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## **A Study of Relationship Between Emotional Intelligence and Academic Performance among Undergraduate Students**

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### **ABSTRACT**

The study analysed the relationship of emotional intelligence and academic performance among undergraduate students in Distt. Baghpat. A sample of 100 students was selected through a random sampling technique. The descriptive, correlation, and cross-sectional research methods were used in this study. A standardized and systematized tool i.e “Emotional Intelligence Inventory designed by S.K. Mangal and ShubhraMangal. Scale” was employed for the collection of information. The academic percentage of the students was taken as academic performance. Data were gathered up by online. Statistical tools used in the current studies are simple percentage, mean, standard deviation, coefficient of Variance, t-test, and Pearson’s product-moment correlation were employed to reach the desired research outcomes. The findings revealed that there was a positive relationship ( $r = 0.57$ ) among emotional intelligence and academic performance of undergraduate students which is significantly determined by the t-test where calculated t value (6.864) is greater than the table value ( 1.98,df=98). The Coefficient of variation of male students (13.65) is less than the female students (16.90). It can be concluded that male students possess higher emotional intelligence and better EI skills in relation to the female students. The findings of the study suggest that the emotional intelligence of the students may be further improved so that their academic performance may further be enhanced and more focus on their mental wellbeing.

***Keywords:* Emotional intelligence, academic performance, undergraduate students.**

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## INTRODUCTION

"Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—that is not easy" (Aristotle, *The Nichomachean Ethics*).

Academic results have always been emphasised in our education, but is that all we need to be effective in life? Why are students who do well in school and are referred to as "best students" unable to withstand college / peer pressure? Is this something that can't be done or have these students never been taught about it? Emotions have an impact on how we learn and what we learn. It would be easier to handle stress if we are more conscious of our feelings and how we respond to them. We will be able to interact more effectively if we have a clearer understanding of our emotions.

Emotions and learning occur in the brain. Learning means acquiring knowledge or skills. Emotions and learning occur in the brain. Our thoughts influence how we feel. Thus the connections between emotion and learning are bi-directional and complex. Emotional intelligence comprises two words E.I. (Emotion and Intelligence). Emotion measures to extreme feeling of human intelligence are generally based on mental ability of human to deal effectively with the environment. Emotional intelligence is the ability to know and understand our own emotions, to express and regulate them appropriately and to use conveniently in the decision making *process*.

In the past it was found that the person who is more intelligent or the person who has more IQ can adjust himself or herself in the environment very easily. But in recent years, it was revealed that the students who are more intelligent also leads to some kind of stress related to their academic performance as well as in their personal expectations. While Intelligence Quotient (IQ) has long been used as a predictor of a student's success, now EI acts as a predictor of "success" than the more traditional measures of cognitive intelligence. EI is one of the vital factor which is instrumental in situations and teach students to adjust successfully from one environment to another. Emotional intelligence skills are indispensable to human performance and the management of successful learning organizations. It was found that emotional intelligence is significant and relevant predictors of academic success. In the same vein, it was investigated that emotional intelligence skills are key factors in the academic performance, social

& personal life of college students respectively. The ability to interpret, regulate, and assess emotions is referred to as emotional intelligence (EI). Some researchers believe emotional intelligence can be taught and improved, whereas others believe it is a natural trait. It's important to be able to communicate and regulate emotions, but it's also important to be able to understand, perceive, and react to the emotions of others. Consider a world in which you couldn't tell when a friend was sad or when a co-worker was upset. Emotional intelligence is a term used by psychologists to describe this capacity, and some experts believe it may be more important than IQ in determining your success.

