

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

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**Abstract**

The present study is aimed at identifying the impact of emotional intelligence on academic achievement among students at the Al-Quds University. Emotional intelligence was evaluated using a 33-item scale as an index introduced by Schutte et al. (1998). The test was administered to three hundred and seventy stratifiedly selected full-time undergraduate students at Al-Quds University. The data was statistically analyzed using the Statistical Package for Social Sciences (SPSS). The findings revealed that the students at Al-Quds University indicated a high level of emotional intelligence. Of the students surveyed, 75.2% revealed 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 residency. Emotional intelligence emerged as a significant predictor of academic achievement. The implications of the findings and directions for future empirical research are discussed briefly.

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

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## Introduction

Emotional intelligence is a concept that received much attention in academic literature worldwide. According to Joshi et al. (2012), emotional intelligence is increasingly being recognized as a measure of overall performance across various fields.

The problem in measuring intelligence, over the last two decades, was that the majority of the studies focused on cognitive intelligence and overlooked non-cognitive aspects, most significant of which are the emotional aspects (Samadony, 2007: 20). Therefore, a new concept, emotional intelligence, comes to light (Mayor & Salovey, 1990).

Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior (Coleman, 2008).

For decades, a substantial body of research indicated that intelligence alone is inadequate to guarantee success; in fact, there is a need for emotional intelligence since it is a basic element in the scientific and practical life of an individual (Gardner, 1983; Mayer & Salovey, 1990; Goleman, 1995, 2009; Vincent, 2003; Khawaldeh, 2004; Abu Rayyash et al., 2006).

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

The relationship between the mind and the emotions is rather ambiguous to many 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 have revealed 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; Goleman, 2009).

## **Background and Literature Review**

Emotional intelligence had been rooted from social intelligence which was first introduced by Thorndike in 1920. It refers to the ability to understand and manage people and to act wisely in human relations (Thorndike, 1920; Hafiz, 2011; Ghaonta & Kumar, 2014). Emotional intelligence is a term used to describe a person's ability to control impulses, show empathy, and persist in the face of obstacles with resilience and flexibility (Ghaonta & Kumar, 2014).

The writings of Gardner (1983) regarding human intelligence and his theory of multiple intelligences have paved the way for widespread advocacy for emotional intelligence. According to Gardner (1983), traditional types of intelligence, such as IQ fail to fully explain cognitive ability. Instead he introduced the idea of multiple intelligences which included both interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations).

Interest in non-cognitive aspects of intelligence had increased, and the so-called emotional intelligence was created by Mayor & Salovey (1990). 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 form 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”. Moreover, Mayor & Salovey (1990, 1993) proposed a four-branch model of emotional intelligence. The model views emotions as useful sources of information that help one to make sense of and navigate the social environment. Furthermore, this model specifically defines emotional intelligence as involving the abilities to:

1. Perceiving emotions: the ability to detect and decipher emotions in faces, pictures, voices and cultural artifacts, including the ability to identify one's own emotions.
2. Using emotions: the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving.

3. Understanding emotions: the ability to comprehend emotion language and to appreciate complicated relationships among emotions.
4. Managing emotions: the ability to regulate emotions in both ourselves and in others.

The term became widely renowned in Goleman's book on emotional intelligence in 1995. 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 person happiness does not only depend on his/her emotional intelligence, but also on the need for other skills which they later called emotional intelligence. The latter is considered by many as being essential for successful living and building from infancy (Goleman, 1995).

Goleman broadened Mayer's and Salovey's (1990) four-branch model to incorporate five essential elements of emotional intelligence:

1. Emotional self-awareness: knowing what one is feeling at any given time and understanding the impact those moods have on others.
2. Self-regulation: controlling or redirecting one's emotions; anticipating consequences before acting on impulse.
3. Motivation: utilizing emotional factors to achieve goals, enjoy the learning process and persevere in the face of obstacles.
4. Empathy: sensing the emotions of others.
5. Social skills: managing relationships, inspiring others and inducing desired responses from them.

