Relationship between emotional intelligence, academic self-efficacy, academic involvement and academic performance among adolescents in ISLAMSHAHR AZAD University

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Abstract: The association between emotional intelligence, academic self-efficacy, academic involvement and academic performance in high school was studied. Students (550) attending a high school in ISLAMSHAHR AZAD University, Iran completed the Shoutte's Emotional Quotient Inventory, Morgan & Jink's Academic Self efficacy, and Short, Feleming, Guiling,& Roper's Academic Involvement. At the end of the academic year the data was coordinated with students' academic records for the year. Results of the study showed that emotional intelligence, academic self-efficacy, and academic involvement were significantly related with academic performance. Results are debated in the context of the position of emotional capability, academic self-efficacy, and academic involvement on academic performance.

1. Introduction

Academic performance has been defined in many ways. Quilliams (2007) described academic performance as the real finishing of class work in the school situation. Finn and Rock (1997) defined academic success as passing grades through high school, rational scores in standardized performance tests, and graduating from high school. Aronson (2002) noted that performance as indexed by standardized tests is the only important criterion for judging fineness in schooling. He also specified that most teachers and parents consider that excellent education includes a more full complex set of aims such as a better capacity to think critically and creatively about problems, being inquisitive and interested in learning have a sense of confidence and competence, showing creativity and commitment, and being a respectful, contributing and well-rounded member of the community.

Good academic performance holds more importance for teenagers as education influences the general performance success of an individual in work and indirectly affects the financial and physiological happiness (Yu & Patterson, 2010). A study by Peelo and Wareham (2002) established that when a teenage has lowly academic performance, there can be difficulties that rise similar feeling shameful, guilty and unhappy. There is also an association between reduced academic performance and reduced making capacity and increased joblessness need on well-being, and behavioral problems (Carnegie Council on Adolescent Development, 1989).

Based on literature review personal issues such as academic self-efficacy, emotional intelligence, and academic involvement were well-known to have significant positive relations with adolescent's academic performance (Multon, Brown, & Lent, 1991; Fredrik, Blumenfield, & Paris, 2004).

Emotional intelligence and adolescent's academic performance

Emotional intelligence (EI) is a novel idea in multiple Intelligences (Alumran & Punamaki, 2008). Emotional intelligence was shaped by Salovey and Mayer in 1990. Mayer and Salovey (1999) described that persons are dissimilar in their aptitude to process material about emotional nature. Emotional intelligence is containing of two parts: experiential (ability to perceive, respond, and manipulate emotional information, without necessarily understanding emotions) and strategic (ability to understand and manage emotions without necessarily perceives feeling and emotional assimilation (Mayer et al., 2003). Experimental emotional intelligence is branched into emotional perception and emotional assimilation. Strategic emotional intelligence is divided into emotional understanding and emotional management. Emotional perception is the ability related to self-awareness about emotions and emotional needs to others and expression of emotions (discriminate honest and dishonest expression of emotion).

Bar-On (2002) presented five elements about emotional intelligence: Intrapersonal skill, interpersonal skill, adaptability, stress management, and general mood. According to Bar-On emotional intelligence can grow every time and it can increase through training, programming, and therapy (Bar-On, 2002). Bar-On found out that persons with high EQ are more effective in environmental forces. He also asserted that a deficit in emotional quotient intelligence can create lack of success and emotional problems.

Goleman (1990) model in Matthews et al., (2002) planned consisting four main components. The first component is self-awareness that relates to persons' skill to read one's emotions and know their impact. Second, Self-management that means ability to control one's emotions and to adapt with changing situation. Social awareness is third component that includes the ability to sense, understand, and react to other's emotions while comprehending social network. Finally, relationship management is fourth component that consist of ability to inspire, influence, and develop others while managing conflict. Emotional intelligence is a new concept. It is a recent area of research, especially with regard to testing emotional intelligence and the role of emotional intelligence during adolescence. It is important to know the benefits of recognizing emotional intelligence among adolescents and understand that

how EI may impact on adolescents' growth and development (Kaur & Jaswal, 2006).

