

Impact of Emotional Intelligence on Academic Achievements of Expatriate College Students in Dubai

Dr. Aruna Kolachina

Assistant Prof. of Psychology, Dubai
AMERICAN COLLEGE OF DUBAI, DUBAI, UAE.

Abstract: The present paper is an attempt to examine relationship between emotional intelligence and academic achievement of expatriate students. Students in higher educational institutions are viewed as leaders of tomorrow and are expected to perform multi roles with efficiency and effectiveness. It is essential to develop a right attitude and be equipped with emotional intelligence to handle the complexities of life and quality education. The data were analyzed. The findings of the study reveal positive relationship between emotional intelligence and academic achievement among expatriate students. The study also reveals that students with high and low academic achievement motivation differ from one another on emotional intelligence.

Keywords: Academic Achievement, and emotional Intelligence and Expatriate students.

I. INTRODUCTION

Students in higher educational institutions are viewed as leaders of tomorrow. They have academic success as their major goal. For this goal to be achieved, it requires dedication, sacrifices, self-discipline, motivation and cordial relationship between students and lecturers, [1]. Emotional intelligence, self-efficacy, and psychological well-being (happiness, life satisfaction and depression) are important resources for enhancing students' learning, success and quality in education, [2].

Higher educational institutions or colleges continue to be viewed as places of opportunity that are focused on teaching and learning of classic subjects, learning for leisure, learning for specialized employment, developing the workforce, and providing developmental foundation for underachieving students too. The mission of community colleges is much broader than the goal of awarding associate degrees or providing general education coursework to facilitate the transfer to baccalaureate-granting institutions. Community colleges serve local learning needs, often duplicating or enhancing less-than-par opportunities at previous levels of education and introducing new subject matter that is applied or technical in nature.

With the diverse educational goals, large numbers, low cost, and convenience, the community colleges attract the most diverse student bodies in terms of age, race and ethnicity, and career aspirations [3]. They seek to deliver their academic and student support services and programs in a way that serves a highly mobile and diverse student population. However, educating such students is not an easy task. Age, personality, culture, and socioeconomic class have awarded each student unique strengths and weaknesses, leaving some students better prepared for the rigors of the collegiate environment than others. There is an increased need to identify variables, including alternative forms of intelligences that impact academic achievement. Dubai is a hub for expatriates and Educational institutions cater to multicultural students: Indians, Pakistanis, Filipinos, Nigerians, Palestinians, Iranians, Egyptians, Sudanese, Tanzanians, Russians, Chinese and other nationalities. Educational Institutions have the responsibility to blend students from all these cultures overcome language barriers and handle the students' emotional aspect especially those who are moving from a protected home/school environment to college, in a foreign land away from one's home country. As expatriate students, a lot more is expected of them in terms of adjusting and adapting to new cultures and people. A strong level of emotional stability is needed to balance out between academics and adaptation/adjustment to a new environment.

II. STATEMENT OF PROBLEM

Emotional Intelligence (EI) recognizes the non-cognitive psychological aspects intervening in human behavior. Research along these lines has identified a significant correlation between the cognitive and emotional components of people's intelligence, and how that relationship matters in effectively accomplishing allsorts of goals in any area of human behavior and attain a state of wellbeing. [4].

College students face many challenges while adjusting to college life in United Arab Emirates especially in Dubai. They must learn to operate in new environments, to live on their own, to work with new and unfamiliar people and to handle new stresses and new challenges. These challenges and adjustments are amplified when these students are more than just college students; when these college students are also foreigners (expatriates) they have more pressure to overcome and they have to assimilate to mainstream culture.

