

The Application of Daniel Golman Scale for Emotional Intelligence and its Relationship with Achievement and Quality of life among Al Yarmouk University Students

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Abstract

The purpose of this study is to investigate Emotional Intelligence and its relationship with achievement and quality of life among Al Yarmouk university students. The sample of the study consisted of (300) students enrolling in the university during the first semester in the academic year 2014/2015. The researcher used the quality of life scale and the emotional intelligence scale of Daniel Golman; the researcher modified the items of Daniel Golman scale for emotional intelligence to suit the Jordanian environment. The study results showed that there were statistically significant correlation between the emotional intelligence, and quality of life and academic achievement, the study results also showed that there were statistically significant correlation between the quality of life and academic achievement. Furthermore, there were statistically significant differences between the mean scores of the high academic achievement and low academic achievement groups in emotional intelligence in favor of the high academic achievement and there were statistically significant differences between the scores means of the high academic achievement and low academic achievement in quality of life in favor of the high academic achievement groups.

Keywords: Emotional Intelligence, Quality of Life, Achievement

1. Introduction

The American Daniel Goleman is the one who introduced emotional intelligence, where he drew inspired by the idea and the concept of Social intelligence, and who first pioneered the return to Adawr Thorndike 1920.

Social intelligence has been described and defined as the ability to understand and manage men and women and male and female children ... etc., and act wisely in human relations.

The Five Components of Emotional Intelligence

Self-awareness: The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Hallmarks of self-awareness include self-confidence, realistic self-assessment, and a self-deprecating sense of humor. Self-awareness depends on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions.

Self-regulation: The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting. Hallmarks include trustworthiness and integrity; comfort with ambiguity; and openness to change.

Internal motivation: A passion to work for internal reasons that go beyond money and status -which are external rewards, - such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity. A propensity to pursue goals with energy and persistence, Hallmarks include a strong drive to achieve, optimism even in the face of failure, and organizational commitment.

Empathy: The ability to understand the emotional makeup of other people, a skill in treating people according to their emotional reactions. Hallmarks include expertise in building and retaining talent, cross-cultural sensitivity, and service to clients and customers. (In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others.) See also Mirror Neurons.

It is important to note that empathy does not necessarily imply compassion. Empathy can be 'used' for compassionate or cruel behavior. Serial killers who marry and kill many partners in a row tend to have great emphatic skills!

Social skills: Proficiency in managing relationships and building networks, and ability to find common ground and build rapport. Hallmarks of social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams.

The Legitimacy of Emotional Intelligence

The publication of Daniel Goleman's Emotional Intelligence in 1995 allowed the non-academic world to read about and understand the concept of emotional intelligence, as well as apply Goleman's model in their homes and workplaces. Although many people have adopted emotional intelligence as a new and exciting idea, others are not quite as convinced. Opponents have called emotional intelligence a "buzzword" which in reality holds little

meaning (Steiner, 1997), while others have proposed that it is just a new word for a collection of already established competencies (Woodruffe, 2001). Goleman's claims stating emotional intelligence's significance in predicting success is over and above that of I.Q., and the conflicting evidence regarding these claims, resulted in many researchers doubting the legitimacy of the construct (Epstein, 1998; Hedlund & Sternburg, 2000; Mayer et al., 2000; Roberts, Zeidner, & Matthews, 2002).

In his review of research surrounding emotional intelligence, Becker (2003) criticized emotional intelligence on two fronts. The first is the lack of valid and reliable measures in the area. Becker argues that since the construct cannot yet be measured with reasonable accuracy, it is impossible to know whether it is rooted in reality or imagination. The second criticism stems from the fact that emotional intelligence appears to be based on problematic conceptualization, with Becker stipulating that emotional intelligence is nothing more than general intelligence aimed at emotional phenomena.

Another group of researchers suggest that while the theory development surrounding emotional intelligence is weak, there is much potential for its application towards improved leadership effectiveness and human resource performance improvements, among other things (Luthens, 2002). Hedlund and Sternberg (2000) hypothesize that the problem with emotional intelligence is not the concept itself, but in the lack of consistency in how constructs are conceptualized and operationalized.