Liau et al. (2003) argued that emotional intelligence is vital for the healthy psycho-social development in adolescents. Literature shows that the lack of EI can be associated with problem behavior. Liau et al. (2003) indicated that EI is a potential risk factor in behavior problem in adolescent. Emotional intelligence in teenagers plays an important role in successful transition from adolescence to adulthood (Parker et al, 2004). There has been a growing attention in the construct of emotional intelligence within a school setting. Some studies in the field of education have been focused on the emotional intelligence of students and the role of emotional intelligence on academic performance. Students with higher emotional intelligence are more success at school (Di Fabio & Busoni, 2007; Parker et al., 2004).

Intrapersonal abilities such as communication, cooperation and relating with other are essential abilities for the success in the life and academic performance. Adolescents experience changes in their ability to perceive, know and use emotional information and these abilities may have significant contribute in intellectual development (Mayer & Salovey, 2000). Previous studies established that emotional intelligence has significant relationship with academic performance (Di Fabio & Busoni, 2007; Besharat & Abedi, 2006; Marquez, 2006; Parker et al., 2006; Fannin, 2001).

Academic self-efficacy and adolescent's academic performance

Self-efficacy, one of the essential parts of Social Cognitive Theory, was the brainchild of Bandura (1986). Bandura explains self-efficacy as "beliefs in one's capability to organizeand execute the courses of action required to manage prospective situations" (p. 392). Bandura's key point regarding the role of self-efficacy beliefs in human functioning is that "people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true". Bandura saw self-efficacy as a form of self-reflection that influences how one behaves. This is because according to Bandura, people have personal expectations of what they want, what they can do and this determines the level of effort they will put into attaining their goals. Bandura suggests the existence of internal processes that significantly impact on an individual's perception and

interpretation of personal behavior related to expected consequences. This means that how people behave depends on their intentions, the circumstances and the anticipated results of their actions (Crozier, 1997).

Baron (2004) purposed three kinds of self-efficacy: self-regulatory self-efficacy (ability to resist peer pressure, avoid high-risk activities); social self-efficacy (ability to establish and keep relationships, having confidence, involved in rest time activities); and academic self-efficacy (being able to do course work, organized study activities, achieve goals). There has been much attention paid to self-efficacy in research on education and it has been established to be a predictor of students' educational performance (Pajares &Urdan, 2006; Siti Nor & Siti Noor Amnah, 2009).

Since academic self-efficacy has been proven to be an important predictor of educational performance (Bandura, 1997; Bong, 2004) it has therefore been closely related to success in class and schoolwork, valuations, and scores (Stevens, Olivarez, Lan,& Tallent-Runnels, 2004). Previous research (Bandura et al., 2001; Chemers, Hu, & Garcia, 2001; Greene et al., 2004; Robbins et al., 2004) has confirmed that students who are confident in their academic capabilities monitor their work time more successfully, are more efficient problem solvers, and show more persistence than do equally able peers with low self-efficacy. High self-efficacy students work firmer, assess their progress more frequently, and involve in more self-regulatory strategies that promote success in school (Schunk & Pajares, 2004).

The idea of self-efficacy in motivational research states to the self-belief of students in their personal academic skills (Bandura, 1986; Linnenbrink & Pintrich, 2003). As such, a lack of self-belief in one's personal academic ability will result in feelings of low self-efficacy. In a study by Lodewyk and Winne (2005), it was found that such experiences put stress on students and is a constraint in the face of unaccustomed challenges.

Researchers maintain that self-efficacy can be improved by individual success in achieving the desired outcomes, seeing others achieve successful outcomes, being encouraged, thankful and motivated by inspirational speeches, and by declining the anxiety level (Bandura 1986, 1997; Jackson, 2002). Thus, when students involve themselves in academic tasks, internal and external opinions lead to either an increase or decrease in self-efficacy. Based on literature of review, students with higher academic performance tended to have higher scores on the academic self-efficacy, while students with lower academic performance have lower scores on the academic self-efficacy (Gold, 2010; Carroll et al., 2009; Speight, 2009; Henry, 2008; Ross, 2008; Mohsenipour, 2005).