Aim of the Study

This research is designed to study the relationship between emotional intelligence and its impact on academic achievement among expatriate college students in Dubai

III. REVIEW OF LITERATURE

Academic motivation is defined as enthusiasm for academic achievement which involves the degree to which students possess certain specific behavioral characteristics related to motivation, [5]. It is the orientation to the actions which is important to compel with the perfect standards. A study has stated the factors affecting students 'achievement motivation as; effectiveness of the teacher, friends, the individual's attitude towards school, students' perceptions about their own abilities, past experiences (positive or negative), the importance given to the student's success, parents approaches towards their children and school. [6]. For many years' educators, professionals and the public alike have been focusing on the intellectual achievement of individuals. In the past, perceived cognitive potential, more than any other factor has been seen as a predictor of academic achievement. It has, however, been established that despite an individual having the intellectual potential to succeed at institutions of higher education, he/she may experience difficulty dealing with emotional issues, have poor relationships, and be ineffective in his/her decision making [7]. These observations, among others, have led to the realization that individuals from changing populations may require more than intellectual abilities to exist and thrive academically. High emotional intelligence can contribute to a student in the learning process [8], [9], [10] Students low on emotional intelligence may find failure more difficult to deal with, which undermines their academic motivation, [11].

In education, emotions have been considered as supplementary for learning process. Recent research [12], however, has started to indicate that Emotional Intelligence (EI) can be considered as a necessary component of any educational society. EI has been defined by Elias as a set of skills necessary for effective social interaction and classroom success: (a) emotional recognition and regulation, (b) self-control, (c) goal setting, (d) social responsibility, (e) empathy, (i) problem solving, (g) conflict resolution, and (h) skills needed for leadership and effective group participation.

A research paper [13] examines the role of trait emotional intelligence ('trait EI') in academic performance and in deviant behavior at school on a sample of 650 pupils in British secondary education (means age 16.5 years). The study states that trait EI moderated the relationship between cognitive ability and academic performance. In addition, Pupils with high trait EI scores were less likely to have had unauthorized absences and less likely to have been excluded from school. Most trait EI effects persisted even after controlling for personality variance. They concluded the study by stating that the constellation of emotion-related self-perceived abilities and dispositions that the construct of trait EI encompasses is implicated in academic performance and deviant behavior, with effects that are particularly relevant to vulnerable or disadvantaged adolescent.

A research work [14], used the transition from high school to university for examining the relationship between emotional intelligence and academic achievement. The study results reveals that when EQ-i:Short variables were compared in groups who had achieved very different levels of academic success (highly successful students who achieved a first-year university GPA of 80per cent or better versus relatively unsuccessful students who received a first-year GPA of 59per cent or less) academic success was strongly associated with several dimensions of emotional intelligences.

In another study [15], the relation between EI and academic achievement, 360 pre-university students (180 girls and 180 boys) in the fields of humanities, experimental sciences, and mathematics participated. The subjects were asked to answer a questionnaire on emotional intelligence. Academic achievement of students based on their high school average was calculated. Statistical methods including frequency, percentage, mean, standard deviation, variance analysis, correlation coefficients, and regression analysis were done for data analysis. Results showed a positive correlation between emotional intelligence and academic achievement of students.

Academic Achievement: Academic achievement is the outcome of education –the extent to which a student, a teacher and an institution have achieved their educational goals. Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign. Academic achievement can be referred here as academic intelligence, by academic intelligence means a typically defined by conventional definition and tests comprising so-called general ability and related abilities. [16]. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects is more important procedural knowledge such skills or declarative knowledge such as facts.

Emotional Intelligence: Emotional Intelligence (EI) has been defined as the ability to empathize, persevere, control impulses, communicate clearly, make thoughtful decisions, solve problems, and work with others in a way that earns friends and success,[17]. These abilities allow an individual to recognize and regulate emotion, develop self-control, set goals, develop empathy, resolve conflicts, and develop skills needed for leadership and effective group participation,[18].

IV. RESEARCH METHODOLOGY

The research methodology of the study consists of two stages. First stage of the research was exploratory in nature and the second phase was descriptive in nature. Data for the study were collected expatriate student who pursue higher education in foreign universities functioning at Dubai, UAE. The tool used for data collection is a well-structured questioner, which covered the demographic profile of students', their Academic Achievement (AA) and their perception on the Emotional Intelligences (EI).

Out of 35 universities 20 are of Arts and Science cadre. The researcher has restricted here studies to only to these 20 Art & Science cadre universities. Further it has found that 12780 to 13000 students are studying in this university. Of which 70 per cent are expatriates i.e., around 9100 students.

