

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/329585011>

# The impact of emotional intelligence on academic achievement: a case study of Al- Quds University students

Article · December 2018

CITATIONS  
0

2 authors:



Bassam Yousef Ibrahim Banat  
Al-Quds University

46 PUBLICATIONS 78 CITATIONS

SEE PROFILE

READS  
361



Omar Elmawel  
Alquds - University

42 PUBLICATIONS 6 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:



Knowledge Management Among Palestinian Employees at Governmental And Non- Governmental Organizations [View project](#)



The Impact of Emotional Intelligence on Vocational Interests among Palestinian Students [View project](#)



# International **Humanities** Studies

[www.ihs-humanities.com](http://www.ihs-humanities.com)

---

## The Impact of Emotional Intelligence on Academic Achievement of Al- Quds University Students

*Bassam Yousef Ibrahim Banat\**

*Omar Taleb Rimawi\*\**

### Abstract

The present study aimed at identifying the impact of emotional intelligence on academic achievement among Al-Quds University students. The study used a prospective sampling survey design. A sample size of (370) students at Al-Quds University participated in the study. Emotional intelligence was measured using the adapted version of a 33-item questionnaire. The grade point average score in the university was used to measure academic achievement. Data were statistically analyzed using Statistical Package for Social Sciences (SPSS). The study revealed that a percentage of (75.2%) of the sample being emotionally intelligent. The results demonstrated statistically significant differences in the emotional intelligence scores among the students according to their gender, religion, and place of residence. Emotional intelligence emerged as a significant predictor of academic achievement.

**Key words:** *Emotional intelligence, Al-Quds University, academic achievement.*

---

\*PhD. Sociology (Statistical Methods and Research Techniques), Chairman Department of Applied Sociology, Faculty of Arts, Al-Quds University, Main Campus, Jerusalem- Abu Dies, Palestine. [bassambanat@yahoo.com](mailto:bassambanat@yahoo.com), [bbanat@arts.alquds.edu](mailto:bbanat@arts.alquds.edu)

\*\*PhD. Psychology (Educational Psychology) Chairman Department of Psychology, Faculty of Education, Al-Quds University, Main Campus, Jerusalem- Abu Dies, Palestine. [rimawiomar@yahoo.com](mailto:rimawiomar@yahoo.com), [orimawi@arts.alquds.edu](mailto:orimawi@arts.alquds.edu)

## **Introduction**

Emotional Intelligence, at different academic stages, is a concept that received a lot of attention by scholars around the world in view of its significance and effective impact on student's personality, academic achievement, vigor and development. This fact is evidenced and attested by numerous studies published on Emotional Intelligence (EI) and its different models as a consequence of the great developments witnessed in this age and its successive and daily objectives. We are now at an age where we are competing with time, space, high aspiration and cultural variation.

These studies, in their entirety, have indicated that intelligence alone is not enough to guarantee success; in fact, there is a need for EI since it is a basic element in the scientific and practical life of the individual (Vincent, 2003). In this context, Samadony (2007: 20) indicates that the problem in measuring intelligence, over the last two decades, was in the fact that the majority of studies focused on Cognitive Intelligence and overlooked non cognitive aspects, most significant of which are the emotional aspects. Therefore, a new concept, Emotional Intelligence, rose to prominence with Mayor & Salovey (1990).

## **Literature Review**

EI is a recent concept that has a clear impact on human's life; it influences ones thoughts, relationships and emotions. There is a common denominator between emotions and thoughts and between the mind and the heart since they interact with one another to provide an opportunity for humans to make right decisions and to have sound thoughts. An emotionally disturbed or disoriented person cannot regulate his emotions or feelings even if he demonstrates a high level of intelligence (Abu Rayyash et al., 2006: 280-281).

The relationship between the mind and emotions is rather ambiguous to several people. Some believe that good thinking comes only in the absence of emotions. Undoubtedly, strong emotions play a big role in sound thinking. However, clinical experiments showed us that any thought, free of emotions, does not necessarily lead to making satisfactory decisions if not impossible. The problem is not with the emotion itself as much as it is with the suitability and adaptability of emotion with the situation and the

way it is expressed. What is required is not to put emotions aside as much as trying to find or create a balance between rational thinking and emotions (Khawaldeh, 2004).

Emotional Intelligence has deep roots stretched into the concept of social intelligence which Thorndike (1920) defined as the ability to understand men and women to act wisely in human relations (Al-Rofo, 2011; Hafiz, 2011).

The writings of Gardner (1983) regarding human intelligence have paved the way for widespread advocacy for emotional intelligence; he emphasized the significant role of personal intelligence in enabling the individual to understand himself and how to deal with it (Al-Alwan, 2011; Hafiz, 2011).

Interest in non-cognitive aspects of intelligence had increased, and the so-called Emotional Intelligence was created by (Mayor & Salovey, 1990) when they published their first article in this field, which included the first definition of Emotional Intelligence. Mayer & Salovey (1993: 433), define emotional intelligence as “a type of social intelligence that involves the ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions”.

Since the publication of Goleman’s (1995) first book (*Emotional Intelligence: Why it can matter more than IQ?*), the concept of EI became one of the most important and widely spread concepts among academic institutions. Soon seminars, workshops and training programs and studies were conducted on this new concept as well as other scientific activities accompanying every new theory. This trend continued until scholars became convinced that the success and happiness of a person do not only depend on his emotional intelligence, but also on the need for other skills which they later called Emotional Intelligence, which is considered by many as being essential for successful living, and start building from infancy (Goleman, 1995).