In spite of researchers' focus on measurement of IQ for an extended period of time, emotional intelligence did not receive the same attention. It started late until into 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).

In summary, 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 an individual's intellectual abilities (Intellectual Intelligence), but it depends on the abilities an individual has; these abilities were called emotional intelligence. Intellectual abilities are not sufficient to guarantee 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).

In brief, emotional intelligence 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 the social sciences. Several articles and studies were published which tackled emotional intelligence as a multi-dimensional phenomenon addressed by both theoretical and applied researches. The researchers have referred to a number of these related studies. In a recent study, Roy et al. (2013), found a positive relationship between emotional intelligence and academic achievement motivation. Preeti's findings (2013) revealed that academic achievement without emotional intelligence does not indicate future success; and absence of emotional intelligence also indicates the weak personality and ability to build relations at places of work as well in schools; and it is highly important for quality education.

Moreover, Maraichelvi & Rajan (2013) concluded that emotional intelligence in its four specified domains namely: intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management separately as well as totally were found to be positively associated with academic performance of the selected respondents. The quantitative correlation study by Nwabuebo (2013) revealed that there was no relationship between the trait emotional intelligence and GPA.

Moreover, the study by Maizatul et al. (2013), revealed that the respondents have a high level of emotional intelligence and two domains: self-emotion appraisal and understanding the emotional intelligence (emotion) were found to be significantly and positively associated with the

respondents' academic achievement. While, Chew et al. (2013), concluded that the students who were emotionally intelligent performed better in both the continuous assessments and the final professional examination.

According to Fernandez et al. (2012), emotional intelligence emerged as a significant predictor of academic achievement. The study by Yelkikalan et al. (2012), revealed that there is a significant relationship between emotional intelligence and academic achievements. Almost 11% of the change in academic achievements can be explained by emotional intelligence.

The study by Al-Rofo (2011) also revealed that emotional intelligence with its five dimensions maybe interpreted as (47.9%) of the difference in student degree on a scale for adaptation to university life. In another study, Al-Alwan (2011) found a positive statistically significant correlation between emotional intelligence, social skills and attachment styles.

## **Purpose and scope**

Emotional intelligence 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.

The objectives of the study were to investigate the relationship between emotional intelligence and academic achievement among Al-Quds University students; to identify the main indicators of emotional intelligence among the students; to explore the factors which can affect emotional intelligence; and to open new prospects for further studies in the related field.

The study addressed 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. Perhaps the most important factor, for student success at the university, is his/her understanding of the learning process. The main components for such understanding are: confidence, curiosity, self regulation, belonging, social competence and collaboration (Goleman, 1995). Transition to a university essentially marks the end of childhood

and the beginning of a difficult challenge in the realm of emotions. At 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).

## **Definition of Terms**

Emotional intelligence: 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: academic achievement is success; outcome of education; traditionally, the grade point average (GPA) (Astin, 1993). Participants were asked to report their personal GPA during the first semester of the 2012/2013 academic year.

## **Limitations**

The population for the study was limited to the undergraduate full-time students at Al-Quds University, main campus, Jerusalem, Abu Dies, during the 2012/2013 academic year.

## **Hypotheses**

Based on the reviewed literature, the set objectives, questions and variables of the study, the following hypotheses are proposed:

1. There are no statistical significant differences at  $\alpha \leq 0.05$  in emotional intelligence score among the Al-Quds University students according to their gender, religion, place of residency, college, and academic year.
2. There is no statistical significant correlation at  $\alpha \leq 0.05$  between the emotional intelligence score and academic achievement (GPA) among the Al-Quds University students.

Delimiting variables to the scope of the study based on the participants' demographic characteristic include academic achievement, gender, religion, place of residency, college, and academic year, in addition to the emotional intelligence index.