## **Emotional Intelligence**

The word "emotional intelligence" didn't enter our lexicon until the 1990s. Despite the fact that it is a relatively new term, interest in the definition has exploded in the last 20 years. When the term "social intelligence" became a part of research topics in the late 1930s, emotional intelligence (EI) entered the conversation. The brain is where emotions and learning take place. Learning is the process of gaining new information or skills. How we feel is influenced by our feelings. As a result, there are bidirectional and dynamic relations between emotion and learning. The words Emotional Intelligence (E.I.) and Emotional Intelligence (E.I.) are used (Emotion and Intelligence). The word "emotional intelligence" was first used in a doctoral dissertation by Wayne Payne in 1985. Keith Beasley coined the word "emotional quotient" in an article published in Mensa Magazine in 1987.

In 1990, Peter Salovey and John D. Mayer coined the word "Emotional Intelligence," which they define as "a type of social intelligence that includes the Introduction ability to track one's own and others' feelings and emotions, to differentiate among them, and to use this knowledge to direct one's thought and action. "Salovey and Mayer have started a study to establish accurate measures of emotional intelligence and to investigate its meaning. Individuals who scored higher on the ability to reliably interpret, comprehend, and appraise others' emotions were better able to adapt to changes in their social environments and form positive social networks, according to another report.

### **The four Dimensions of Emotional Intelligence**

There are four distinct dimensions or branches of emotional intelligence, according to EQ "founding fathers" Salovey and Mayer, that form a hierarchy of emotional skills and abilities:

- **Perceiving emotion:** It relates to being conscious of and acknowledging other people's states (both physical and psychological states, such as being in physical discomfort or feeling frazzled), recognizing and identifying emotions in other people, correctly and adequately communicating one's own emotions and needs, and distinguishing between true, truthful feelings and inaccurate, deceptive feelings.
- **Using emotions to facilitate thought:** It involves redirecting and prioritizing your thinking based on the emotions associated with certain thoughts, creating emotions that will help you make better judgement and memory decisions, capitalizing on mood changes so you can consider different points of view, and using emotional states to develop your problem-solving skills and imagination.
- **Understanding emotions:** Understanding the relationships between different emotions, perceiving the causes and effects of emotions, comprehending complex feelings and conflicting states, and comprehending the changes between emotions are just some of the skills required.
- **Managing emotions:** It refers to being responsive to both positive and negative emotions, as well as tracking and commenting on them, as well as participating, prolonging, or detaching from an emotional state. and controlling your own and other people's feelings (Emmerling, Shanwal, & Mandal, 2008; Mayer & Salovey, 1997).

### **Emotional Quotient (EQ) Vs Intelligent Quotient**

Emotional intelligence, or EQ, is all about recognizing emotions in ourselves and others, relating to others, and communicating about our feelings, as mentioned above (Cherry, 2018a). IQ, on the other hand, is a measure of cognitive ability. This is the type of intelligence that most people are familiar with, since it is the one that is most often mentioned when the term "intelligence" is used. It's also the kind that's most frequently assessed by tests and calculated using metrics like grade-point average.

### **Social Intelligence vs. Emotional Intelligence**

Since they all deal with managing social or emotional circumstances, social intelligence and emotional intelligence are more closely related than IQ. Even if they have any similarities, these are two distinct forms of intelligence. Emotional intelligence is more present-oriented, since it is used to recognise and control feelings in the present moment. Some of the same skills and talents are used in social intelligence, but it is most frequently based on the future. It enables

you to comprehend your own and others' emotions, personalities, and actions in order to achieve positive outcomes (Chou, 2016)

### **Emotional Intelligence in Psychology**

Emotional intelligence, particularly for psychologists, filled a void in the popular definition of intelligence. Although the field seemed to agree that IQ wasn't anything, the ideas about what, precisely, the other essential components were varied, and psychologists couldn't agree on a single concept or idea. When the concept of emotional intelligence was first proposed, psychologists discovered that it was the element of intelligence that they had been lacking.