According to Mayer & Salovey (1990), emotional intelligence involves abilities that may be categorized in five domains:

1. Self-awareness: observing oneself and recognizing a feeling as it happens.
2. Managing emotions: handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger, and sadness.

3. Motivating oneself: channeling emotions in the service of a goal; emotional self-control; dealing gratification and stifling impulses.
4. Empathy: sensitivity to others' feeling and concerns and taking their perspective, appreciating the difference in how people feel about things.
5. Handling relationship: managing emotions in others; social competence and social skills.

In spite of researchers' focus on measurement of IQ for a long period of time, emotional intelligence did not receive the same attention, it started late until the nineties of the past century, when Schutte et al. (1998) showed interest in developing this important concept by giving it a scientific definition and putting forward a theory to explain its components and measure its quota (Lazzari, 2000; Samadony, 2007).

To sum up, Emotional Intelligence is considered a relatively recent concept which caught the attention of many scholars who stressed that success in social or professional life does not rely on individual's intellectual abilities (Intellectual Intelligence), but it depends on the abilities an individual has; it was agreed to call these abilities Emotional Intelligence.

Intellectual abilities are not sufficient to guarantee the success of the individual in different life spheres. IQ constitutes (20%) of the factors which determine the individual's success in life, and it leaves a space of (80%) for other factors, most of which are Emotional Intelligence skills (Goleman, 2009: 18)

Accordingly, the statement of the problem addresses the impact of EI on the academic achievement among Al-Quds University students. EI is considered one of the basic human personal aspects, and it plays an effective role in monitoring behavioral performance of individuals; its fundamental focus is on identification and monitoring of emotions, the way to interact with others, academic achievement and study adaptability.

### **Further Related Studies**

Emotional intelligence has been a popular topic of debate in the field of education and social sciences, several articles and studies were published which tackled EI as a multi-dimensional phenomenon addressed by both theoretical and applied researches. The researchers have referred to a number of these related studies as follows:

A recent study carried out by Roy et al. (2013) to identify the emotional intelligence and academic achievement motivation among adolescents in a relationship study. The present paper is an attempt to examine relationship between emotional intelligence and academic achievement motivation. It also studies the emotional intelligence of students with high, average and low academic achievement motivation. Sample of the study includes 105 students (48 boys and 57 girls) of class XII of Patna. The data were analyzed with the help of product moment coefficients of correlation. The findings of the study reveal positive relationship between emotional intelligence and academic achievement motivation. The study also reveals that students with high, average and low academic achievement motivation differ from one another on emotional intelligence.

The emphasis of Preeti (2013) study was to determine the factors which are affecting the development of emotional intelligence and its role in academic achievement for students, where students are expected to perform multi roles with efficiency and effectiveness; it is highly needed to develop their right attitude and emotional intelligence towards the unseen complexities of life and quality education. As emotional intelligence is a subset of social intelligence with the ability to understand and monitor one's own feelings and others too which allows a student to mine the required data for his academic achievement which is an outcome of education and the extent at which the educational goal has been achieved. In this research secondary data has been collected out of which we find out the correlation between emotional intelligence and academic achievement and teaching emotional and social skills at school not only positively influence academic achievement during the year when these were taught but also leave the impact in long term achievement. Findings of this study present that academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicate the weak personality and ability to build relations at working place as well in schools and it is highly important for quality education.

Maraichelvi & Rajan (2013) addressed the relationship between emotional intelligence and the academic performance among final year under graduates. They argued that emotional intelligence (EI) has been a popular topic of debate in the field of education in general and management in particular. It is considered as a successful predictor of academic success/performance/achievement. Researchers have claimed that EI predicts success at schools, and colleges/ universities. However, little empirical research has

been conducted to test this assertion. In this study of survey research, the relationship of EI as measured by S.K. Mangal and Shubra Mangal's EI Inventory (MEII) and academic performance were examined in a sample of final year under graduate students (N=300). EI in its four specified domains namely: intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management separately as well as totally was found to be positively associated with academic performance of the selected respondents. Also the total EI score showed a percentage of (7.5) percent of the sample being emotionally intelligent. The significant 'f' value has evidently showed that EI could predict academic performance of college students. The findings provide a further need on how to improve upon the academics of students. Also, the study has shown that emotional well - being could be emphasized on academic success. Implications and recommendations for developing EI among students are discussed.

The quantitative correlation study of Nwabuebo (2013) investigated the relationship between trait emotional intelligence (EI) and academic achievement as evident by Grade Point Average (GPA) among senior Black students enrolled in Baccalaureate Science nursing (BSN) programs within the United States. Participants were invited via the Internet to volunteer for the study. A sample of (60) participants dispersed over (17) states volunteered for the study. Inclusion criteria were students who self-identified as being Black, students who were seniors in BSN programs within the United States, and students who were at least 18 years of age. Participants were asked to self-report GPA, complete a demographic questionnaire, and complete the TEIQue- SF (quantitative measurement of trait EI). Participation in the study was voluntary and the identities of participants remained anonymous. Information that could be used to identify participants was not collected. The methodology used was quantitative survey, and statistical software (SPSS) was used for data analysis. The study investigated the relationship between trait EI and GPA, trait EI and gender, and trait EI and age. The statistical findings of the study revealed that there was no relationship between trait EI and GPA, there was no relationship between trait EI and gender; there was no difference in trait EI between gender; and there was no relationship between trait EI and age. It is important to review current literature for other tools that can measure EI among Black students enrolled in BSN nursing programs. The recommendations are for the study to be replicated among students entering nursing programs and students in specific



geographic locations, as well as collection of data face-to-face instead of via the Internet using more than one quantitative measure of EI.