Academic involvement and academic performance

School involvement is a significant predictor of academic outcomes and to prevent school drop-out (Kindermann, 2007). There is a consensus that school involvement is a multifaceted construct, encompassing multiple components, for example, behavioral, emotional and cognitive characteristics (Fredricks et al., 2004; Glanville & Wildhagen, 2007). Behavioral involvement often refers to involvement in school-based activities or to the absence of disruptive behaviors (Fredricks et al., 2004). Emotional involvement entails positive emotional reactions to the school, the teacher, and schoolmates (Stipek, 2002). These two concepts of school involvement are likely to be predictive of different outcomes and to be influenced by different variables. For example, researchers have found that intensively disliking school is the primary reason for a student to leave school (Finn, 1989). In turn, participation in school activities leads to positive academic outcomes (Marks, 2000). Emotional bonds with school prevent negative developmental outcomes among adolescents, such as delinquency (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004).Also, Cognitive involvement involves internal indicators such as becoming a self-regulated learner (Fredricks et al., 2004).

In participation-identification model, Finn (1989) has postulated that active participation (behavior) leads to an increased sense of belongingness and to a commitment to learning in students. However, as suggested by Fredricks et al. (2004), it is also conceivable that emotional involvement leads to increases in behavioral involvement, or in other words, when students feel more committed to school, they are more likely to be involved in school-based activities. Although the direction of the relationships between behavioral and emotional involvement are yet to be determined, it is hypothesized that adolescents, as experienced students, need to experience positive feelings toward school to, at least, maintain effort. In other words, positive emotional involvement may lead to increased behavioral involvement. A positive association between school involvement and academic outcomes

is well established (Fredricks et al., 2004; Singh, Granville, & Dika, 2002; Sirin & Sirin, 2004; Booker, 2004; Sirin, 2005; Stewart, 2007)

Objectives

1. To describe the emotional intelligence, academic self-efficacy, academic involvement, and academic performance of the respondents.
2. To determine the relationships academic emotional intelligence, self-efficacy, and academic involvement with academic performance of the respondents.
3. To determine the unique predictors of academic performance among respondents.

Hypothesis

1. Emotional intelligence is positively related to academic performance among respondents.
2. Academic self-efficacy is positively related to academic performance among respondents.
3. Academic involvement is positively related to academic performance among respondents.
4. The regression coefficients for all the selected independent variables are significant when regressed against adolescents' academic performance.

Method

Participants

Analyses are based on Iranian participants (N= 550; 275 females, 275 males) who were students in all high school in ISLAMSHAHR AZAD University. The students were between 12 and 18 years old (*M*= 15.50, *SD*= 1.89).

Measures

Academic Performance

Respondent's academic performance was measured by using cumulative grade point average (CGPA) found by students' in the academic year of 20011-2012. According to the rules of the Ministry of Education in Iran, the range of academic performance (GPA) is from 0 to 20, which can be considered into four stages: fail (scores of 0-9), weak (scores of 10-14.99), moderate (scores of 15-16.99), and excellent (scores of 17-20). In the current study, the cumulative

grade point average (CGPA) was used in differently. High scores mean high academic performance.

Emotional Intelligence

Schutte et al. (1998) Emotional Intelligence Scale (EIS) is used in the current study. The EIS by Schutt et al. was based on Salovey and Mayer's (1990) original model of emotional intelligence. This scale is consisting of four subscales. The four factors were described as follows: perception of emotions (10 items), managing emotions in the self (9 items), social skills or managing others' emotions (8 items), and utilizing emotions (6 items). So, the total item for EIS is 33 items. Each item in the scale was rated on a five-point Likert scale from 1= strongly disagree, 2= somewhat disagree, 3= neither agree nor disagree, 4= somewhat agree and 5= strongly agree. The score for emotional intelligence was calculated by summing the scores for the 33 items after reversing the scores for 3 items (items 5, 28, and 33). The total scale score ranged from 33 to 165, with high score indicating high emotional intelligence in respondents. Shutte et al. (1998) reported high reliability results for the EIS with Cronbach coefficient alpha values of EIS has been used .87. In the current study, alpha reliability for the scale was .73 .Javid noted respectable inter-cultural test-retest reliability.