For the research purpose thirty per cent of the universities were considered as the sample population i.e., six universities, which had strength of around 3900 students and of which around 2700 are expatriates. Fifteen per cent of the expatriates' students' population were chosen as the sample i.e., summed to 410. The researcher has adopted structured convenient stratified sampling technique to collect the required data. Two stage sampling technique has been used in the study to select the respondents. In the first stage of the research two educational institutions had been selected at random in Dubai. A well- structured questioner was prepared and tested with a sample of 30 respondents. Based on the responses of the respondents suitable modifications had been made in the questioner for the purpose of large sample survey. In the second stage the 410 sample respondents were approached, those who are studying in the six sample universities and the data were collected, after explaining the concept and the purpose of the study to the subjects. At the end of data collection it was observed that nearly twelve (12) questioners were partially fulfilled that did not provide enough information about the students surveyed, thus those 12 questioners were deducted from the sample size, thus the sample subjects were limited to 398 expatriate students.

V. RESULTS AND DISCUSSION

Academic achievement has been a topic of considerable interest and research for a very long time. Countless numbers of studies have been undertaken which either focused exclusively on academic achievement or investigated academic achievement in relation to other cognitive, social, and personal factors. Most of these studies have sought to determine factors that enhance academic achievement. The implications of these relationships for education are apparent since achievement in skill, concepts, and content are the acknowledged goals of the education process,[19]. In recent years many researchers have been studies about affecting academic achievement and their correlation with other demographic and psychological factors. Based on these understanding the current study aims to analyze the association between the academic achievement and emotional intelligences skills of expatriate students. The author hypothesized that general

good feelings are associated with EI of expatriate students in UAE. In turn these factors influence their academic achievement. Thus, the current study focuses on: emotional intelligence of expatriate students and Academic performance.

EXHIBIT 1 CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

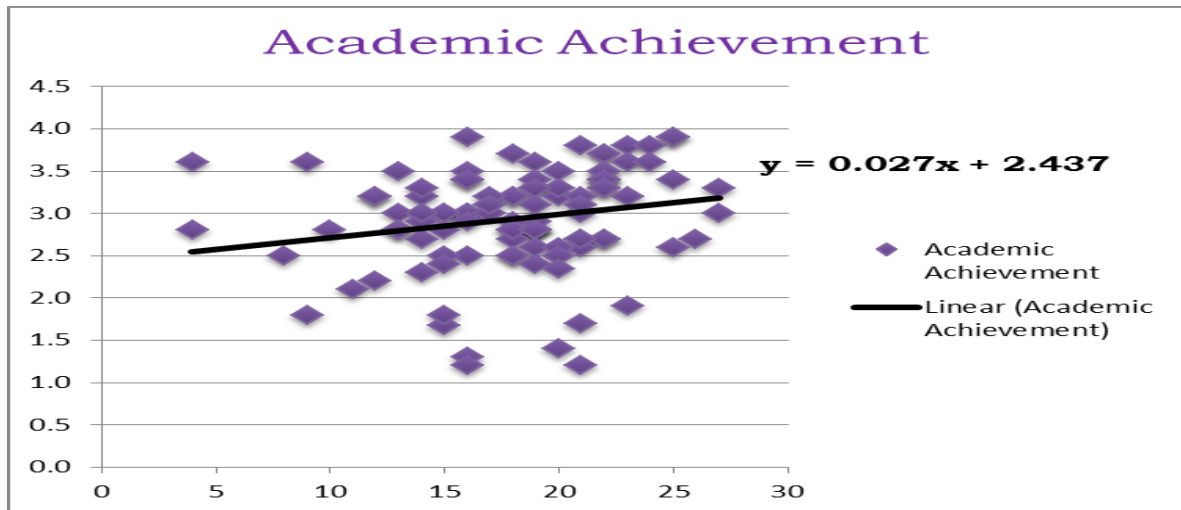


Exhibit 1 shows the graph having a positive correlation (positive y-intercept) between Emotional Intelligence and Academic Achievement. And as per the equation, an increase (by one degree) in the Emotional Intelligence will result in 0.027 (slope) increases in the Academic Achievement.

So we can conclude that greater the EQ greater will be the AA.