Fernandez et al. (2012) examine the association between trait emotional intelligence and learning strategies and their influence on academic performance among first-year accelerated nursing students. The study used a prospective survey design. A sample size of (81) students who undertook the accelerated nursing course at a large university in Sydney participated in the study. Emotional intelligence was measured using the adapted version of the 144-item Trait Emotional Intelligence Questionnaire. Four subscales of the Motivated Strategies for Learning Questionnaire were used to measure extrinsic goal motivation, peer learning, help seeking and critical thinking among the students. The grade point average score obtained at the end of six months was used to measure academic achievement. The results demonstrated a statistically significant correlation between emotional intelligence scores and critical thinking, help seeking and peer learning but not with extrinsic goal orientation. Emotional intelligence emerged as a significant predictor of academic achievement.

The study of Yelkikalan et al. (2012) addressed the emotional intelligence levels of university students in the context of emotional intelligence extents; the difference in terms of demographic qualities of students and the majors they study and the relationship between emotional intelligence of students and their academic achievements. For this purpose, a questionnaire was filled in by students studying at five different faculties of Çanakkale Onsekiz Mart University. The results of the research revealed that there is not any significant difference in the relationship between the faculty of students and their emotional intelligence, apart from the sociability. Besides, it is concluded that there is a significant relationship between the emotional intelligence and academic achievements and that almost 11% of change in academic achievements can be explained by emotional intelligence.

Al-Rofo (2011) conducted a study to measure the level of emotional intelligence, and adaptation to university life for Tafila Technical University students. The sample of the study consisted of (392) students (208 males, 184 females). The study showed that the level of emotional intelligence and adaptation to university life means were respectively. There were significant differences in the emotional intelligence as whole and adaptation to university life attributed to students' gender in favor of females, study level in favor of 4th year students, and specialization in favor of scientific domain. The study also revealed that emotional intelligence with its five dimensions may interpret

(47.9%) of the difference in student degree on a scale for adaptation to university life. The study recommended programs to help students to develop their emotional intelligence in all study stages to increase the adaptation in their societies.

In another study Al-Alwan (2011) addressed emotional intelligence and its relationship with social skills and attachment styles of university students in light of specialization and gender. The sample consisted of (475) male and female students in Al- Hussein Bin Talal University in Ma'an, Jordan. The results of the study revealed that there are statistically significant differences in the emotional intelligence between male and female students in favor of female students. Also, the results revealed that there are statistically significant differences in the emotional intelligence due to specializing in favor of students of literature. In addition, the results of the study revealed that there is statistically significant correlation between emotional intelligence and both social skills and attachment styles.

### **Statement of the problem**

EI is a modern concept which has an obvious and significant impact on the life of every person, his thought, relations and emotions. The interaction between feelings and thought or mind and heart highlights the significant role of emotions in effective thought whether in making wise decisions or giving us the opportunity to think clearly and visibly. EI is closely linked with the educational process. Emotional health is a must for effective learning. Perhaps the most important factor, for the success of student at the university, is in his/her understanding of the learning process. The main components for such understanding as Goleman (1995) points out are confidence, curiosity, self regulation, belonging, social competence and collaboration. Taken into consideration that the transition into the university essentially marks the end of childhood and the beginning of a difficult challenge in the realm of emotions, and with schools and society as a whole, this aspect has often been neglected, since students are measured in terms of their performance and grades (Lazzari, 2000).

### **Objectives**

To investigate the relationship between emotional intelligence and academic achievement among Al-Quds University students; to explore the factors which can

affect emotional intelligence and to open new prospects for further studies in the related field.

## **Purpose**

The significance of the current study stems from the fact that it sheds light on one of the fundamental aspects of human personality, namely emotional intelligence which plays an effective role in regulating individuals' behaviors; its fundamental focus is on identification and monitoring of emotions, interaction with others, academic achievement and study adaptability. The findings of the studies of (Martinez, 1997; Schutte et al., 1998) emphasize that EI is a strong indicator of individual's psychological and social adaptability; it is also a vital need for life, education and work. Its significance comes from the fact that it makes recommendations to the university administration so as to contribute to the success and development of the educational process; it would also assist students to continue their university education and eliminate the problems which might interrupt their education and sometimes deprive them of this opportunity.

## **Limitations of the Study**

There are three possible limitations human, place and academic level. Human limitation is represented by undergraduate students of Al-Quds University. Place is limited to Al-Quds University, main campus, Abu Dies, and time limitation is for the academic year 2012/2013.

## **Definition of Terms**

Emotional intelligence (EI): A type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Mayer & Salovey, 1993: 433).

Academic achievement: The grade point average (GPA) score in the university was used to measure academic achievement. Participants were asked to self-report GPA.

