

Effect Of Emotional Intelligence On Academic Performance And Extracurricular Activities: Mediating Role Of Learnability And Sociability

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Abstract: The research article is to see how emotional intelligence would be on academic performance and extracurricular activities mediating role of learnability and sociability. The research is based on both secondary as well as primary data. The primary data was being collected through questionnaire and the secondary source was research based articles. The questionnaire was developed on five likert scale and it was being distributed to different students of different universities. Our model consisted of five variables one independent emotional intelligence two mediating variables learnability and sociability and two of them were dependent and they were academic performance and the extracurricular activities. The results came out to be emotional intelligence has a strong relationship with learnability, sociability and extra curricular activities where as it has no significant relationship with academic performance. Learnability has a strong relationship with extra curricular activities whereas there was no relationship observed with academic performance. whereas sociability has a strong relationship with both academic performance and extra curricular activities. There is one mediating relationship which is when there is an increase in the emotional intelligence that would increase the learnability and which would in turn increase extra curricular activities.

I. Introduction

Emotional intelligence is referred as ability to control, perceive and evaluate emotions of people. It plays a very important role in determining how effectively people express and control their feelings. Many researchers have worked on the concept of emotional intelligence and they define it as how effectively one expresses and control his or her emotions. According to researchers, emotions are very important for human beings to regulate their thoughts and actions (Ghalandari, Ghorbani and jogh 2012). The emotionally intelligent would be a person who knows where to express which thought and what action should be shown when.

The concept of learnability is referred as how much work can be done efficiently and error free in a limited or given time. Researchers also define it as how quickly people gain the skills in which they are not expert (Sinkkonen, 2000). In Hong Kong the main aim of education is to make students able to learn more knowledge and skills and enhance them (Education Commission, 2000).

Sociability is characterized as the ability when you talk to people and you share your feelings in the gatherings and to be in healthy peace of mind. It is argued that people with strong social skills can rule on the world. Majority of the time those people are being admired who are social and have strong social relationships, also called leaders.

This study focuses on the students of the university to test their emotional intelligence and to analyze how learnability and sociability can be increased, which in turn might increase the academic performance and extracurricular activities performance.

Knowledge Gap

The knowledge which has been found by the researcher after conducting a detailed research is that a plenty of work has been done on extracurricular activities performance of different school college and universities but there is almost negligible work found on extracurricular activities performance in relation to emotional intelligence.

Objectives of the study:

The main objectives of the study are to explore:

1. Effect of emotional intelligence on academic performance by taking the mediating role of learnability.
2. Effect of emotional intelligence on extracurricular activities taking the mediating role of sociability.

Problem Statement:

This study aims to solve the following research questions:

1. Does emotional intelligence influence academic and extracurricular activities performance?

2. Is there any mediating role of learnability and sociability in the relationship of emotional intelligence and academic performance and emotional intelligence and extracurricular activities performance?

Significance of Study:

The study conducted by the researcher will contribute in the vast field of emotional intelligence. It would be of great help for researchers to find out different aspect of EI by seeing the relationship of EI with academic performance and extracurricular activities when focusing on sociability and learnability. Practically the research would be of great help to the institutions providing the service of education. By which factor the academic performance be increased and how can an organization make a student highly emotionally intelligent.

II. Literature review:

Emotional Intelligence (EI):

The term emotional intelligence was initially used by Wayne Payne's in 1985 when he was working on his thesis, the study of emotions developing emotional intelligence. The history of this term have started way back in 1930s when Edward Thorndike came forward with the concept of social intelligence stating it as to get involved with other people. In 1940s, David Wechsler described affective components of intelligence and developed an intelligence test scale WAIS consisting of three. Furthermore in 1950s, Abraham Maslow suggested how emotional strength can be developed, Howard Gardner 1975 explained the concept of multiple intelligence. In 1985 Wayne Payne introducing the word emotional intelligence for the first time, this was his counter contribution in the field of emotional intelligence.