## **Methodology and Design**

The study is a quantitative research study using a questionnaire, which is appropriate for the exploratory nature of the research.

## **Sampling**

The overall sample composed of three hundred and seventy students (181 males and 186 females) full-time undergraduate students at Al-Quds University. The students were stratifiedly selected based on gender and academic year. The sample size was calculated using the sampling web: <http://www.surveysystem.com/sscalc.htm>, sample size calculator, with a margin error of 0.05. The target population consisted of full-time undergraduate students at Al-Quds university main campus-Abu Dies during the academic year 2012/2013. The aforementioned University has a population of nine thousand seven hundred and forty-eight students (4784 males to 4964 females), as indicated in Table No. 1 (Al-Quds University, 2013).

## **Instrumentation**

Emotional intelligence was evaluated using an index of a 33-item, introduced by Schutte et al. (1998), and cultural appropriateness in the Palestinian society was taken into consideration. A 5-point Likert scale (strongly agree, agree, neither, disagree and strongly disagree) was used to measure the responses. The participants were asked to complete the questionnaire at the Al-Quds University main campus-Abu Dies. The sampling survey instrument sought background information such as the participants' academic achievement, gender, religion, place of residency, college and academic year.

Validation of the instrument proceeded in two distinct phases. The initial phase involved a group of referees and expert arbitrators who provided some comments on the tool. The second phase involved the implementation of a pilot study (N=50) to validate the survey using exploratory factor analysis. Factor loading for all items exceeded 0.55 (0.59 to 0.78), which meant that those items were suitable to measure each item of emotional intelligence among Al-Quds University students, as indicated in Table No. 8.

The reliability was tested using Cronbach's Alpha and Guttman split-half coefficients to ascertain reliability and consistency of the survey. Cronbach's Alpha and Guttman split-half for the survey instrument was 0.81 and 0.80, respectively, indicating very good reliability and consistency, as indicated in Table No. 9.

The demographic breakdown of the participants was as follows: academic achievement, gender, religion, place of residency, college, and academic year. In total, the sample consisted of three hundred and seventy students. The respondents' GPA was between 60 and 98 points (M 75.05 SD 6.66). The females represented 51.1% of the participants while the males 48.9%. The sample was drawn from fourteen faculties of which arts represented 55.4% and the remaining 44.6% from the sciences. The majority (91.9%) of the sample were Muslim. Half (53.0%) of the participants came from rural areas, 37.8% from urban areas, while the remaining 9.2% from refugee camps. The students in their senior year were the largest group in terms of university year - 34.1%, while 24.6% of the participants were in their sophomore year. The junior year comprised 22.7%, and the freshman 18.6%, as indicated in Table Nos. 2-7.

## **Data Analysis and Findings**

Data was analyzed using the statistical package for social sciences (SPSS). The questionnaire items were rated on a 1–5 Likert scale (1=strongly disagree, 2=disagree, 3=neither, 4=agree and 5=strongly agree), the highest score indicated a high level of emotional intelligence. Descriptive statistics gauged emotional intelligence scores among the sampled population. The following statistical techniques were measured: Regression, T.test, One way analysis of variance, Tukey test, Cronbach's Alpha, Guttman Split-Half Coefficient and Factor Analysis.

The mean score of emotional intelligence as experienced by the sample of three hundred and seventy participants was high (M 3.76 SD 0.36). The study observed that almost (75.2%) of Al-Quds University students being emotionally intelligent, as indicated in Table No. 10.