## **Hypotheses**

Taking into consideration, the set objectives, questions and variables of the study, the researchers developed two main hypotheses:

1 There are no statistical significant differences at  $\alpha \leq 0.05$  in emotional intelligence among Al-Quds University students according to: gender, religion, place of residence, college, and academic year.

2 There are no statistical significant correlation at  $\alpha \leq 0.05$  between emotional intelligence and academic achievement (GPA) among Al-Quds University students.

In terms of the variables of the study independent variables were the emotional intelligence total scores, while the dependent variable was the academic achievement. Besides, the study has the demographic parameters of the student's as secondary independent variables which are: gender, religion, place of residence, college, and academic year.

## **Methodology and Design**

The present study used the descriptive quantitative approach to assess the impact of emotional intelligence on academic achievement of Al-Quds university students; which considered the most suitable research approach to fulfill the study objectives and describing what is already existent in order to reach an understanding of the relationship between the phenomenon and its different factors using convenient research tools.

## **Sampling**

The study sample consists of (370) students; (181) males and (186) females, selected by random stratified method as it is clear in table no (1). The sample size was calculated using the web. <http://www.surveysystem.com/sscalc.htm>, sample size calculator, with a margin error 0.05. The sample constituted (3.8%) of the target population. Tables' number (2-7) presents the main characteristics of the participants.

The target population consists of Al-Quds university students in the main campus-Abu Dies in the academic year 2012/2013, which includes (9748) in the bachelor level; (4784) males to (4964) females (Al-Quds University, 2013).

## **Data collection**

The present study used the sampling survey approach, and the questionnaire, as tools for data collection. Based on literature review in order to examine the impact of emotional intelligence on academic achievement among Al-Quds university students, the

researchers used the emotional intelligence scale as developed by Schutte et al. (1998) after adapting the tool on the Palestinian environment. The tool consists of two main sections: the first has the demographic characteristics of the students mainly: gender, religion, place of residence, college, academic year, and GPA. The second includes emotional intelligence scales, which consists of (33 items).

## **Instrumentation**

The well known, Five-point Likert Scale (Strongly agree, agree, undecided, disagree and strongly disagree) was used in the questionnaire to measure responses. The tool of validity and reliability was checked as follows:

## **Validity and Reliability**

The questionnaire was validated by being reviewed by a group of referees and expert arbitrators, who provided some comments on the tool. These comments were incorporated into the final Arabic version of the questionnaire, taking into account the traits of the Palestinian culture. On the other hand, the validity was also measured statistically by factor analysis as shown in table no. (8). Findings indicate that all the scale items combined measured the emotional intelligence among Al-Quds university students in light of the theoretical framework which the tool of study is based upon.

In regards to the questionnaire reliability, it was tested by calculating the internal consistency of the questionnaire sub-scales using Cronbach Alpha Formula. Results in table no. (8) indicated that the scale of the study with its different dimensions is highly reliable, the reliability value was (0.81).

## **Cotextual Variables Distribution**

In terms of gender, table no. (2) shows the sample distribution of the participants according to gender, as 48.9% males compared to 51.1% females. As of religion, table no. (3) clarifies the participants by religion, 91.9% were Muslims compared to 8.1% Christians, and as a place of residence, table no. (4) shows that 37.8% of the student were from cities, 53% from villages and 9.2% from refugee camps. In terms of college type, table no. (5) clarifies the participants by college, were 55.4% from arts compared to 44.6% from science colleges, and as of academic year, according to the data in table no. (6), 18.6% of the participants from the first academic year, 24.6% in the second

academic year, 22.7% from the third year while 34.1% of them were from the fourth academic year and above. Finally as of sample distribution by GPA, table no. (7) clarifies the distribution of the students by cumulative average in the university as follows: 15.9% below 70, 75.4% between 70-84, while 8.6% of them with an average of 85 and above.

## **Procedure for Data Analysis**

Following data collection, it was reviewed in preparation for data entry; they were coding: strongly agree 5, agree 4, neutral 3, disagree 2, and strongly disagree 1 to carry out the required statistical techniques which took place through obtaining: numbers, percentages, means, and standard deviations. In addition, the following statistical tests were used: Pearson Correlation, T.test, One way analysis of variance, Tukey test, Cronbach Alpha and Factor Analysis, using statistical package for social sciences (SPSS). In order to understand the findings of the study, the means key in table no. (9) will be useful.

In regard of results, Table no. (10) showed that the total score of emotional intelligence among Al-Quds University students was high, with an average (3.76). Also, the total (EI) score showed a percentage of (75.2%) of the sample being emotionally intelligent.

Table no. (11) clarifies the indicators of emotional intelligence among Al-Quds University students ranked in a descending order as follows: I motivate others by imagining a good outcome to tasks I take on, I compliment others when they have done something well, the students emphasize that when they are in a positive mood, they are able to come up with new ideas, in addition to present themselves in a way that makes a good impression on others. Also, students indicated that some of the major events in their life have led them to re-evaluate what is important and not important, and when they are in a positive mood, solving problems is easy for them, taken into consideration that they are aware of their emotions as they experience them, and other people find it easy to confide in them, in the same while they indicated that emotions are one of the things that their life worth living. Students argued that by looking at their facial expression, they recognize the emotions people are experiencing.