TABLE: 1
SUMMARY STATISTICS

LEVEL OF POSITIVE EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

Variables	High		Low		t value	Sig
	Mean	SD	Mean	SD		
Self Esteem	4.694	1.867	4.725	1.871	1.627	.042
Emotion Expression	4.397	1.492	3.957	1.145	1.742	.016
Self-Motivation	4.567	1.783	4.978	1.298	2.146	.020
Emotion Regulation	4.314	1.748	3.870	1.501	0.963	.058
Happiness	4.959	1.470	4.348	1.510	2.484	.857
Empathy	4.691	1.756	4.783	1.544	1.045	.012
Social Competence	3.902	1.701	3.524	1.482	1.288	.024
Impulsivity (low)	4.196	1.931	4.032	1.698	2.801	.031
Emotion Perception	4.660	1.897	4.675	1.536	1.311	.000
Stress Management	4.150	1.826	3.952	1.542	-1.408	.019
Emotion Management	4.371	1.590	4.159	1.493	2.500	.022
Optimism	4.731	1.689	4.254	1.664	1.482	.945
Relationship Skills	4.814	1.839	4.587	1.645	.929	.097
Adaptability	4.392	1.774	4.167	1.639	3.568	.103
Assertiveness	4.211	1.715	4.413	1.643	-2.395	.527

Level of Significance: 5 per cent

Table 1 shows that high and low academic performers differed significantly on expressing their positive emotional skills in case of 9 variables tested out of 15. The perusal of 't' scores on dimensions of study habits showed that both groups differed significantly on self-esteem qualities ($t=1.627$, $p<0.05$ level), Emotion Expression ($t=1.742$, $p<0.05$ level), Self-Motivation ($t=2.146$, $p<0.05$ level), Emotion Regulation ($t=0.963$, $p>0.05$ level), Happiness ($t=2.484$, $p>0.05$ level), Empathy ($t=1.045$, $p<0.05$ level), Social Competence ($t=1.288$, $p<0.05$ level), Impulsivity (low) ($t=2.801$, $p<0.05$ level), Emotion Perception ($t=1.311$, $p<0.05$ level), Stress Management ($t=-1.408$, $p<0.05$ level), Emotion Management ($t=2.500$, $p<0.05$ level), Optimism ($t=1.482$, $p>0.05$ level), Relationship Skills ($t=.929$, $p>0.05$ level), Adaptability ($t=3.568$, $p>0.05$ level), and Assertiveness ($t=-2.395$, $p>0.05$ level) were found to be significant.

The observation of mean scores revealed that achievers had higher means when compared to low achievers in the emotional skills like: Emotion Expression, Emotion Regulation, Happiness, Social Competence, low Impulsivity, Stress Management, Emotion Management, Optimism and Relationship Skills. Whereas the lowers had score higher means when compared to high achievers in the following positive emotional skills: Self Esteem, Self-Motivation, Self-Motivation, Empathy, Emotion Perception and Assertiveness.

TABLE: 1.1
SUMMARY STATISTICS

LEVEL OF NEGATIVE EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

Variables	High		Low		t value	Sig
	Mean	SD	Mean	SD		
Apathy	4.397	1.689	3.957	1.475	-1.750	.133
Lack of Emotional Regulation	4.314	1.570	3.870	1.500	1.955	.581
High Stress	4.959	1.909	4.348	1.888	-0.329	.594
Frequent Emotion Withdrawal	3.902	1.576	3.524	1.484	0.830	.551
Guilt felling	4.196	1.710	4.032	1.757	-0.078	.005
Blunted Affect	4.814	1.897	4.587	1.609	1.249	.016
Poor Rapport	4.392	2.004	4.167	1.726	1.180	.035
Passive/apathetic social withdrawal	4.165	1.725	3.917	1.574	-1.087	.000
Lack of spontaneity and flow of conversation	4.335	2.092	3.878	1.747	0.980	.037
Lack of Self-Motivation	3.773	1.699	3.353	1.560	-1.729	.022
Difficulty in abstract thinking	4.340	1.787	4.544	1.564	-1.255	.001
Stereotype Thinking	4.036	1.783	3.775	1.450	-0.231	.076
Lack of Self Confidence	3.835	1.864	3.690	1.654	0.929	.732
High Self Empathy	4.340	1.558	3.647	1.560	0.025	.421
Inflexibility	4.275	2.023	3.504	1.852	-0.616	.030