Furthermore, the findings revealed that the indicators of emotional intelligence were ranked in descending order as follows: I motivate others by imagining a beneficial outcome to tasks I undertake (M 4.38 SD 0.76); I compliment others when they have done something well (M 4.14 SD 0.79). The students emphasized that when they are in a positive mood, they are able to create

new ideas (M 4.13 SD 0.72); in addition to present themselves in a way that makes a good impression on others (M 4.11 SD 0.82). Moreover, the students indicated that some of the major events in their lives had led them to re-evaluate what is important from unimportant (M 4.05 SD 0.93); when they are in a positive mood, they solved problems easily for them (M 4.03 SD 0.86); took into consideration that they are aware of their emotions as they experience them (M 3.99 SD 0.95); and other people find it easy to confide in them (M 3.98 SD 0.91). The students also indicated that emotions made life worth living (M 3.93 SD 0.95); and by looking at their facial expression, they recognized the emotions people are experiencing (M 3.91 SD 0.95), as indicated in Table No. 11.

Moreover, the study investigated the demographic breakdown of emotional intelligence among Al-Quds University students with the aim of identifying differences. The findings revealed that the academic year does not indicate any significant difference, as indicated in Table Nos. 18-19. However, it was found that academic achievement, gender, religion, college and place of residency are significant variables. In relation to gender, the differences were in favor of males (M 3.93 SD 0.29) compared to (M 3.59 SD 0.33) for the females: T.test value was (10.557 P=0.000), as indicated in Table No. 12. In terms of religion, the differences were in favor of the Christian students (M 4.11 SD 0.38) compared to (M 3.72 SD 0.34) for the Muslim participants: T.test value was (-5.962 P=0.000), as indicated in Table No. 13. As for college, the differences were in favor of the arts students (M 3.80 SD 0.35) compared to (M 3.70 SD 0.36) for the science participants: T.test value was (2.848 P=0.005), as indicated in Table No. 14.

Furthermore, differences were found in the student's place of residency. The differences favored the refugee camp students (M 4.10 SD 0.34) compared to (M 3.67 SD 0.32) for the rural participants: F-value was (23.893 P=0.000), as indicated in Table Nos. 15-17. Finally, the findings indicated that there is statistical significant positive correlation between the average score of emotional intelligence among the Al-Quds University students and their academic achievement; R-correlation was (0.782 P=0.000), as indicated in Table No. 20.

## Discussion

The findings of the study indicated that Al-Quds University students had a high level of emotional intelligence. Of the students surveyed, 75.2% were emotionally intelligent. This percentage is almost identical with the level of emotional intelligence of international samples such as Greek students whose emotional intelligence is (67%) as indicated in the study by Tsaousis & Nikolaoy (2005); and it also matches the findings of Judeh's (2007) study which indicated that the level of emotional intelligence at the 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 and takes into consideration that university life differs greatly from school life. The university, as an independent educational institution, represents a rich environment which requires the 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 is much higher than the anticipated economic calculations. Higher education plays a substantial role in the formation of a higher level of human capital in society. Institutions of higher learning lays the foundation for the cognitive revolution of knowledge and sophisticated abilities namely, higher levels of human capital which is the backbone for progress in this century.

The environment and nature of university life at Al-Quds 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 emotional intelligence and positively influences the students' emotional intelligence scores.

According to the study's results, the males scored a higher level of emotional intelligence than the females. The above findings are considered normal in the Arab Palestinian society which has

conservative customs and traditions, male patriarchal dominance and social upbringing which is based on gender inequality. Patriarchal ideology is deeply rooted in the Palestinian society, where the notions of father and brother are prevalent. According to these notions, male dominance supports the structure that keeps men in positions of power, authority and control (Barakat, 1993). 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 potential and skills. These reflect on the development of the students' personalities; their emotions, stability and increase their emotional intelligence.

Moreover, the findings showed that Christian students reported a higher level of emotional intelligence compared with the Muslim participants. This result highlights the sub-cultural difference within the Palestinian society. Christians, as Palestinians, share with Muslims 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 such as independence, freedom, development of skills and abilities, access and interaction with the outside world which positively influences their emotional intelligence.