Findings in table no. (12) indicated that there are statistical significant differences at  $\alpha \leq 0.05$  in emotional intelligence scores among Al-Quds University students according to gender. The differences were in favor of males with an average (3.93) compared to (3.59) for the females. The hypothesis was rejected.

Results in table no. (13) showed that there are statistical significant differences at  $\alpha \leq 0.05$  in emotional intelligence scores among Al-Quds University students according to religion. The differences were in favor of Christian students with an average (4.11) compared to (3.72) for the Moslems. The hypothesis was rejected.

Also, findings in table no. (14) indicated that there are statistical significant differences at  $\alpha \leq 0.05$  in emotional intelligence scores among Al-Quds University students according to college. The differences were in favor of Arts students with an average (3.80) compared to (3.70) for the Science. The hypothesis was rejected.

Findings in tables no. (15-17) indicated that there are statistical significant differences at  $\alpha \leq 0.05$  in emotional intelligence scores among Al-Quds University students according to place of residence. The differences were in favor of camp students with an average (4.11) compared to (3.79) for the students who are living in the cities, and (3.67) for the villages students. The hypothesis was rejected.

Beisdes, findings in tables no. (18-19) showed that there are no statistical significant differences at  $\alpha \leq 0.05$  in emotional intelligence scores among Al-Quds University students according to academic year. The hypothesis was accepted.

Findings in table no. (20) indicated that there are statistical significant positive correlation at  $\alpha \leq 0.05$  between emotional intelligence scores and academic achievement among Al-Quds University students, those who are good at emotional intelligence scores are good at academics achievement too. The hypothesis was rejected.

## **Discussion**

Findings have indicated that Al-Quds University students enjoy a high emotional intelligence of (75.2%), and this percentage is almost identical with the level of EI of international samples like Greek students whose EI is (67%) as indicated in the study of (Tsaousis & Nikolaoy, 2005). It also matches the findings of (Judeh, 2007) study which indicated that the level of EI of Al-Aqsa University students was (70.67%).

Undoubtedly, university life is a significant stage in the formation and development of one's personality; it represents a critical turning point in the life of a student. It differs greatly from his previous school life. The university, as an independent educational institution, represents a rich environment which requires students to lead a different life style (Musleh & Banat, 2006).

In this context, Firjani (1998: 3) points out that the benefits, of the essential role played by higher education in the development of developing societies, are much higher than the anticipated economic calculations. Higher education plays a substantial role in the formation of a higher level of human capital in the society. Higher education institutions lay the grounds for the cognitive revolution of knowledge and sophisticated abilities namely, higher levels of human capital which are the main backbones for progress in this century.

University environment and nature of university life at Al-Quds University along with its systematic and unsystematic matrix is characterized for its social interaction with others, exploration of their feelings, building of friendships, maturity stage, building of personality, ability to regulate and monitor emotions and act as a university student in a manner that is in conformity with the culture and expectations of the Palestinian student in general and in conformity with university laws and regulations in particular. All of these are considered fundamental dimensions of EI which directly or indirectly raise the level of students EI.

According to study results, the EI of university male students is higher than that of females. This is considered a normal result in the Arab Palestinian society which has conservative norms and traditions, male patriarchal dominance and social upbringing which is based on gender discrimination. This allows for a larger space for males compared with females in relation to nature of social ranks, roles, freedom, participation in decision making, responsibility, large scale engagement in labor market and development of potentials and skills. This reflects on the development of students' personalities; their emotions stability and thus increase their EI.

Findings have shown that the EI of Al-Quds University Christian students is higher than that of Moslem students. This result shows and highlights the cultural difference within the same society which is called subculture. Christians, as Palestinians, share with Moslems a common general culture but differ from them in some traits which are



related to being a minority of not more than 1% in the Palestinian society (Palestinian Central Bureau of Statistics, 2013). This minority seeks, by all means, to preserve its existence and raise their children in an open social manner distinguished by qualities like independence, freedom, development of skills and abilities and access and interaction with the outside world. Therefore, it is reflected in the rise of their EI.

Results revealed that EI of Faculty of Arts students were higher than that of students in Science faculties. This result confirms the openness of Arts Faculty students to interact with university life and show interest in university life with all its spectrums more than Science faculty students. This is in light of the nature of human sciences specializations offered by Arts Faculties which influence individuals as being sociable by nature and living in groups. Thus, Arts students are qualified to interact and understand others needs and emotions as well as helping them in finding solutions to their problems; therefore, this leads to an increase in their EI.

Findings have shown that the EI of students living in refugee camps is higher than that of students living cities and villages. This result shows the cultural and subcultural differences demonstrated by students living in refugee camps and their uniqueness, within the Palestinian community. Human history does not bear witness to any crime which is as grave as uprooting and displacing Palestinians from their homeland in 1948 by Zionist gangs. This was later called “Palestinian Nakbeh”. It stands for the entire collapse of the Palestinian society with all its components and foundations. It has led to the emergence of a new phenomenon in the Palestinian society called “Palestinian Refugees” who live in refugee camps under miserable living conditions on social, economic and health levels. These refugees are still waiting for a resolution to bring their 66 year old suffering to an end. However, there is a clear rise in the percentage of academic achievement and a drop in illiteracy rates among Palestinian refugees (Palestinian Central Bureau of Statistics, 2013). Those refugees consider education as their only weapon by which they seek to develop their potentials, interact with others to advocate their just cause and defend it on international arena. This has positively reflected on their EI.