Another study was conducted by Keith Beasley in 1987, she introduced the term of emotional quotient. PerterSalvoevyand John Mayer (1990) publish an article on emotional intelligence from than they have done a lot of contribution in the field of emotional intelligence and today they are considered as the leading researcher in their respective field. Daniel Goleman(1995) published his own book about emotional intelligence in which he argues that EI is sometimes more powerful than IQ to determine the success in an individual's life. The term emotional intelligence gives new knowledge of understanding the human intelligence and it provides the ability to see an individual's both general and overall intelligence. Daniel Goleman an American psychologist suggested there are commonly five elements of emotional intelligence which are as self awareness, self regulation, motivation, empathy n social skills. Therefore, emotional intelligence can be a key for successful life specially for a brilliant career.

Learnability:

Learnability is defined as how easily and comfortably a person can adapt and get familiar to the system while using it in the beginning (Abowd, Beale, Dix and Finlay, 1998). In other words, learnability is a term which can be used in a sense it should be a thing which could easily be learned by the people whom that system is designed for(Michelson et al 1980). It can also be defined as learning the features of the program which are new to already enrolled in the program (Sinkkonen,2000). High learning would only be there in the institution when the students would be provided with the learning environment (Tan and Batra,1995; AwandTan,1995).

Extracurricular Activities:

An activity which won't be the part of school curricular and the students won't be given any grades to participate in any such activities, but the activities should not only be socialized but also towards pro social mission and goals. It can be taken as a very important source which can affect the life of a child positively (Holland and andre, 1987). Some researcher has come forward with the statements like there is a strong relationship between extracurricular activities and psychological factors which can be like self-esteem and a very important source to reduce the depression (Rarber,Ecclesand Stone Roos 1991). It is also been recommended that participation in too competitive extracurricular activities can increase unease and strain (Fredrickset al 2002, Smolland Smith 1996).Now a day's these kind of activities are being offered in the most of the school all around the world, the students are being given the chance of getting indulged in the Extracurricular activities whereas the private schools are making them as mandatory for the students (Stoltzfus, 2007). These activities play a vital role in the child development as in the making them physically strong socially strong and increasing their intellectual capabilities. Some researchers argue that the activities which are not involved in the curricular of the students and for which no grades are being awarded play an significant part in generating virtuous citizens through which they can better communicate and in turn builds vigorous minds and tough bodies which helps them manage their family life.

Sociability:

Being a Part of any society requires a person to follow the social criteria of specific culture. Starting from a teenage to an adult in culture, people must use different formulas of socialization to flourish in their

given culture. It can be said that it is the quality of being sociable or it can be an illustration of being social. Sociability is the important aspect which helps people get rid of mental suffering and in improving health. People who have strong social skills are very easy to deal with and can make them understand things properly and this is a sign through which we can judge a person to be emotionally intelligent. Those who are socially stable are usually said to be team players. They are those who emphasis on their own success first, they help others develop as well. They help cope with disagreements, are able to communicate properly and are strong at developing and upholding relationships.

Academic performance:

Academic performance is a way through which we can find out what is the net result of the learning. In simple words it can be said that till what level a student has accomplished his or her educational objectives (Hoyle, 1986). Basically the main aim of schools development is to give skills and knowledge to the students and the main focus of this is to enhance good academic performance.

Emotional intelligence, learnability, sociability, academic performance and extracurricular activities:

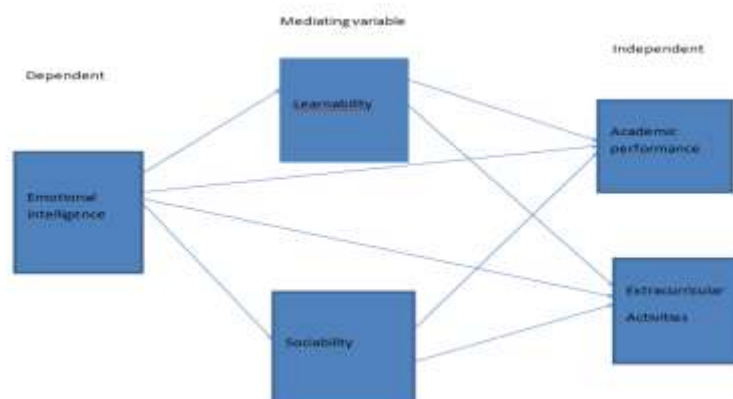
Emotions are the feelings that cannot be controlled by the human easily. They are the complex state of body and brain. Emotionally intelligent would be a person who has the ability to manage the emotions better and making strong relationship(Petersaloveyand john M, yer1990).