Specifically, they take issue with the fact that definitions of emotional intelligence range from encompassing purely cognitive factors to including cognitive factors as well as many personality traits.

1.2 Statement of the Problem

By the emergence of new concepts of emotional intelligence and models of modern theory in the field of psychology, the need seems necessary and urgent to check the premises of these theoretical models and assumptions upon which, knowing the extent of the contribution of emotional intelligence in predicting some of the other criterion including academic achievement and quality of life, which is a still need in-depth research to understand all dimensions contained.

Investigating the academic achievement process analytical perspective and related to various factors affecting it the utmost importance, as our knowledge of these factors and their impact on academic achievement give us clear and important indications about the future of our students, and enable us to find out what hinders that process and therefore investigating the appropriate methods to avoid obstacles and reach high academic achievement to a high level, It was found by researchers through studying the psychological heritage that there are many causes and factors responsible for the low level of academic achievement are known, but there are some causes and factors which are still un known, it was also clear that there is a discrepancy in the results of the previous studies which dealt with the relationship between Emotional Intelligence academic achievement, Some studies shown a presence of a positive correlation between Emotional Intelligence and Academic Achievement. The researcher found

few studies that connect Emotional intelligence and quality of life in Jordan.

1.3 Purpose of the Study

The purpose of this study is to investigate Emotional Intelligence and its relationship with achievement and quality of life among Al Yarmouk university students.

1.4 Questions of the Study

The study intended to answer the following main question:

What is the relationship of emotional intelligence and quality of life and academic achievement among students at Al Yarmouk University?

These sub-questions were derived from the main question:

- 1- Are there any significant relationship between the overall degree of emotional intelligence and the total score for quality of life among the members of the study sample?
- 2- Are there any significant relationship between the overall degree of emotional intelligence and the total score of academic achievement among the members of the study sample?
- 3- Are there any significant relationships between the total score for quality of life and between the academic achievements among the members of the study sample?
- 4- Are there significant differences between the mean scores of students of high academic achievement and the mean scores of students of low academic achievement of emotional intelligence?
- 5- Are there significant differences between the mean scores of students of high academic achievement and the mean scores of students of low academic achievement in the quality of life?

1.5 Limitations of the Study

This study is limited to Al Yarmouk university students who are enrolling in the academic year 2014/2015.

2. Literature Review

Majority of the research suggests that emotional intelligence abilities lead to superior performance even in the most intellectual careers. The result states that 'Emotional Intelligence abilities were four times more important than IQ in determining professional success and prestige. There is a fairly substantial body of literature which suggests that as a measured construct, EI is predictive of performance in educational as well as industrial/organizational settings(Goleman, 2003). There has been considerable research into the influence of emotional maturity on work performance of people, the impact of the same on

academic performance has not been extensively delved into. There have indeed been a number of studies that demonstrate the predictive effects of emotional intelligence on academic achievement (Marquez Martin and Bracket, Adeyemo et.al., 2006).

But by contrast a few of them have sought to provide evidence of limited relationship between students' emotional intelligence and their scores in their studies. Koifman (1998); and Zee, et al. (2002), (have shown no relationship between emotional intelligence and academic achievement. In essence, the importance of emotional intelligence on academic achievement has been found to be very significant. While some research has found emotional intelligence is not being correlated with academic performance the results has been mixed (Corrie et. al., 2004). Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the relationship of emotional intelligence to academic achievement and quality of life. Research indicating a close connection between emotional intelligence and academic performance is plethora.

In a recent studies conducted by Parker, Summerfeldt, Hogan and Majeski (2001, 2002) they discovered that various emotional and social competencies were strong predictors of academic success. Similarly, Parker, et al...(2003) found emotional intelligence to be significant predictors of academic success. In the same vein, Low and Nelson (2004) reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively. Likewise, Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools' curricula. Petrides, Frederickson and Furnham in Cotton and Wikelund(2005) argued that any investigation of the potential effects of emotional intelligence on academic performance must be pursued in a specific context .In essence, the importance of emotional intelligence on academic achievement has been found to be very significant .Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the relationship of emotional intelligence to academic achievement most especially in country like Nigeria, where most researchers are yet to show interest in the construct.