### **Self-Management and Relationship Management**

Self-control and relationship management are two important life skills. They not only assist us in leading happier, healthier lives, but they also assist us in getting through the day—especially a difficult day. We must learn to manage ourselves before we can manage safe, appropriate relationships with others, so self-management is the first step. Self-management training teaches to harness (to a degree) of emotions and empower ourselves in a variety of situations. Improving the relationship management skills helps to form healthy relationships and connect effectively in all contexts, including being transparent with others, expressing yourself, persuading others, and being truthful without alienating or offending others. In addition to other skills, increasing emotional intelligence will benefit each of these critical abilities. Emotional intelligence, for example, will benefit at work, whether you're an employee, a boss, or a business owner.

### **Academic Performance**

Academic success refers to students' mastery of knowledge and skills in a subject or course. It's essentially a measure of how well students did on the different evaluation items assigned to them, based on certain educational standards developed by skilled educators. Students' success in evaluation items such as essays, exams, vivas, and assessments determines their rating according to the educational criteria they have met — pass, credit, distinction, high distinction, and so on. These educational criteria can be accepted as meeting the requirements for admission to post-secondary institutions domestically and internationally.

Academic achievement or student performance in educational centers is an important target in the advancement of all educational programs. Continuous tests or assessments have been used to assess AP, with a general agreement on the most relevant things to assess, such as abilities and

declarative and procedural expertise (Ward et al., 1996). Recent empirical research in education regarding predictors of AP has focused on intelligence, IQ, or personal cognitive abilities. This research movement has accumulated an extensive research literature on the measurement of cognitive intelligence (Ritchie and Tucker-Drob, 2018). Other non-cognitive skills like attitude, motivation, personality traits, self-regulation, resilience, and social and emotional skills, which are far away from the academic skills which indicate successful performance (Bowles and Gintis, 2007).

Academic success is the assessment of a student's ability in a variety of academic subjects. Classroom success, graduation rates, and standardized test results are commonly used by teachers and education officials to assess student achievement.

### **Relationship between Emotional Intelligence and Academic Performance**

The study conducted by Yahaya and others, 2011, significantly identify the five dimensions of emotional intelligence which influenced the academic performance. It revealed that Emotional factors have significant role in the development of children's personalities (Said Al T B T, 2014). Hence, it is necessary to emphasize those practices which promote emotional intelligence among students. The curriculum designers and developers should integrate and incorporate the emotional intelligence into the curriculum at each level in order to produce emotionally intelligent students. The education & teaching of emotional intelligence should be given by Educators to enhance the competencies at each level and enable the students to understand themselves and other individuals, to manage their own emotions and emotions of others, so that to take care of others and know how to perform themselves. The ability to EI stream (stream 1), also known as EI-performance, is the version of EI that appears to be the most similar to AP, since EI is assessed by exercises and issues, just like AP is assessed through exams in schools. Students with higher levels of EI-performance, on the other hand, may be able to better handle exam stress, resulting in better APs, since skill EI is measured in a similar way to AP (Brackett and Salovey, 2006). Individuals with a higher capacity to interpret information usually perform better on cognitive tasks, according to the EI literature (Saklofske et al., 2012). Secondary education is a time with many social, contextual, and personal shifts and pressures, so interpersonal and intrapersonal skills are extremely important. To cope with academic stress and achieve academic performance, greater emotional control and a stronger adaptability process are beneficial (Saklofske et al., 2012).

## **METHODOLOGY**

Searching it again and again means Re-search. Research is defined as human activity based on intellectual application in the investigation of matter. Research is an inseparable part of human knowledge. Research is an important pre-requisite for a dynamic social order. Research is "creative and systematic work undertaken to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications or in other hand Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.

When we analyze the word „Research“ the meaning of it becomes clear to us. Re + Search = Research that means whatever material is already present or available to us, we have to trace it again and afresh, in the light of which we have to establish our own findings/ facts or thesis. According to its dictionary meaning, “Research is an investigation undertaken in order to discover new facts.” Research is an art of scientific investigation. It is regarded as systematic efforts to gain new knowledge. Research is a systematic inquiry to describe, explain, predict, and control the observed phenomenon. Research involves inductive and deductive methods. Research is analytical in nature and so that there is no ambiguity in inference. Research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.

