recommended that further research is needed to identify what EI content may be inculcated in the current curriculum of university's teacher education institutions. The curriculum of university teaching may also identify whether EI skills can be effectively taught and examined. Similarly the impact of teaching social skills on students' personality may also be examined. Another recommendation is to replicate this study in a population of students which is more diverse in nature so that it can be examined whether the EI scores have changes or not over the time period. EI abilities should be included as part of the admissions criteria in university students so that the required level of EI abilities as entrants level can be ensured. Evaluating EI abilities of students and then strengthening their EI abilities will help students to create effective and productive relationships with not only their teachers and university fellows but also an inter professional team of employers and educationists. Utilizing this information will also ensure that university programs are admitting students and preparing graduates who are able to appropriately respond to students' emotional cues.

REFERENCES

- Abraham, R. (2000). "The Role of Job Control as a Moderator of Emotional Dissonance and Emotional Intelligence-Outcome Relationships" *Journal of Psychology*, 134(2): 169-185
- Appolus, O., Niemand, L., & Karodia, A. M. (2016).An Evaluation of the Impact of Emotional Intelligence on Team Effectiveness among It Professionals at Bytes Systems Integration (South Africa).*Kuwait Chapter of the Arabian Journal of Business and Management Review*, 5(10), 79 <https://doi.org/10.12816/0027368>
- Ashkanasy, N. M., and C. S. Daus.(2002). "Emotion in the Workplace:The New Challenge for Managers" *Academic of Management Executive*, 16(0):76-86.

- Astin, A.W, and H. S.Astin(2000). Leadership Reconsidered: Engaging Higher Education in Social Change.Battle Creek, MI: W.K. Kellogg Foudation.
- Ashkanasy, N. M., and C. S. Daus 2002 "Emotion in the Workplace:The New Challenge for Managers." *Academic of Management Executive*, 16(0):76-86.
- Boyatzis, R. E., E. C. Stubbs, and S. N. Taylor 2002 "Learning cognitive and emotional intelligence competencies through graduate management education.*Academy of Management Learning and Education*, 1: 150-162
- Becker, T. (2003) "Is emotional intelligence a viable concept?" *Academy of Management Review*, 28: 192-195
- Carvalho, J., & Colvin, A. D. (2015).Emotional Intelligence and Academic Success among Low Income College Students *International Journal of Education and Social Science*, 2(3), 35-42.
- Caruso, D. R., Mayer, J. D., & Salovey, P. (2002). "Relation of an ability measure of emotional Intelligence to personality."*Journal of Personality Assessment*, 79, 311-316
- Cheshire, M., Strickland, H., & Carter, M. (2015).Comparing traditional measures of academic success with emotional intelligence scores in nursing students.*Asia-Pacific Journal of Oncology Nursing*, 2(2), 99
- Chew, B. H., Zain, A. M., & Hassan, F. (2013). Emotional intelligence and academic performance in first and final year medical students: a cross-sectional study. *BMC Medical Education* 2013, 13(44), 2-10.
- Codier, E., & Odell, E. (2014).Measured emotional intelligence ability and grade point average in nursing students.*Nurse Education Today*, 34(4), 608-612.
- Drigas, A. S., & Papoutsi, C. (2018) A New Layered Model on Emotional Intelligence *Behavioral Sciences*, 8(5), 45<https://doi.org/10.3390/bs8050045>
- Farnia, F., Nafukho, F. M., & Garavan, T. (2016) Emotional Intelligence Research within Human Resource Development Scholarship *European Journal of Training and Development*, 40(2)
- Fischer AH, Kret ME, Broekens J (2018) Gender differences in emotion perception and self- reported emotional intelligence: A test of the emotion sensitivity hypothesis. *PLoS ONE* 13(1) <https://doi.org/10.1371/journal.pone.0190712>

- Gilani, N., Waheed, S. A., Saleem, K., & Shoukat, L. (2015) Do Emotions Affect Academic Achievement in Adulthood? Relationship between Postgraduate Students' Trait Emotional Intelligence and Achievement. *The AYER*, 2, 37-44.
- Goleman, D. 1995. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.
- Goleman, D. 1998. *Working With Emotional Intelligence* New York: Bantam Books
- James, P. T., and I. C. Howe.(2003). "Emotional Intelligence of Foreign and Local University Students in Singapore: Implications for Managers." *Journal of Business and Psychology*, 17(3): 345-367
- Locke, E. A. 2005 "Why emotional intelligence is an invalid concept." *Journal of Organizational Behavior*, 26, 425-431.
- Memon G. R. (2007). "Education in Pakistan: The Key Issues, Problems and the New Challenges". *Journal of Management and Social Sciences*.3(1), 47-55
- Meshkat, M. (2011). The relationship between emotional intelligence and academic success *Journal of Technology & Education*, 5(3), 201-204.
- Mayer, J.D. and P.Salovey. (1997). "The intelligence of emotional intelligence" *Intelligence*, 17, 433-442.
- Mayer, J.D. and P. Salovey. (1997). "The intelligence of emotional intelligence" *Intelligence*, 17, 433-442.
- Nasir, M. (2012). Emotional intelligence as a mediator in the relationship of cultural adjustment and academic achievement of international students. *Academic Research International*, 3(3), 275.
- Nelson M. J. (2006). "Muslims, Markets, and the Meaning of a "Good" Education in Pakistan". *Asian Survey*. 46(5). 699-720
- Olatoye, R. A., Akintunde, S., & Yakasai, M. (2010). Emotional intelligence, creativity and academic achievement of business administration students. *Electronic Journal of Research in Educational Psychology*, 8(2), 763-786.
- Oyewunmi, A. E., Osibanjo, A. O., & Adeniji, A. A. (2016). Emotional Intelligence and Academic Performance of Undergraduates: Correlations, Implications and Interventions.

Mediterranean. *Journal of Social Sciences*, 7(1), 509.

Rendon, L. I. 2002. "Invoking the Wisdom of the Heart and the Intellect in the Classroom."

Paper presented at the Veffie Milstead Jones Endowed Lecture Series, Long Beach, CA.

Shiple, N. L., Jackson, M. J., & Segrest, S. L. (2010). The effects of emotional intelligence, age, work experience, and academic performance. *Research in Higher Education Journal*, 9,