3. Methodology

3.1 Population of the Study

The population of this study consisted of all students studying at Al Yarmouk university in the Academic year 2014/2015

3.2 Sample of the Study

The sample of the study consisted of 300 students in the first semester in the academic year 2014/2015

3.3 Instrument of the Study

The basic tool for research in Daniel Goleman scale for emotional intelligence, where the

researcher translated and modified it into the Jordanian environment

3.4 Description of the Instrument of the Study

The researcher adopts at the current research the concept of emotional intelligences from the perspective of Daniel Goleman. The scale consists of three groups: Group (A) The ability to induce self to continue in the face of the frustrations and control freaks and the postponement of a sense of self-satiation, Then comes the group (AB) The ability to regulate mood, and prevent exponential or pain, such as stop the ability to think. The group (B) The ability to empathy, and have a sense of hope

3.5 Validity and Reliability of the Instrument

Daniel Goleman has tested consistently good and validity and reliability, and that by tracking previous studies, which confirmed that using different methods and this gives an indication that this test is a good measurement tool, as the conditions that must be provided in the test even be valid for the application and use of the availability of reliability and validity. Below is a brief presentation of what has been used in reliability:

3.6 Statistical Method

The researcher used appropriate statistical methods to answer the research questions and verify the reliability and validity of Daniel Goleman scale of emotional intelligence. The most important of these methods:

- A. Pearson correlation-coefficient so as to calculate the correlation between the first and second application of the scale, which range between $(-1 \text{ to } +1)$
- B. Correlation coefficient binary sequence to calculate the paragraph correlation with the total score and to the fact that the first variable is distributed equinoctial and second binary variable is real (0.1)
- C. Codrorichardson equation (20) to calculate the internal consistency between the vertebrae and the measure to the fact that the prospects for bilateral answer (1.0) _____
- D. Jitman general equation in order to calculate the correlation coefficient between the partial test, taking into account the different degrees of divergence the first half for the second half of the test
- E. coefficient of excellence $h = \frac{A - D}{N}$

N

A = the number of individuals who responded to paragraph correct answer in the top group.

D = the number of individuals who responded to paragraph correct answer in the lower group.

N = number of individuals in one of the upper or lower groups.

A. Paragraph variation coefficient = ease coefficient \times difficulty coefficient.

B. Standard deviation of the item

4. Results of the Study

Table 1. Correlation Coefficient Score indicates each statement with its Dimension Score

Emotional Self-Awareness		Control & Regulation of Emotions		Self-Motivation		Empathy		Social Contact	
M	Correlation-M	M	Correlation-M	M	Correlation-M	M	Correlation-M	M	Correlation-M
-1	0.43	-2	0.47	-3	0.46	-4	0.44	-5	0.45
-6	0.54	-7	0.43	-8	0.60	-9	0.53	10	0.56
-11	0.49	-12	0.41	-13	0.54	-14	0.61	-15	0.47
-16	0.44	-17	0.51	-18	0.62	-19	0.64	-20	0.56
-21	0.47	-22	0.47	-23	0.51	-24	0.55	-25	0.62
-26	0.52	-27	0.48	-28	0.42	-29	0.67	-30	0.43
-31	5.51	-32	0.47	-33	0.45	-34	0.44	-35	0.55
-36	0.49	-37	0.54	-38	0.57	-39	0.42	-40	0.41

It can be seen from the above table that all measure phrases have achieved a function links with the dimension degree to which they belong at the level of significance less than 0.01

Table 2. Correlation Coefficient Score for each one of Emotional Intelligence Scale dimensions with its total score

Emotional Intelligence Scale dimensions	Correlation Coefficient (R)
Emotional Self-Awareness	**0.63
Control & Regulation of Emotions	**0.71
Self-Motivation	**0.66
Empathy	**0.69
Social Contact	**72
Total Score	**0.87

Given the table is clear and there are statistically significant links between the degree of every dimension of Emotional Intelligence Scale and the college class of scale at the level of significance .01

Mandatory Validity: to verify that the scale will give accurate results, the researchers apply and simultaneously Emotional Intelligence Scale subject of present study, and another measure of emotional intelligence of preparation: Rasha Didi (2005), which consists of (75) terms, spread over five dimensions and with the aim of mandatory validity to measure emotional intelligence through the correlation between the scores of the two measures account.