### **Research Method**

It is a systematic investigation into existing & new knowledge. It is helpful to create or validate facts, solve problems, support theorems or develop new theories Research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic.

It consist 3 steps: Pose a question, Collect data to answer the question and Present an answer to the question. Research methodology is the way inwhich research problems are solved systematically. It is a science of studying how research is conducted scientifically. Under it, the researcher acquaints himself/herself with the various steps generally adopted to study a research problem, along with the underlying logic behind them.

Hence, it is not only important for the researcher to know the research techniques/ methods, but also the scientific approach called methodology. Thus the study of conducting

research is Research Methodology. Effective research methods are the tools by which information is gathered. Without the appropriate design and use of research methods, we are unlikely to gather quality information and as such create a shaky foundation to any review, evaluation or future strategy. Sociologists draw on a variety of both qualitative and quantitative research methods, including experiments, survey research, participant observation, and secondary data. Research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic. Quantitative methods aim to classify features, count them, and create statistical models to test hypotheses and explain observations. The data produced are always numerical, and they are analysed using mathematical and statistical methods. If there are no numbers involved, then it's not quantitative research then it becomes qualitative research. Qualitative methods aim for a complete, detailed description of observations, including the context of events and circumstances.

### **Research Problem**

The present research aims to study the relationship between Emotional Intelligence and Academic Performance of undergraduate students in Distt. Baghpat.

### **Objectives**

The study is guided by the following objectives:

- To investigate the relationship between the respondents' emotional intelligence and their academic performance.
- To identify the level of emotional intelligence among the respondents during pandemic.
- To make a comparative study between emotional intelligence and academic performance of male and female students.

### **Hypotheses**

- There will be no significant relationship between Emotional intelligence and the academic performance of undergraduate students in Distt. Baghpat.
- There will be no significant difference between the Emotional Intelligence of male and female undergraduate students.
- There will be no significant relationship between Emotional Intelligence and academic performance of male students.



- There will be no significant relationship between Emotional Intelligence and academic performance of female students.

### Sample

Sample is fundamental, smaller and manageable portion of the large group which helps to conduct the research and interpretation of its results. A sample is a small proportional selected for observation and analysis. By observing the characteristics of the sample one can make certain inferences about which it is drawn. A sample should consists of all qualities of a good sample can fulfill the need of the presented study.

Gender	No. of Students	Total
Male	50	100
Female	50	

### Variables

**Independent Variables:** Emotional Intelligence of the students

**Dependent Variables:** The Academic Score of the undergraduate students.

### Research Design

The research design represents the overall strategy that needs to be integrated the different components of the study in a systematic, sequential and logical way, and ensuring the effectiveness and coherency of the research problem, it is the blueprint for the collection, measurement, and analysis of data and constitutes the framework of the research method. In the present study, the quantitative design methodology employed in this study is correlation research to investigate the possibility of a relationship between emotional intelligence and academic performance of the undergraduate students.

### Tools

The standardized tool will be selected for the study:

S.No.	Name of the Tool	Developed By
1	Emotional Intelligence Inventory	S.K. Mangal and ShubhraMangal

## RESULTS AND DISCUSSIONS

Emotional Intelligence are the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this

information to guide ones thinking and actions. Academic Performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. A persons level of functioning on academic tasks, most often reflected in grades and test scores. Emotional Intelligence is considered an effective measure to judge the individual potential and capacity. It put great impact on student career and growth and has great importance on their academic performance. This study is the quantitative study which was designed to investigate the influence of emotional intelligence on the academic performance of the undergraduate students in Distt. Baghpat.

Looking to the objective of the present research correlation was found to be appropriate. The total sample of this study comprised of undergraduate students and whole sample consists of total 100 students.

**H0 1:** There is no significant relation between emotional intelligence of undergraduate students and their academic performance.