Emotional intelligence increased among the arts students compared to the science students. This result confirms the personality differences and self-efficacy which plays a critical role in university student life (Astin, 1993). Besides, the nature of human sciences influences individuals as being sociable by nature and living in peer groups. Arts students spend most of their time at the university; give more importance to community issues; joined both voluntary work and extracurricular activities managed in the university; and felt concern for others at the university and responsible. Consequently, arts students are more qualified to interact and understand others needs and emotions as well as help them to solve their problems. Therefore, this leads to an increase in their emotional intelligence.

Furthermore, the findings also revealed that refugee students scored a higher level of emotional intelligence. This result showed the cultural and sub-cultural differences demonstrated by

students living in refugee camps and their uniqueness within the Palestinian community. In human history there is no crime which is as brutal as the crime of forcing Palestinians off their land in 1948 at the hands of the Zionist gangsters. This was later called the Palestinian Nakba (Catastrophe). According to Sanbar (2001), 1948 is the key year in the contemporary history of the Palestinians. That year, a country and its people disappeared from the maps and dictionaries.

In fact, these camps which bear witness to the catastrophe, homelessness and uprooting of Palestinians from their land and homeland symbolizes their daily sufferings at all levels: cultural, social, economic and political. They are still, up till this present day waiting a political decision to put an end to their pain and suffering that was promised to them by the international community. The United Nations General Assembly adopts resolution 194 (III), resolving that "refugees wishing to return to their homes and live at peace with their neighbours should be permitted to do so at the earliest practicable date" (UN, 1948). The Nakba's traumatic events have become firm in the collective memory of well-educated Palestinian refugee students. Education is highly valued among Palestinian refugees as it provides them with full awareness of the Nakba (Catastrophe 1948) and a more powerful enemy, perceived as both unjust and oppressive is retained in their collective memory. Those refugees consider education as their only weapon by which they seek to develop their potential, interact with others to advocate their just cause and defend it locally and internationally. It follows that these conditions have contributed to positively influence their emotional intelligence.

The study also revealed that academic year of study does not indicate any significant difference in emotional intelligence among Al-Quds University students. This is an indication that emotional intelligence is not influenced much by this variable and is more likely to be affected by other factors other than academic year, as indicated in Table Nos. 18-19.

Finally, a positive relationship was found between emotional intelligence among the Al-Quds University students and their academic achievement. The students who scored a higher emotional intelligence level performed better academically. This indicated that emotional intelligence is a good predictor of student's performance. This is a reflection of the importance of the affective domain, the surrounding environment, creativity, emotions, interpersonal skills, in addition to the cognitive domain in academic achievement. Al-Quds University performs its role

as a social institution over and above 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 in specific fields of knowledge; and the development process of students' personality, which assists them to adapt to study and prevail over all problems they face in choosing a major, time management, effective study and social adjustment. All of these would increase their psychological adaptation, emotional balance and increase their emotional intelligence.

Furthermore, university education is that kind of education which differs from the disciplinary and conventional approach of school education in general. It is different in terms of the nature of the study and specializations which fulfill youth aspirations, meet their abilities, preferences and interests. University life fulfills social interaction that contributes to the development of the students' personality, reinforces their abilities in learning and thinking, making decisions and taking responsibility. All of the above are fundamental components of emotional intelligence, which positively influences the emotional intelligence level among students. The findings of this study are similar to certain findings in related studies while disagreeing with others.

## **Conclusion and Recommendations**

Emotional intelligence is a significant psychological aspect in the explanation of human behavior, especially those behaviors that are difficult to predict through conventional IQ measure scales. Emotional intelligence is considered an important dimension in the correspondence between one's success in general and academic achievement in particular. The findings confirmed that emotional intelligence emerged as a significant predictor of academic achievement. Through interaction with others, an individual is able to understand him/herself 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 emotional state and motivate them to increase their academic achievement. The findings also revealed several implications in terms of emotional intelligence as a predictor of academic achievement to parents, teachers and social counselors. Based on the findings and conclusions of this study, the following recommendations are made:

1. There is a need to address the Palestinian curriculum with the emotional intelligence concept as an important component in academic performance.
2. Offer guidance and instructional programs which encourage students to express their negative emotions before labeling them with any negative characteristics.
3. Further studies to enrich ones understanding of emotional intelligence components among Palestinian university students is recommended in light of the fact that emotional intelligence is relatively new.
4. A longitudinal study could be conducted to explore students' emotional intelligence growth during their undergraduate studies.
5. A cross-sectional study would be interesting for a broader understanding of emotional intelligence among various cultures globally.

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**Appendices**

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

Academic year	Males		Females	
	Population	Sample	Population	Sample
Freshman	978	37	833	32
Sophomore	1151	43	1261	48
Junior	1157	44	1055	40
Senior	1498	57	1815	69
<b>Total</b>	<b>4784</b>	<b>181</b>	<b>4964</b>	<b>189</b>

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

Gender	N	Percent %
Male	181	48.9
Female	189	51.1
<b>Total</b>	<b>370</b>	<b>100</b>

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

Religion	N	Percent %
Muslims	340	91.9
Christians	30	8.1
<b>Total</b>	<b>370</b>	<b>100</b>

**Table No. (4) Sample distribution by place of residency**

Place of residency	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 %
Freshman	69	18.6
Sophomore	91	24.6
Junior	84	22.7
Senior	126	34.1
Total	370	100

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

Variable	N	Min.	Max.	Mean	Std. Deviation
GPA	301	60	98	75.05	6.66

**Missing=69**

**Table No. (8) Factor analysis of emotional intelligence scale**

No.	Items	Extraction
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 overcame 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 makes 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 positive emotions, I know how to make it last	0.62
13.	I arrange events others enjoy	0.69
14.	I seek out activities 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 try to remain in a good mood to help myself in trying to face 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. (9) Reliability of emotional intelligence scale**

Model	No. of items	Alpha
Cronbach's Alpha	33	0.81
Guttman Split-Half	33	0.80

**Table No. (10) Number, mean, standard deviation, and percentage of emotional intelligence total score of Al-Quds University students**

Variable	N	Mean*	Std. Deviation	Percent %
Emotional intelligence total score	370	3.76	0.36	75.2

**\*Mean out of 5 points.**

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

<b>Emotional intelligence indicators</b>	<b>Mean*</b>	<b>Std. Deviation</b>	<b>Percent %</b>
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 create 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 makes 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 try to remain in a good mood to help myself in trying to face 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 though I have experienced this event myself	3.51	0.91	70.2
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
<b>Total</b>	<b>3.76</b>	<b>0.36</b>	<b>75.2</b>

**\*Mean out of 5 points.**

**Table No. (12) T-test for the differences in emotional intelligence scores of 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			
Total	370	3.76	0.36			

**\*Mean out of 5 points.**

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

Religion	N	Mean*	Std. Deviation	Df	T-value	Sig.
Muslim	340	3.72	0.34	368	-5.962	0.000
Christian	30	4.11	0.38			
Total	370	3.76	0.36			

**\*Mean out of 5 points.**

**Table No. (14) T-test for the differences in emotional intelligence scores of 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			
Total	370	3.76	0.36			

**\*Mean out of 5 points.**

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

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 of Al-Quds University students according to place of residency**

Place of residency	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 of Al-Quds University students according to place of residency**

Place of residency	N	Mean*	Std. Deviation
City	140	3.79	0.36
Village	196	3.67	0.32
Camp	34	4.10	0.34
Total	370	3.76	0.36

\*Mean out of 5 points.

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

Academic year	N	Mean*	Std. Deviation
Freshman	69	3.74	0.34
Sophomore	91	3.74	0.35
Junior	84	3.79	0.36
Senior	126	3.75	0.37
Total	370	3.76	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	301	0.782**	0.000