Results have shown that there are no differences in EI among university students due to the variable of number of years of enrolment at university. This indicates that EI is not very much influenced by the student’s year of enrolment at university, and there are

other variables linked with EI outside the frame of scholastic year variable. Findings, also have pointed out that there is a relationship between EI and academic achievement among Al-Quds University students. This result confirms that EI is a good indicator of students' academic achievement. Al-Quds University performs its role as a social institution on top of the educational system in the fields of knowledge and thought. It is also involved in the preparation of elite students by offering them knowledge, specialized careers and fields of knowledge. It also develops the student's personality, assists them to adapt to study and to overcome all problems they face in choosing a major, time management, effective study and social adjustment. All this would increase their psychological adaptation, emotional balance and increase their emotional intelligence. The findings of this study are similar to some findings in the related studies and disagreed with others as well.

University education is that kind of education which differs from the disciplinary and conventional approach of education at schools in general; it is different in terms of the nature of study and specializations which fulfill youth aspirations, meet their abilities, preferences and interests. It also fulfills social interaction that contributes to the development of the student's personality, reinforces his self abilities in learning and thinking, making decisions and holding responsibility. All of the above are fundamental components of EI and work in one way or another to increase its level among students.

## **Conclusion and Recommendations**

Emotional Intelligence is a significant psychological aspect in the explanation of human behavior especially those phenomena which are difficult to predict through conventional IQ measure scales. EI is considered an important dimension in the correspondence between ones success in general and academic achievement in particular. Emotional intelligence emerged as a significant predictor of academic achievement. Through interaction with others, an individual is able to understand his own self and that of others. Emotionally intelligent students have the ability to feel at ease with themselves and others; they have the ability to understand, perceive and monitor their emotions. This would lead them to a feeling of stability, peace of mind and psychological ease which would positively influence their spirits and motivate them to increase their academic achievement.

In terms of recommendation, based on the study results and discussion, the researchers recommend:

1. Increase the students' participation in the educational process through collective activities with the active involvement of the teaching staff to create and strengthen educational and social relationships between them and develop university students' emotional intelligence.
2. Offer guidance and instructional programs which encourage students to express their negative emotions before labeling them with any negative characteristics.
3. Conduct more studies on emotional intelligence and its relationship with other variables in light of the fact that it is relatively new.

## References

Abu Rayyash, H., Safi, A., Emoor, O. & Sharif, S. (2006). Motivation and emotional intelligence. Amman: Dar Al-Fiker.

Al-Alwan, A. (2011). Emotional intelligence and its relationship with social skills and attachment styles of university students in light of specialization and gender. *Jordan Journal of Educational Sciences*, 7 (2), 125-144.

Al-Quds University (2013). Facts and figures.

Al-Rofo, M. (2011). Emotional Intelligence and its Relation with Adaptation to University Life. *Journal of Educational and Psychological Sciences*, 12(2), 83-115.

Fernandez, R., Salamonson, Y. & Griffiths, R. (2012). Emotional intelligence as a predictor of academic performance in first-year accelerated graduate entry nursing students. *J Clin Nurs.*, Dec. 21(23-24): 3485-92.

Firjani, N. (1998). Future vision for of education in the Arab world. Cairo: Arab League Educationa, Cultural and Scientific Organization.

Gardner, H. (1983). *Frames of mind*. New York: Basic Books.

Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ?* New York: Bantam Books.

Goleman, D. (2009). *Working with emotional intelligence*. New York: Bantam Books.

Judeh, A. (2007). Emotional intelligence and its relationship with happiness and self-confidence among Al-Aqsa University students. *An-Najah University Journal for Research-Humanities*, 21(3), 697-738.

Khawaldeh, M. (2004). *Emotional intelligence*. Amman: Dar Al-Shorok.

Lazzari, S. (2000). *Emotional intelligence, meaning, and psychological well being: a comparison between early and late adolescence*. Master Thesis, Trinity Western University.

Martinez, M. (1997). The relation of emotional intelligence with selected areas of personal functioning. *Imagination, Cognition and Personality*, 17(1), 3-13.

Mayer, J. & Salovey, P. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185-211.

Mayer, J. & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, 17, 433-442.

Musleh, K. & Banat, B. (2006). *Academic Problems Among Bethlehem University*. Bethlehem University Journal, 25, 9-46.

Nwabuebo, E. (2013). *Emotional intelligence and academic achievement among senior Black students enrolled in Baccalaureate nursing programs: Implications for nursing education*. Ph.D. Dissertation, Minnesota: Capella University.

Palestinian Central Bureau of Statistics (2013). *Population projections*. Ramallah, Palestine.

Preeti, B. (2013). *Role of Emotional Intelligence for Academic Achievement for Students*. *Research Journal of Educational Sciences*, 1(2), 8-12.

Maraichelvi, A. & Rajan, S. (2013). The relationship between emotional intelligence and the academic performance among final year under graduates. *Universal Journal of Psychology* 1(2), 41-45.

Hafiz, N. (2011). *Emotional Intelligence and its relationship to adaptive behavior and academic achievement among a sample of children from an orphanage in Holy Makkah*. Master thesis, Makkah: Umm Al-Qura University.