Sometimes it is being observed that students only can have interest in the subject when they would be happy and would be excited to learn about the course they are being in rolled in (Boekaerts,1993; Octlyand nundy,1996). Students who have some old unforgettable memories and some distracting thoughtswould always be the slow learners (Ellis, Ottaway, Varner, Becker and Moure, 1997). Students will be emotionally intelligent when they would be able to learn more, they will grow more in the class and would not be involving any other thing happening in their life. Moreover, they would be able to learn more and this in turn would increase their academic performance. At the end their CGPA would be the highest and would be able to prosper more and more.

Now a days six out of ten jobs need post secondary degree(Carnevaleand Desrochers, 2003). And by the end of year 2012 its ratio has increased to double now with the basic skills proper knowledge is required (U.S department labor 2000,Hecker,2004). Therefore, learnerabilityhas become a important part of any students career. Extracurricular activities are said to that kind of informal education which plays a very significant role in developing strong minds and bodies an independent person economically, can properly communicate which develop a perfect citizen (Fretwell,1931:Forzzard 1967:Mille,Moyer patrick,1956:Sybouts&krepel,1984)when a person gets involved in extracurricular activities they get mentally fresh and there learning ability because if a person sits in a peacefulenvironment and are mentally relaxed would be able to gain more and their learnability would increase more this would in turn increase their academic performance.

It is being taught that students who are brilliant in their studies don't have strong emotional and social problems (Winner,2000) and the main cause for this might be due to being blessed of academically outstanding (Yewchick& Jacoby, 1991). The students with strong social skills can work with others in the class effectively and this can improve their learnability. The reason being when you sit together and talk about a thing you come out with differentperspective of one same thing and this eventually improve knowledge. Emotionally Intelligent person would be the one who can manage the emotions and can manage relationship.(petersalovey and Mayer, 1990). Therefore, if a student won't be social and won't be in talking terms or social to the people around them they won't be able to manage their emotions. When such people go out for the informal activities they become more social and they got a peaceful mind and improvement in academicperformanc

Theoretical framework



Hypothesis:

- H1: Emotional intelligence has the direct and positive impact on learnability.
- H2: Learnability has the direct and positive impact on academic performance.
- H3: Emotional intelligence has a direct and positive impact on academic performance.
- H4: When emotional intelligence increases learnability increase which in turn increase academic performance.
- H5: learnability has a positive and direct impact on extracurricular activities.
- H6: Emotional intelligence has a direct and positive impact on sociability.
- H7: Sociability has a direct and a positive impact on academic performance.
- H8: When EI increases learn ability increases which in turn increases extra circular activities.
- H9: Sociability has a direct and a positive impact on extracurricular activities.
- H10: Emotional intelligence has a direct positive impact on extracurricular activities.
- H11: When emotional intelligence increases sociability increase which in turn increase extracurricular activities performance.

III. Methodology:

The research is based on both primary as well as secondary data sources. Primary data is collected through questionnaire using simple random sampling technique. Secondary data sources include articles, research paper and internet. The survey was being formulated in 4 universities of Pakistan located in the twin cities Rawalpindi and Islamabad named as Fatima Jinnah Women University, Fauji Foundation Institute of Management Sciences, SZABIST university and Bahria University Islamabad.