Table 3. Correlation coefficient between the dimensions score and the total score for the two scales

Emotional Intelligence Scale Dimensions	Correlation Coefficient (R)
Emotional Self-Awareness	**0.71
Control & Regulation of Emotions	**0.59
Self-Motivation	**0.62
Empathy	**0.60
Social Contact	**0.57
Total Score	**0.84

**Function at the level of 0.01

* Function at the level of 0.05

Given the table shows the presence of statistically significant correlations between grades dimensions of emotional intelligence scale the object of study and current college degree with a college class to measure emotional intelligence, which was prepared by Rasha Didi (2005), when the significance levels of less than .01, Any the scale that is characterized by a high degree of honesty Allazmi and it is fit to measure emotional intelligence.

The scale reliability: reliability has been calculated in two ways:

Reliability through repetition: validity and reliability coefficient manner playback of a sample of 64 scholars from the University of Jerusalem-open - Khan Younis, and then re-apply the scale for the second time on the sample itself after three weeks of the first application and was extracting stability dimensions of cost transactions by calculating the Pearson correlation coefficient between the first and the second two applications.

Cronbach's alpha reliability manner: reliability coefficient was calculated by using Cronbach's alpha equation, where $n = (64)$, and The following table shows the results of stability coefficient both ways.

Table 4. Reliability Correlation coefficient by Frequency Method and Cronbach's alpha

Emotional Intelligence Dimensions	Frequency Method	Cronbach's alpha Method
Emotional Self-Awareness	**0.64	**0.56
Control & Regulation of Emotions	** 0.66	**0.70
Self-Motivation	** 0.44	**0.47
Empathy	** 0.48	**0.43
Social Contact	** 0.57	** 0.53
Total Score of Emotional Intelligence	**0.52	**0.58

Given the table noticed that the coefficients of stability playback ranged between (0,44) and between (0,66) and are statistically significant at the level of significance values less than (0,01), which shows a good degree of stability meet the requirements of the study, while the stability of Alpha Cronbach coefficients ranged between (0,43) and between (0,70) is also statistically significant values at the level of significance is less than (0,01), which shows a good degree of stability meet the requirements of the study.

Second, the quality of life scale: Preparation of researchers.

Steps for setting up the scale:

The researcher access to educational literature and previous studies and a number of metrics that measure the quality of life mean level of different samples, such as, Manchester Scale Manual for measuring quality of life prepare Priebe (1999) and scale Hawwthorne (1999) and Mansi scale and Kazim (2006). And Mental Health scale of the preparation of the World Health Organization (WHO QOL) Arabization Bushra Ismail Ahmed (2008)

Measure consists in the final image of (40), contain, and in front of each phrase five alternatives are: (often happens, happens a lot, sometimes happens, happens a little, never happens), and asks Screened alternative that applies to determine, and the researchers of different weights for the positive alternatives may develop are: (often = 5, happens a lot = 4, sometimes happens =3, happens a little = 2, never happens = 1) occurs, while the degree of negative phrases are inverted and carry following numbers: (9,14,18,19,20,23,24,25,28, 29, 33, 36, 38, 40) and therefore the highest degree college probable unexamined is (200) degree, and the lowest score is a potentially College (40) and the higher the score Screened on the scale that was an indication of the high level of quality of life, and if it fell was an indication of the weakness of the level of quality of life.

To verify the sincerity of the scale was presented to a group of professors of psychology and education at Palestinian universities, in order to detect the sincerity measure phrases and suitability to measure developed to measure it, in terms of the clarity of phrases and safety and the clarity of the language, and in light of the jury suggestions was to take advantage of opinions and has won the scale on the jury agreement phrases.