Correlation co-efficient between two variables ‘X’ (Academic Performance) and ‘Y’ (MEII Scores) usually denoted by ‘r’ is a numerical linear relationship between them and is defined as, the degree of correlation between two variables which is given below:

#### **The Degree of Correlation**

S.No.	Description	Positive	Negative
1	Perfect	+1	-1
2	High	+0.70 to 0.99	+0.70 to 0.99
3	Moderate	+0.50 to 0.70	-0.30 to 0.70
4	Low	Below 0.29	Below -0.29
5	Absence of Correlation	0	0

#### **Relationship between Emotional Intelligence and Academic Performance Content**

Content	N	Mean	r
Emotional Intelligence	100	66.63	0.57
Academic Performance	100	58.86	

The outcomes of the analysis have also been elaborated through scatterplot for better understanding. The scatterplot clearly shows a significant positive relationship between emotional intelligence and academic performance.

To determine this correlation is statistically significant or not, we need to calculate the p value. The calculated 't' value by using the formula is 6.864 and table value is 1.98 at the degree of freedom 98. Since the calculated 't' value is greater than the table value for 98 degree of freedom at 5% level of significance, the null hypothesis is rejected. Thus, there is a significant correlation between the emotional intelligence and academic performance of the undergraduate students.

### **Interpretation (1)**

The table represents that the coefficient of correlation value between emotional intelligence and academic performance is 0.57.

Thus it can be concluded coefficient of correlation value is positive and moderate. The positive correlation means there is increase of emotional intelligence lead to increase the academic performance. Therefore the null hypotheses "There is no significant relationship between emotional intelligence and academic performance of the college students" is rejected. It is perusal that there is a significant relationship between the emotional intelligence and academic performance. Thus there is a positive relationship between emotional intelligence and academic performance of the undergraduate students.

It is evident from the Pearson's product-moment correlation analysis as well as t test where calculated 't' value is more than table value for 98 degree of freedom at 5% level of significance, rejected the null hypothesis. Thus it shows that there is a positive correlation between emotional intelligence and academic success among undergraduate students. It clearly indicates that if a student is emotionally intelligent, his academic performance will be excellent. In more simple words, emotional intelligence is directly related to academic success and higher the emotional intelligence, higher will be the academic success and vice versa. It can be assumed that for better academic performance, students' emotional intelligence should be enhanced.

**H0 2:** There will be no significant difference between the Emotional Intelligence of male and female undergraduate students.

### The Coefficient of Variation of Male and Female Students

Gender	N	Mean	S.D	Coefficient of Variation
Female	50	64.14	10.84	16.90
Male	50	68.31	9.33	13.65

#### Interpretation (2)

As depicted in table the EI mean score of female students is 64.14 and the EI mean score of male students is 68.31. The Coefficient of variation of male students is 13.65 and Coefficient of variation of female students is 16.90. The Coefficient of variation of male students is less than the Coefficient of variation of female students. From the findings it can be concluded that male students possess higher emotional intelligence and better EI skills in relation to the female students.

**H0 3:** There will be no significant relationship between Emotional Intelligence and academic performance of male students.

#### Relationship between Emotional Intelligence and Academic Performance of Male Students

Variables	N	Mean	SD	Calculated 't' value	Table value
Emotional Intelligence	50	68.31	9.33	3.91	2.02
Academic Performance	50	61.73	7.39		

#### Interpretation (3)

As depicted in table, the calculated 't' value by using the formula is 3.91 and table value is 2.02 at the degree of freedom 48. Since the calculated 't' value is greater than the table value for 48 degree of freedom at 5% level of significance, the null hypothesis is rejected. Thus, there is a significant correlation between the emotional intelligence and academic performance of the male students.

**H0 4:** There will be no significant relationship between Emotional Intelligence and academic performance of female students.