Level of Significance: 5 per cent

Table 1.1 shows that high and low academic performers differed significantly on expressing their negative emotional skills in case of 8 variables tested out of 15. The perusal of 't' scores on dimensions of study habits showed that both groups differed significantly on Apathy ($t=-1.750$, $p>0.05$ level), Lack of Emotional Regulation ($t=1.955$, $p>0.05$ level), High Stress ($t=-0.329$, $p>0.05$ level), Frequent Emotion Withdrawal ($t=0.830$, $p>0.05$ level), Guilt felling ($t=-0.078$, $p<0.05$ level), Blunted Affect ($t=1.249$, $p<0.05$ level), Poor Rapport ($t=1.180$, $p<0.05$ level), Passive/apathetic social withdrawal ($t=-1.087$, $p<0.05$ level), Lack of spontaneity and flow of conversation ($t=0.980$, $p<0.05$ level), Lack of Self-Motivation ($t=-1.729$, $p<0.05$ level), Difficulty in abstract thinking ($t=-1.255$, $p<0.05$ level), Stereotype Thinking ($t=-$

0.231, $p > 0.05$ level), Lack of Self Confidence ($t = 0.929$, $p > 0.05$ level), High Self Empathy ($t = 0.025$, $p > 0.05$ level), Inflexibility ($t = -0.616$, $p < 0.05$ level) were found to be significant.

The observation of mean scores revealed that achievers had higher means when compared to low achievers in the emotional skills like: Apathy, Lack of Emotional Regulation, High Stress, Frequent Emotion Withdrawal, Guilt felling, Blunted Affect, Poor Rapport, Passive/apathetic social withdrawal, Lack of spontaneity and flow of conversation, Lack of Self-Motivation, Stereotype Thinking, Lack of Self Confidence, High Self Empathy and Inflexibility. Whereas the lowers had score higher means when compared to high achievers in the following positive emotional skills: Difficulty in abstract thinking.

Findings from the Study:

It has been observed that expatriate students with positive emotional intelligence traits succeeded in academic achievement with the qualities like: self-motivation, happiness, empathy, impulsivity (low), emotion perception, stress management, emotion management and assertiveness.

Whereas, the expatriate students with negative emotional intelligence traits have failed in gaining academic achievements with the qualities like; feel of apathy, guilt felling, blunted affect, passive/apathetic social withdrawal, difficulty in abstract thinking, stereotype thinking and high self-empathy.

Suggestions:

It is suggested to the educational institution heads, teaching faculties and others to develop the positive emotional skills among the youths in form of creating an approach towards:

- **Self-awareness** – teaching students to recognize their own emotions and how they affect their thoughts and behavior, know their strengths and weaknesses, and have self-confidence.
- **Self-management** – teach them to control impulsive feelings and behaviors, manage their emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Understanding others feeling** – the stakeholders have to educate the students to can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management** – the stakeholders have to educate to develop understanding - how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

The teaching faculties and individuals who directly deal with the students must understand the fact that memory is also strongly linked to emotion. By learning to use the emotional part of students' brain as well as the rational, students' not only expand their range of choices when it comes to responding to a new event, they will also factor emotional memory into their decision-making. This will help prevent students' from continually repeating earlier mistakes.

The educational institution could give a thought of including Yoga and Meditation in their curriculum for improving emotional intelligence which plays a pivotal role in every aspect of life. And it should be practiced regularly among the students at various levels in order to develop a better understanding of own emotions as well as emotions of others, paving way for Success in chosen careers i.e., their academic achievement and success.

VI. CONCLUSION

From results of this study give scope to the researcher for suggesting measures for counseling practice and assessment of student's behavior at their university campus. Academicians must realize the fact that emotional intelligence and self-efficacy predicted students' behaviors and attitudes- intrinsic motivation, self-discipline and respect for lecturers demands that counseling psychologists and lecturers should focus on teaching emotional intelligence as a strategy to develop

academic behaviors and attitudes of expatriate students in their educational institutions. When students are educated to be emotionally and socially/cultural intelligent, their general performance can be improved.

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