The scale used for the survey consisted of 46 questions measuring emotional intelligence, sociability learnability, academic performance and extracurricular activities. Out of 46 questions 30 were being taken from the trait emotional intelligence questionnaire shot form (TEIQUE-SF) (Petrides & Furnham, 2006). The scale measured four important factors of EI: well-being, self-control, emotionality, and sociability (Petrides, 2001). Academic performance of the students was measured by the GPAs of the students and finally extracurricular activities were being rated on the seven likert scale ranging from 1 stating completely disagree to 7 completely agree. The demographics of the respondents were recorded which consisted of the questions related to age, gender, courses entitled in names, whereas email was given as the optional question. The total number of questionnaire distributed were 260, 65 questionnaire were being filled by the students of each of the university out of them 240 were retrieved for the use of researcher. Whereas, 20 questionnaire were not being filled by the respondent according to the instructions given. The participants involved in the study were 140 female and 100 male.

IV. Data Analysis and Discussion

Data was analyzed through the Correlation, Simple and Multiple Regression and Sobel test.

4.1. Hypotheses Testing

Table 4.1 Simple Regression Analysis

	Learnability			Sociability		
	Beta	t value	p value	Beta	t value	p value
Emotional Intelligence	.460	8.427	.000	.230	3.855	.000

Table 4.2 Multiple Regression Analysis

	Academic Performance			Extracurricular Activities		
	Beta	t value	p value	Beta	t value	p value
Learnability	-.101	-1.648	.101	.410	7.316	.000
Emotional Intelligence	-0.93	-1.528	.128	.340	5.889	.000
Sociability	.142	2.339	0.20	.002	.025	.980

Table 4.3 Sobel Test for Mediation Analysis

	Sobel Statistics	P Value
Emotional Intelligence- Learnability – Extra curricular activities	7.3402223	.0000432

The first hypothesis H1 was that emotional intelligence has a direct positive impact on learn ability and after finding the strength it was 46% and significance value found to be .000 hence the relationship was found to be significant. Next hypothesis was learnability has a direct positive impact on academic performance. Regression analysis showed non-significant relationship of the two variables thus our hypothesis was rejected. The third hypothesis was emotional intelligence has a direct impact on academic performance got rejected due the non-significant relationship. Fourth hypothesis was when emotional intelligence increases learnability increase which in turn increase academic performance. As the prerequisites defined by baron and Kenny when applying the three conditions of mediation in their research they are not being fulfilled therefore mediation could not be applied so the hypothesis was rejected. The fifth hypothesis that learnability has a positive and direct impact on extracurricular activities. Its strength came out to be 41% and its significance value was .000 as shown in table 4.1 proving the hypothesis. Sixth hypothesis was emotional intelligence has a direct and positive impact on sociability. The outcome of the regression analysis was significant and 23% was determined. Next hypothesis H7 was that sociability has a direct and a positive impact on academic performance. Its strength came out to be 14% and the significant value found to be .020 proving the hypothesis true. H8 was that Emotional intelligence influence learnability which in turn increases extra circular activities as seen in the three hypothesis above H5, H6 and H7 they were being proved and as the prerequisites given by baron and Kenny this relationship was fulfilling the three conditions of the mediation. Sobel test showed the mediation so the hypothesis proved true. The H9 was stated that sociability has a positive impact on extracurricular activities. The strength in regression analysis showed non-significant rejecting the hypothesis. The tenth hypothesis stated that emotional intelligence has a positive impact on extra curricular activities. On conducting regression analysis results found out to be significant and the strength was 34% proved the hypothesis. The eleventh hypothesis was that when emotional intelligence increases sociability increase which in turn increases extra curricular activities performance. As the pre-requisite of the mediation analysis as defined by Barron and Kenny were not fulfilled so test of mediation could not be run rejecting the hypothesis.

V. Conclusion:

The study had eleven hypothesis from which H1, H5, H6, H7, H8 were proved only all other hypothesis were rejected and this proved that there was no influence of the variables hypothesized in H2, H3, H4, H9, H10, H11. H1, H5, H10 had the strong beta value so this showed that these variables have the strong impact. H7 and H8 has the impact as well but it was not that strong. In the study conducted we had three mediating relationships and after conducting the test we came out with the conclusion that the hypothesis H4, H8 and H11 were showing the mediating relationship but there came out to be no influence in H4 and H11.

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