Roy, B., Sinha, R. & Suman, S. (2013). Emotional intelligence and academic achievement motivation among adolescents: a relationship study. *International Refereed Research Journal*, 4(2), 126-130.

Schutte, N., Malouff, J., Hall, L., Haggerty, D., Cooper, J., Golden, C. & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177.

Tsaousis, I. & Nikolaoy, I. (2005). Exploring relationship of emotional intelligence with physical and psychological health functioning. *Stress & Health: Journal of International Society for the Investigation of Stress*. 21(2), 77-86.

Vincent, D. (2003). The evaluation of a social-emotional intelligence program: effect of fifth grades' prosocial and problem behaviors. Unpublished Doctoral Dissertation, University of Albany, USA.

Samadony, S. (2007). Emotional intelligence: Founded, applications & development. Amman: Dar Al-Fiker.

Yelkikalan, N., Hacıoglu, G., Kiray, A., Ezilmez, B., Soylemezoglu, E., Cetin, H., Sonmez, R. & Öztürk, S. (2012). Emotional intelligence characteristics of students studying at various faculties and colleges of universities. *European Scientific Journal*, 8(8), 33-50.

## Tables

**Table no. (1). Distribution of the study population and sample by gender and academic year**

Academic year	Males		Females	
	Population	Sample	Population	Sample
First	978	37	833	32
Second	1151	43	1261	48
Third	1157	44	1055	40
Forth+	1498	57	1815	69
Total	4784	181	4964	189

**Table no. (2). Sample distribution by gender**

Gender	N	Percent %
Male	181	48.9
Female	189	51.1
Total	370	100

**Table no. (3). Sample distribution by religion**

Religion	N	Percent %
Muslims	340	91.9
Christians	30	8.1
Total	370	100

**Table no. (4). Sample distribution by place of residence**

Place of residence	N	Percent %
City	140	37.8
Village	196	53.0
Camp	34	9.2
Total	370	100

**Table no. (5). Sample distribution by college**

College	N	Percent %
Arts	205	55.4
Science	165	44.6
Total	370	100

**Table no. (6). Sample distribution by academic year**

Academic year	N	Percent %
First	69	18.6
Second	91	24.6
Third	84	22.7
Fourth+	126	34.1
Total	370	100

**Table no. (7). Sample distribution by GPA**

GPA	N	Percent %
70-	48	15.9
70-84	227	75.4
85+	26	8.6
Total	301*	100

\*Missing=69

**Table no. (7). Factor analysis for emotional intelligence scale**

No.	Items	Extracti on
1.	I know when to speak about my personal problems to others	0.66
2.	When I am faced with obstacles, I remember times I faced similar obstacles and overcome them	0.67
3.	I expect that I will do well on most things I try	0.68
4.	Other people find it easy to confide in me	0.69
5.	I find it hard to understand the non-verbal messages of other people	0.59
6.	Some of the major events in my life have led me to re-evaluate what is important and not important	0.75
7.	When my mood changes, I see new possibilities	0.67
8.	Emotions are one of the things that my life worth living	0.65
9.	I am aware of my emotions as I experience them	0.73
10.	I expect good things to happen	0.65
11.	I like to share my emotions with others	0.72
12.	When I experience a positive emotions, I know how to make it last	0.62
13.	I arrange events others enjoy	0.69
14.	I seek out activites that make me happy	0.60
15.	I am aware of the non-verbal messages I send to others	0.63
16.	I present myself in a way that makes a good impression on others	0.73
17.	When I am in a positive mood, solving problems is easy for me	0.75



18.	By looking at their facial expression, I recognize the emotions people are experiencing	0.63
19.	I know why my emotions change	0.74
20.	When I am in a positive mood, I am able to come up with new ideas	0.72
21.	I have control over my emotions	0.67
22.	I easily recognize my emotions as I experience them	0.69
23.	I motivate others by imagining a good outcome to tasks I take on	0.67
24.	I compliment others when they have done something well	0.78
25.	I am aware of the non-verbal messages other people send	0.68
26.	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	0.72
27.	When I feel a change in emotions, I tend to come up with new ideas	0.68
28.	When I am faced with a challenge, I give up because I believe I will fail	0.73
29.	I know what other people are feeling just by looking at them	0.75
30.	I help other people feel better when they are down	0.62
31.	I use good moods to help myself keep trying in the face of obstacles	0.78
32.	I can tell how people are feeling by listening to the tone of their voice	0.67
33.	It is difficult for me to understand why people feel the way they do	0.75

**Table no. (8). Cronbach Alpha formula for the reliability of emotional intelligence scale**

Scale	No. of items	Cronbach Alpha
Emotional intelligence	33	0.81

**Table no. (9). Means key for the findings of the study**

No.	Mean*	Emotional intelligence level	Standard
1.	1 – 2.33	Low	One standard deviation below
2.	2.34 – 3.67	Moderate	Mean
3.	3.68 – 5	High	One standard deviation above

\*Mean out of 5 points.