**Relationship between Emotional Intelligence and Academic Performance of Female Students**

Variables	N	Mean	SD	Calculated 't' value	Table value
Emotional Intelligence	50	64.14	10.84	4.47	2.02
Academic Performance	50	55.99	6.96		

**Interpretation (4)**

As depicted in table, the calculated 't' value by using the formula is 4.47 and table value is 2.02 at the degree of freedom 48. Since the calculated 't' value is greater than the table value for 48 degree of freedom at 5% level of significance, the null hypothesis is rejected. Thus, there is a significant correlation between the emotional intelligence and academic performance of the female students. Hence, it shows that there is a positive correlation between emotional intelligence and academic success of male students. It clearly indicates that if a student is emotionally intelligent, his academic performance will be excellent. In more simple words, emotional intelligence is directly related to academic success and higher the emotional intelligence, higher will be the academic success and vice versa.

**CONCLUSION AND IMPLICATIONS**

In the present chapter an attempt has been made to present the conclusion or findings in a systematic way resulting from the investigation. The chapter also evolves the implications of the present study in the field of emotional intelligence in academic performance of the students.

**Main Findings**

On the basis of analysis and interpretation is given in the previous chapter. The following findings have merged out of the present study.

1. The correlation between Emotional Intelligence and Academic Performance is positive and moderate.
2. There is a significant relationship between Emotional Intelligence and Academic Performance.

3. The male students possess higher emotional intelligence and better EI skills in relation to the female students.
4. There is a significant relationship between Emotional Intelligence and Academic Performance of male students.
5. There is a significant relationship between Emotional Intelligence and Academic Performance of female students.

### **Conclusion**

1. There is a significant relationship exist between Emotional Intelligence and Academic Performance of the undergraduate students.
2. It evidently shows that higher the level of emotional intelligence, higher will be the academic performance.
3. From the findings it can be concluded that male students possess higher emotional intelligence and better EI skills in relation to the female students.
4. It is evidently shows that the emotional intelligence is related to the academic performance of the male students.
5. From finding it can be concluded that the emotional intelligence and academic performance of the female students are correlated.
6. The emotional intelligence is closely linked with high academic performance.

### **Implications**

From the result it is evident that Emotional Intelligence is very important and essential for the undergraduate students. It clearly indicates that if a student is emotionally intelligent, his academic performance will be excellent. In more simple words, emotional intelligence is directly related to academic success and higher the emotional intelligence, higher will be the academic success and vice versa. It can be assumed that for better academic performance, students' emotional intelligence should be enhanced.

The findings suggest that emotional intelligence is closely linked with high academic success. Hence, it is necessary to accentuate those practices which promote emotional intelligence and commitment among undergraduate students. The curriculum designers and developers should integrate emotional intelligence into the curriculum at each level in order to produce emotionally intelligent students. The educators should teach emotional

intelligencecompetencies at each level to enable students to understand themselves and other individuals, to manage their own emotions and emotions of others, to take care of others and know how to perform.

In this way, the students' academic performance will be enhanced. At each level, various programs, conferences, and seminars on emotional intelligence should be arranged to educators in order to provide the necessary information for enhancing the emotional intelligence of their students. Academic excellence is one of the most important goals for all students, regardless of ethnicity. Apart from effective learning methodologies and well-planned lessons, students should be able to recognise their self-emotion, so that it does not become a hindrance in their academic success. Thus, emotional intelligence should be highlighted not only for academic purposes but also for future life success as it deals with the need of self -identity. The constructive efforts require in developing student's emotional intelligence and it should be incorporated during the teaching and learning process in the classroom with the goal of constructing a resilient and make them capable to face the changing demands. It is required in the current situation, particularly during pandemics that have a negative influence on student's physical and emotional health as it brings school to the home. The students show higher emotional intelligence are better able to deal with adversity and live more effectively and efficiently.

### **Delimitation of the Study**

Delimitation of the study is defined as the sample size, geographical area or environment in which the study takes place, population demographics, and other variables that limit the scope and describe the limits of the study. The delimitations of this study are as follow:

- The study is limited to the students in Distt. Baghpat.
- The study is limited for undergraduate students.
- The total population in this study is limited to 100.
- The present study has conducted to Emotional Intelligence and Academic Performance of undergraduate students.

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