Academic Self-efficacy

The Morgan-Jinks Student Efficacy Scale (1999) was designed to gain information about student efficacy beliefs that is connected to school success. The Academic Self-efficacy Scale contains of 30-items with three. The total scale score ranged from 30 to 150, with high score showing high academic self-efficacy among respondents. Morgan-Jinks (1999) reported reliability results from the academic self-efficacy with Cronbach coefficient alpha values of .80.

Academic Involvement

Academic involvement was measured by Academic Involvement Scale (AES) by Short, Fleming, Guiling, and Roper (2002).The AES has 40 items with three subscalesThe score for AES was obtained by summing up the scores for the 40 items after reversing 11 items (items 7, 8, 12, 14, 15, 18, 19, 20, 26, 29 and 34). The total scale score ranged from 40 to 200, with high score showing high academic involvement among respondents. The AES has

demonstrated respectable psychometric properties (alpha =.94).

Results

Levels of emotional intelligence, academic self-efficacy, academic involvement and academic performance

The main variables examined in this study were academic performance, emotional intelligence, academic self-efficacy, and academic involvement. As shown in Table 1, over half of the respondents reported high emotional intelligence (50.9%), academic self-efficacy (59.5%), high involvement in school activity and homework (57.1%) and high academic performance (62.5%).

Table 1: Gender, Age, and Levels of Variables

Variables	n	%
Emotional intelligence		
Low	161	49.1
High	221	50.9
Academic self-efficacy		
Low	170	40.5
High	212	59.5
Academic involvement		
Low	164	42.9
High	218	57.1
Academic Performance		
Low	143	37.5
High	239	62.5

Analysis of the relationship between parenting style, parental school involvement, and adolescents' academic performance

As revealed in Table 2, the result of the present study indicates that there was a significant positive association (r = .49, p <.01) between emotional intelligence and academic performance of adolescents. This means adolescents that who reported higher scores in emotional intelligence also reported higher academic performance scores. Also, there was a high positive significant relationship between academic self-efficacy and academic performance (r=.53, p<.01). The positive correlation coefficient shows that an increase in the score for academic self-efficacy is followed by an increase in the adolescents' academic performance. Adolescents with higher academic self-efficacy perform better in academic activities.

Finally, as shown in Table 2, the result of the present study show that there was a significant positive relationship between academic involvement and academic performance of adolescents (r=.55, p<.01). This means that respondents who were highly engaged in school activities, reported higher academic performance. The strength of correlation between academic involvement and academic performance is strong.

Table 2: correlation analysis

	Variables	X1	X2	X3	Y
X1	Emotional Intelligence	1			
X2	Academic Self-Efficacy	.534**	1		
X3	Academic Involvement	.600**	.666**	1	
Y	Academic Performance	.496**	.530**	.559**	1

Analysis of unique predictor variable of academic performance

This section concludes that three factors (emotional intelligence, academic self-efficacy, and academic involvement) are strongest predictors of student's academic performance. The three predictor variables were emotional intelligence (X1), academic self-efficacy (X2), and academic involvement (X3). The equation of proposed multiple regression model was as followed:

Y (Academic Performance) = b0 +b1(X_1) +b2(X_2) + b3(X_3) +b4(X_4) +e

Where:

b_i For i = 0,1,2,3 are the regression coefficients.
$\widehat{Y}$ =Academic Performance
X_1= Emotional Intelligence
X_2= Academic Self-Efficacy
X_3= Academic Involvement
e= Random error
The hypothesis test which examines the validity of the model can be expressed as follows:
$\begin{cases} H_0: \beta_1 = \beta_2 = \beta_3 = 0 \\ H_1: \text{against the } H_0 \end{cases}$
To determine the best set of predictor variables in student's academic performance, enter regression method was used. Analysis revealed all three predictor variables were significant in explaining student's academic performance. As shown in the coefficient Table 3, the estimates of the model coefficients for b_0 are 3.231, b_1 is .022, b_2 is .022, and b_3 is .024. Therefore, the estimated model is as follows:

Y (A.A) =3.231 +.022 (X_1) + .022 (X_2) + .024 (X_3).

