

ORIGINAL PAPER

Research on the Association between Emotional Intelligence and Educational Achievement: A Case Study of the Pupils in the Senior High Schools of Sparta

Maria Stamatopoulou, BSc in Greek Philology, MSc (c)

Department of Nursing, Faculty of Human Movement and Quality of Life Sciences, University of Peloponnese, Greece

Ekaterini Kargakou, SW, MSc (c)

Department of Nursing, Faculty of Human Movement and Quality of Life Sciences, University of Peloponnese, Greece

Efterpi Konstantarogianni, X-ray technician, MSc (c)

Department of Nursing, Faculty of Human Movement and Quality of Life Sciences, University of Peloponnese, Greece

Panagiotis Prezerakos, PhD

Associate Professor, Department of Nursing, Faculty of Human Movement and Quality of Life Sciences, University of Peloponnese, Greece

Correspondence: Panagiotis Prezerakos, Department of Nursing, University of Peloponnese, Orthias Artemidos & Plateon, PC 23100, Sparta E-mail: panprez@uop.gr

Abstract

Background: In the past years a lot of questions have arisen about Emotional Intelligence (EI) and is seen with great interest and concern by the scientific community but also by the wider public.

Aim: The aim of the present study is the research into the association between emotional intelligence and educational achievement through the study of demographic and psychological characteristics of the pupils.

Methodology: The present is a quantitative cross-sectional study. In total 480 questionnaires were distributed to the pupils of the Second and Third classes of the Senior High Schools of Sparta and of those 79.4% responded. The tool used to measure Emotional Intelligence was Trait Emotional Intelligence Questionnaire- Adolescent Short Form by Petrides and his associates as well as the pupils' demographic particulars which included their Graduation Average achieved during the previous school year. The data collection was done in October 2013. The statistical methods used were testing t, test χ^2 , bi-variable analysis and multiple linear regressions. The bilateral level of statistical significance was set as equal to 0.05 while the data analysis was conducted with SPSS 19.0.

Results: The results revealed a significant statistical relationship between sociability indicator and the adolescents' assessment of performance ($p=0.02$). Gender was statistically significantly related to Emotional Intelligence as a Personality Trait ($p=0.03$) as well as in two out of its four individual factors: well-being ($p=0.007$) and self-control ($p=0.005$).

Conclusions: The results of the study showed that the overall Emotional Intelligence as a trait is not strongly related statistically to the grades achieved by the pupils. However, it was found that the increase in the sociability indicator is strongly related to better grades in Senior High School. Furthermore, it was found that girls when compared to boys, had a higher overall score in Emotional Intelligence as a Personality Trait but also in well-being and self-control.

Keywords: Emotional Intelligence, Educational Achievement, Emotional Development, Emotional Adequacy, Emotional Intellect.