Researchers had chosen (pilot study sample) random sample scoping strength (64) scholars from the students fourth level area of Khan Younis educational Quds Open University, in order to verify the quality of life for application in the environment Palestinian scale validity through between the degree of each phrase correlation coefficient with the dimension to which they belong account, and also correlation coefficients between the degree of each account and class after college. And it describes the following tables:

Table 5. Score correlation coefficient for each statement with its dimension score

Happiness		Self-Acceptance		Quality of Academic Life		Quality of Social Life		Quality of physical & psychological Life	
M	Correlation-M	M	Correlation-M	M	Correlation-M	M	Correlation-M	M	Correlation-M
-1	0.68	-2	0.39	-3	0.56	-4	0.57	-5	0.53
-6	0.53	-7	0.48	-8	0.64	-9	0.54	10	0.68
-11	0.55	-12	0.68	-13	0.47	-14	0.65	-15	0.66
-16	0.77	-17	0.69	-18	0.76	-19	0.56	-20	0.63
-21	0.56	-22	0.47	-23	0.40	-24	0.50	-25	0.51
-26	0.55	-27	0.63	-28	0.59	-29	0.49	-30	0.73
-31	0.48	-32	0.45	-33	0.63	-34	0.52	-35	0.64
-36	0.61	-37	0.61	-38	0.72	-39	0.44	-40	0.55

It can be seen from the previous tables that all measure phrases have made a functional link with the degree to which they belong dimension at the level of significance is less than (0.01).

Table 6. Score correlation coefficient for each Quality of Life with its total score

Emotional Intelligence Dimensions	Correlation Coefficient (R)
Happiness	**0.77
Self-Acceptance	**0.82
Quality of Academic Life	**0.80
Quality of Social Life	**0.74
Quality of physical & psychological Life	**0.86

The given table shows the existence of statistical links between the degree of every dimension of quality of life and the college degree measure of the scale at the level of significance 0.01

Mandatory validity: to verify that the scale will give accurate results the researchers apply and simultaneously measure the quality of life the subject of present study and quality of life scale of the preparation of each of Mohammed Almansi and Ali Kazim (2006), which consists of (60) terms, and the aim of honesty account mandatory account through the link between the scores of the two scales.

Table 7. Dimensions score s correlation coefficient and the total score for both scales

Quality of Life Dimensions	Correlation Coefficient (R)
Happiness	**0.84
Self-Acceptance	**0.74
Quality of Academic Life	**0.80
Quality of Social Life	**0.75
Quality of physical & psychological Life	**0.78
The total Score	**0.82

**Function at the level of 0.01 * Function at the level of 0.05

The given table and shows the existence of statistical links between the scores of the dimensions of quality of life scale the object of study and current college degree with a college class to measure quality of life, which was prepared by Mohamed Mansi and Ali Kadhim (2006), at levels of less indication (0.01) , so the scale is characterized by a high degree of mandatory validity and it is fit to measure quality of life.

The scale stability: stability has been calculated in two ways:

Stability repeat: validity and reliability coefficient manner playback of a sample of 64 scholars from the University of Jerusalem-open - Khan Younis, and then re-apply the scale for the second time on the sample itself after three weeks of the first application and was extracting stability dimensions of cost transactions by calculating the Pearson correlation coefficient between the first and the second two applications.

Cronbach's alpha reliability manner: reliability coefficient was calculated by using Cronbach's alpha equation, where $n = (64)$, and The following table shows the results of stability coefficient both ways.

Table 8. Reliability Correlation coefficient by Frequency Method and Cronbach's alpha

Quality of Life Dimensions	Frequency Method	Cronbach's alpha Method
Happiness	**0.73	**0.79
Self-Acceptance	**0.84	**0.83
Quality of Academic Life	**0.76	**0.81
Quality of Social Life	**0.69	**0.76
Quality of physical & psychological Life	**0.81	**0.85
The total Score	**0.78	**0.82

Given the table noticed that the reliability playback coefficients ranged between (0.69) and between (0.84) and are statistically significant at the level of significance values less than (0.01), which shows a good degree of stability meet the requirements of the study , either stability Cronbach alpha coefficients ranged from (0.76) and between (0.85) is also statistically significant values at less than the level of significance (0.01), which demonstrates that the the scale is a fair degree of consistency, meets the requirements of the study.

Third: Academic Achievement

The researchers relied on the rate obtained by the students in the exams cost courses they studied. And researchers weights for high rates of academic achievement may develop: (70%) or above high academic achievement, (69%) or below low academic achievement.