Where: $\widehat{Y}$ =Academic performance (A.A)
  bo= Constant
  b_{i-6}= Estimates (Regression Coefficients)
  X_1= Emotional Intelligence
  X_2= Academic Self-Efficacy
  X_3= Academic Involvement
  e= Error

The R-squared of .340 implied that three predictor variables explained about 34% of the variance/variation in the student's academic performance. This was quite a good and respectable result. The ANOVA table revealed that the F-statistics (123.54) was very large and the corresponding P-value was highly significant (.000). this indicated that slope of the estimated linear regression model line was not equal to zero confirming that there was linear relationship between student's academic performance and the three predictive variables. Table 3 revealed the largest beta coefficient is .30 which was academic involvement. This means that, this variable (academic involvement) made the strongest contribution in explaining the dependent variable, student's academic performance. It advised that one standard deviation increased in academic involvement is followed by .30 standard deviation increase in student' academic performance. The beta value for emotional intelligence is the second highest (.281). Finally, the academic self-efficacy (.123) was the third strongest significant predictors of student's academic performance.

Table 3: Multiple regression analysis on academic performance

Model	B	Std.Error	Beta	t	Sig
1 (Constant)	3.921	.529		7.179	.000
Emotional Intelligence	.030	.006	.281	5.405	.000
Academic Self-efficacy	.025	.009	.123	3.256	.001
Academic Involvement	.029	.005	.307	7.023	.000

Discussion and Conclusion

The first objective of the present study showed more than half of the respondents reported high emotional intelligence, academic self-efficacy, academic involvement and academic performance. The second objective of the present study indicated there were there were positive relationships between emotional intelligence and academic performance. The present finding is consistent with the findings of past studies (MacCan et al., 2011; Tamannai et al., 2010; Di Fabio & Busoni, 2007; Besharat & Abedy, 2006; Marquez et al., 2006; Parker et al., 2004; Fannin, 2001) which concluded that high emotional intelligence is related to high levels of student's academic performance. Academic success is usually due to a competent level of emotional intelligence that enables a student to self-regulate, handle problem-solving as well as practice intrapersonal and interpersonal skills. Emotional competency allows a student to handle emotional management and with it, manage stress and anxiety that are often associated with test-taking and examinations. Having interpersonal skills also allows a student to search for academic assistance, advice, help from educators, friends and peers. According to Goetz, Frenzel, Pekrun and Hall (2005), there are many ways that academic performance may be impacted by emotional intelligence. Firstly, students who are able to control their negative emotions would not be so affected by them when they have to take assessment and learning tests. If a student has a high degree of control over negative emotions, he/she may even have positive emotions that actually enhance his/her performance in these testing situations (Pekrun et al., 2002). Secondly, there is a need to excel in group work and presentations in order to succeed academically. Emotional intelligence, especially control of emotion, has been associated with improved social interactions and individuals who

have high emotional intelligence would enjoy better interpersonal relationships when they work with other team members in a group (Lopes et al., 2003). Thirdly, it is important to be able to connect with others and have the ability to maintain such connections socially not only to excel in group activities but also to enjoy social support, and personal good feeling within the educational arena (Wang & Holcomb, 2010; Parker et al., 2004).

Also, the result of the current study showed there was a high positive significant relationship between academic self-efficacy and academic performance. The result of the present study is in line with the finding of past studies (Nasirian et al., 2011; Gold, 2010; Carroll et al., 2009; Henry, 2008; Mohsenipour, 2005; Liew et al., 2008; and Ross, 2008). Having a strong sense of self-confidence brings about many positive outcomes in students: they know how to plan and implement their tasks and be more productive; they are confident about handling challenging tasks, put in greater effort, are more persistent, set high but achievable targets for themselves, feel less anxiety, are more effective in their life strategies, are cognitively efficient and generally achieve a higher level of performance (Lodewyk & Winner, 2005).students' self-efficacy creates change in their performance goals and students with high self-efficacy adopt mastery and performance- approach goals while those low in self-efficacy tend to prefer performance- avoidance goals (Liem, Lau & Nie, 2008).Self-efficacy theory stipulates that students with low self-efficacy may underperform academically due to their lack of confidence in their ability to succeed, regardless of effort (Bandura, 1995). Finally, based on second objective there was a significant positive relationship between academic involvement and academic performance of adolescents. The present finding is consistent with the finding of past studies (Fallon,