**Table no. (10). Number, mean, standared deviation and percentage for emotional intelligence scores among Al-Quds University students**

Variable	N	Mean*	Std. Deviation	Percent %
Level of emotional intelligence	370	3.76	0.36	75.2

**Table no. (11). Mean scores, standard deviation and percentage for the indicators of emotional intelligence among Al-Quds University students ranked in a descending order**

Emotional intelligence indicators	Mean*	Std. Deviation	Percent %
I motivate others by imagining a good outcome to tasks I take on	4.38	0.76	87.6
I compliment others when they have done something well	4.14	0.79	82.8
When I am in a positive mood, I am able to come up with new ideas	4.13	0.72	82.6
I present myself in a way that makes a good impression on others	4.11	0.82	82.2
Some of the major events in my life have led me to re-evaluate what is important and not important	4.05	0.93	81.0
When I am in a positive mood, solving problems is easy for me	4.03	0.86	80.6
I am aware of my emotions as I experience them	3.99	0.95	79.8
Other people find it easy to confide in me	3.98	0.91	79.6
Emotions are one of the things that my life worth living	3.93	0.95	78.6
By looking at their facial expression, I recognize the emotions people are experiencing	3.91	0.95	78.2
I help other people feel better when they are down	3.89	0.85	77.8

I know when to speak about my personal problems to others	3.89	0.99	77.8
I seek out activities that make me happy	3.86	0.97	77.2
I am aware of the non-verbal messages I send to others	3.86	1.00	77.2
I use good moods to help myself keep trying in the face of obstacles	3.85	0.87	77.0
I can tell how people are feeling by listening to the tone of their voice	3.85	0.87	77.0
When I am faced with obstacles, I remember times I faced similar obstacles and overcome them	3.78	0.98	75.6
I easily recognize my emotions as I experience them	3.78	0.83	75.6
When I feel a change in emotions, I tend to come up with new ideas	3.76	0.86	75.2
I know why my emotions change	3.75	1.120	75.0
I know what other people are feeling just by looking at them	3.66	0.93	73.2
I am aware of the non-verbal messages other people send	3.65	0.95	73.0
When my mood changes, I see new possibilities	3.61	1.09	72.2
When I experience a positive emotions, I know how to make it last	3.55	1.01	71.0
When another person tells me about an important event in his or her life, I almost feel as	3.51	0.91	70.2

though I have experienced this event myself			
I expect that I will do well on most things I try	3.50	0.82	70.0
I have control over my emotions	3.46	1.12	69.2
I expect good things to happen	3.46	1.03	69.2
I arrange events others enjoy	3.43	0.94	68.6
I like to share my emotions with others	3.14	1.19	62.8
It is difficult for me to understand why people feel the way they do	2.83	1.08	56.6
I find it hard to understand the non-verbal messages of other people	2.66	1.12	53.2
When I am faced with a challenge, I give up because I believe I will fail	2.31	1.10	46.2

\*Mean out of 5 points.

**Table no. (12). T-test for the differences in emotional intelligence scores among Al-Quds University students according to gender**

Gender	N	Mean	Std. Deviation	Df	T-value	Sig.
Male	181	3.93	0.29	368	10.557	0.000
Female	189	3.59	0.33			

**Table no. (13). T-test for the differences in emotional intelligence scores among Al-Quds University students according to religion**

Religion	N	Mean	Std. Deviation	Df	T-value	Sig.
Moslem	340	3.72	0.34	368	-5.962	0.000
Christian	30	4.11	0.38			

**Table no. (14). T-test for the differences in emotional intelligence scores among Al-Quds University students according to college**

College	N	Mean	Std. Deviation	Df	T-value	Sig.
Arts	205	3.80	0.35	368	2.848	0.005
Science	165	3.70	0.36			

**Table no. (15). One way analysis of variance for the differences in emotional intelligence scores among Al-Quds University students according to place of residence**

Source	Df	Sum of squares	Mean square	F-value	Sig.
Between groups	2	5.513	2.756	23.893	0.000
Within groups	367	42.338	0.115		
Total	369	47.851	-----		

**Table no. (16). Tukey test for the source of differences in emotional intelligence scores among Al-Quds University students according to place of residence**

Place of residence	City	Village	Camp
City		0.11577	-0.31075*
Village			-0.42652*
Camp			

**Table no. (17). Mean scores and standard deviation for the differences in emotional intelligence among Al-Quds University students according to place of residence**

Place of residence	N	Mean*	Std. Deviation
City	140	3.79	0.36
Village	196	3.67	0.32
Camp	34	4.10	0.34
Total	370	3.75	0.36

\*Mean out of 5 points.

**Table no. (18). One way analysis of variance for the differences in emotional intelligence scores among Al-Quds University students according to academic year**

Source	Df	Sum of squares	Mean square	F-value	Sig.
Between groups	3	0.176	0.059	0.452	0.716
Within groups	366	47.675	0.130		
Total	369	47.851	-----		

**Table no. (19). Mean scores and standard deviation for the differences in emotional intelligence among Al-Quds University students according to academic year**

Academic year	N	Mean*	Std. Deviation
First	69	3.74	0.34
Second	91	3.74	0.35
Third	84	3.79	0.36
Fourth+	126	3.75	0.37
Total	370	3.75	0.36

\*Mean out of 5 points.

**Table no. (20). Pearson correlation between emotional intelligence scores and academic achievement of Al-Quds University students**

Variables	N	R-value	Sig.
Emotional intelligence * academic achievement	370	0.782**	0.000