The first hypothesis: Under this hypothesis that: There were positive correlation relationship statistically significant differences between emotional intelligence scores and grades between quality of life of members of the study sample.

And to validate this hypothesis study used the Pearson correlation coefficients, and the following table shows the correlation between the degree of emotional intelligence and between degrees of quality of life.

Table 9. Correlation coefficients between the total score of the Emotional Intelligence and total score for life quality (N=300)

Score of the Emotional Intelligence	Correlation coefficient value	Level of significance
	0.715	0.01

The result suggests the hypothesis of the question to a relationship were positive correlation between the college class of emotional intelligence and the college class of quality of life, which means that whenever the individual is a high level of emotional intelligence whenever he enjoyed the quality of life is high, This result is consistent with the results of a study carried out by extremera (2002), which indicated that the concept of emotional intelligence positive correlation to quality of life, Individuals with high emotional intelligence positive, more a sense of moderation mood and happiness and glee, and satisfaction and to enjoy life, as they are more a sense of reassurance, and achieve self-esteem.

And are also consistent with the study prepared by Amaal Jawdat of (2007), which showed that emotional intelligence was a strong determinant of feeling delighted and self-confidence. And Sjoberg study (2001), which indicated the existence of positive relationship between emotional intelligence and high self-esteem, and a successful compatibility of life, and the best of failure and frustrations resistance, as is consistent with the study of each of (Jaber Issa and Rbeea Rashwan:2006) that revealed the possibility of predict compatibility and life satisfaction, through emotional intelligence, and individuals outweigh high emotional intelligence in compatibility, and life satisfaction.

In solving problems, and withstand the pressure in persons, compared to low emotional intelligence, and this result can be interpreted in light of the positive system, which is made of emotional intelligence and of (emotional self-awareness, and setting up, organizing and processing emotions, and self-motivation, and empathy, and social networking,) is no doubt that this system makes the individual more able to cope with crises and problems of life, Whenever an individual is on a high degree of emotional intelligence whenever led to his sense of optimism and happiness and enjoy life, and on the contrary, the more the individual over low of emotional intelligence whenever it was more a feeling of depression and pessimism, and less tolerant to cope with the stress of living, and less In recognition of the same, leading to the strengthening of negative expectations about itself and its environment, The present study is of the view that emotional intelligence is the gate of positive emotions, and the key to achieving real happiness, in emotional intelligence works to absorb the negative effects of the emotions of the storm that would destabilize the individual.

It is noted that emotional intelligence skills of the most important and best determinants of perception quality of life, sense of tranquility, and happiness and compatibility, and

self-esteem, and all of the determinants and the manifestations of the quality of life will not be realized without the availability of emotional intelligence skills, ability of the individual to understand and recognize emotions and feelings, increases the confidence and self-esteem, Also, an individual's awareness and understanding of emotions and other feelings, and his participation sentimental them, enhance the harmony and compatibility with oneself and others, and also the ability of the individual to deal with emotions and feelings, and other feelings of administration, and get rid of the feeling negative, helping to increase the sense of joy, happiness and tranquility, and serenity, and peace of mind, and previous studies have reported related to those concepts, that emotional intelligence contributes to the improvement and development of quality of life. (Zuhair Nawajha, 2009:3) and confirms the validity of this result is that the character of Palestinian students at universities Gaza Strip has a positive five of ingredients: orientation creative, and self-esteem, and confirmatory, and balance the emotional and ego strength (Ismail al-Farra, 2006: 24).

The second hypothesis: Under this hypothesis that: There were positive correlation relationship statistically significant differences between degrees of emotional intelligence and academic achievement between grades at the study sample. And to validate this hypothesis study used Pearson correlation coefficients, and the following table shows the correlation between the college class of emotional intelligence and class among college for academic achievement among the study sample.

Table 10. Correlation coefficients between the total score of the Emotional Intelligence and total score for Academic Achievement (N=300)

Score of the Emotional Intelligence	Correlation coefficient value	Level of significance
	0.722	0.01

Indicate the result of the question and the hypothesis that emotional intelligence skills of its importance and a greater role in human success and academic excellence, which means that whenever an individual is at a high level of emotional intelligence, he will get higher academic level .