2010; Haney, 2010; Wang & Holcombe, 2010; Sbrocco, 2009; Flower & Flower, 2008; Stewart, 2007; Sirin & Sirin, 2005) which concluded that school involvement is closely related to academic performance. Children feel that they have the attention and support of teachers and parents in their academic and school activities, they will naturally develop a special sense of belonging and attachment to both school and school-related activities, including academic activities. Thus, there is a tendency for such children to achieve higher grades and generally show better academic performances. Also, students who value their education and have clear ideas about goals they wish to achieve will exhibit a desire for status attainment and be higher performing students (Carbonaro, 2005).

The result of third objective utilized that academic involvement is the best of predictive in adolescent's academic performance. Students who are closely involved in their academic pursuits, it is easier coping with their academic responsibilities and to excel in their academic performance. On the other hand, students who are less involved may perform reasonably well in their school tasks but fail to reach their full potential as students. In the case of those who eventually drop out of school, there is usually an obvious disconnection or non-connection with their academic responsibilities: showing little or no interest, poor class attendance, and indifferent commitment to given class work, all of which eventually result in failure of multiple courses (Rumberger, 2004). Finding the present study is in line with past studies (Christenson et al., 2008; Cooper et al., 2006; National Research Council and Institute of Medicine, 2004) which indicate that engaging in homework and related activities contributes to the performance of all students and academic involvement is a predictor of academic performance.

Implication

Theoretical implications

Based on Social Cognitive Theory (Bandura, 1986) scholars with a higher level of self-efficacy show better energy, are more firm and stronger when facing problems. As a result, self-efficacy shows a significant role in the growth of students' intelligent competences and is a crucial element in intellectual development, acting as an important contributor to academic success (Alfassi, 2003; Bandura, 1995).

Also, giving to Emotional Intelligence Theory (Goleman's, 1995) emotional intelligence plays a spirited portion in everyday active. Teenagers who are incapable to control themselves in class, show little interest in school work, as well as children and adults who are unable to socially interact or do not have the ability to communicate or work with others are unlikely to do well even if they have the knowledge and expertise (Gazzard, 2002). Students who are able to manage their negative emotions will be less affected by these emotions when they are learning. Also, when student has a high level of emotional management, he or she will be able to direct these negative emotions into positive emotions that can help enhance his academic performance (Pekrun et al., 2002). There is a close association of emotional management within emotional intelligence that is related to social interaction and interpersonal skills which are an asset to working with others in a group (Lopes et al., 2003). The ability to interact socially allows one to excel in group assessments and also in getting and keeping social support and well-being in the learning environment (Parker et al., 2004; Wang & Holcomb, 2010).

Practical and Policy Implication

Considering the position of academic performance for students, parents, educators and the community, result the suitable and correct methods to stop low academic performance is vital. Based on the result of current study academic self-efficacy, emotional intelligence and academic involvement have relationship with academic performance among high school students. In other words, students who have low academic self-efficacy, emotional intelligence and low academic involvement are drop out from school. Therefore, suggesting that interventions planned to increase self-efficacy, emotional intelligence and school involvement that may positively affect students levels of academic performance, need to receive guidance about their education and occupational from teacher and parent must be devised in order to reduce the students' dropout rate and increase their academic performance. Thus, assumed that the information learned in this study has important implications to the Iranian Ministry of Education to better understand the factors which have strong influence on adolescent's academic performance. It can also be potential input for improving educational policy. The results from the current study can also be used by the Ministry of Education should in conducting seminars to motivate and enhance students' academic self-efficacy,

emotional intelligence and academic involvement. The results of the present study will be a valuable effort to the governments aimed at helping family and adolescent development.

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