And due to the fact that emotional knowledge and the ability to adjust and regulate emotions and processed, and the ability to self-motivate and guide behavior, and empathy and communication skills and all these positive feelings contribute to increase and upgrade thinking and achievement, resulting in personal characterized by consensus and psychological adjustment, and emotional equilibrium, This would lead to a high level of academic achievement, and this result is consistent with Meyer's study and others (Mayer, et all. 1990) and Parker's study (2004). And Zeidner study and others (Zeidner, et all, 2005), which indicated that the results of academic achievement significantly associated with emotional intelligence, Describes the Bar-On (Bar-On, 2001:2) emotional intelligence as one of the polls, or competencies, or skills that affect an individual's ability to succeed in compliance with the demands of life and function of the General and pressure. The Emotional

Intelligence is the skills and ways of dealing in the street, at work, and in every aspect of life, and reflects the individual's ability to deal successfully with others of different feelings and their environments social and successfully deal with the pressures of those relationships and to have the ability the best in the positive influence them, and they are generally happy with those relationships.

Table 11. Correlation coefficients between the total score of the life quality and total score for Academic Achievement (N=300)

Score of the life quality	Correlation coefficient value	Level of significance
	0.765	0.01

The result of the question and hypothesis indicate that there is a positive impact to the quality of life on academic achievement, which means that whenever the quality of life of the individual is high whenever academic achievement is high, and researchers believe that Psychological pressures and conflicts and frustrations experienced by the individual and his way of thinking can negatively affect academic achievement, while we find that the person who has the ability to control and regulate the treatment Emotions and work time of crisis and under pressure is expected to achieve well and good results in his academic achievement, and the face of the difficulties and problems faced by the individual, concept of quality of life on the variable a high degree of importance where multiple associated aspects of the personality of the individual, such as a feeling of happiness; and optimism; and life satisfaction; increase the network of social relations; psychological adjustment, self-confidence, and mental toughness, no doubt that these components and personal characteristics of the positive work myself as a variable working to mitigate the impact of stressful events on the mental and physical health and resistance and confrontation challenges and increase self-efficacy and excellence in various fields of life.

The fourth hypothesis: There were statistically significant differences between the mean scores of high academic achievement and the mean scores of low academic achievement in emotional intelligence. To validate this hypothesis study used the test (T)

Table 12. T- test for (The differences between the scores mean of emotional Intelligence for high and low academic achievement)

Total Score for emotional intelligence	High academic achievement	Low academic achievement	(T) Value	Level of significance		
	M	N	M	N		
	198.08	10.24	146.35	28.04	22.56	0.01

Clear from the above table that there are statistically significant differences in the significance level (0.01), between high and low academic achievement in the total score of emotional intelligence and the differences were in favor of high academic achievement, and the importance of this result is due to the impact of emotional intelligence skills to improve academic achievement, because the students with high emotional intelligence have the ability to consciousness and control emotions and get rid of negative emotions and motivate themselves a good way to enable them to achieve their goals, with the ability to empathy and management of social relationships effectively contribute to the achievement of Personal and educational goals, and this result can be interpreted in light of the findings of the Goleman That the direction in which we need to get to success starts with the mental strength but (Goleman 1998: 24) said Human needs for efficiency affective also to be able to take advantage of the sufficient emotions, It's because of the inability to take advantage of mental and cognitive maximum efficiency is the absence of effective emotional intelligence, Students with high academic achievement scores were those with the ability to control their emotions

4.1 Recommendations

Based on the results that have been reached in the current the following recommendations were proposed:

- 1- Pay attention in emotional intelligence for students and scholars through the dissemination of culture, including psychological, and the need for curriculum included on exercises and activities that contribute to the development and promotion of emotional intelligence skills they have.
- 2- Work on the positive academic climate that contributes to raising the efficiency of the knowledge of students and their emotional ability through a set of good practices through the learning process, such as trips, learning provision Cooperative, learning model, group discussion and dialogue style, trips, and solving problems.
- 3- Design various training programs for all levels of education, from kindergarten to the university level, during which students learn from emotionality skills of emotional self-awareness, and control and regulate emotions, motivation, and empathy, communication, and independence.

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