

# EMOTIONAL INTELLIGENCE AND SCHOOL RESULTS OF TEENAGERS

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**Abstract:** *This study proposes to identify a relation between the school results on one hand and the emotional intelligence on the other hand and revealing the possible differences between male teenagers, respectively female teenagers regarding the level of emotional intelligence. As methodology, the Test for emotional intelligence (version for children) was applied, and the school results of students were quantified in the average grade at the semester's end.*

*The subject's lot is formed of teenagers, students in schools within the Counties of Timiș, Caraș, Mehedinți, Gorj and Hunedoara.*

*The obtained results reveal the existence of a positive correlation, statistically considerable, between the school results of students and their emotional intelligence. At the same time, we observe major statistic differences at the level of emotional intelligence between teenagers of female and male gender.*

**Key words:** *emotional intelligence, school results, teenagers.*

## **1. Theoretic frame**

The school results of teenagers, their performances, are established in a feedback, in a measure of efficiency regarding the educational instructive process involving both students as well as teachers.

Beside the cognitive potential of students, of the influences of the social-cultural environment they live in, the pedagogic related conditions, the school results of students can be influenced by other factors too, which aware of, can be molded in order to actually contribute to increasing the school performances.

One of these factors is considered to be the emotional intelligence. The importance of the emotional intelligence in determining certain good school results was highlighted in a series of researches. Thus, as a result of a

child development project initiated in California by Eric Schaps, the conclusion was drawn that there exist a large number of advantages involving emotional and social competence of children in order to stimulate their learning capacity. (Goleman, 2001).

Mayer and Salovey demonstrated in their studies that a series of factors which negatively influence school results of students can be eliminated by educating the emotional intelligence.

The term „emotional intelligence” was used for the first time in the year 1985 within the USA, and afterwards, as stated by M. Roco, there are three different levels of approaching the concept. The first level is presented by J.D.Mayer and P. Salovey, authors considering that the emotional intelligence refers to the capacity of the human individual to know, understand and exercise control over his own feelings as well as over the feelings of others, in order to contribute to the development of the person, to correctly perceive and express his own emotions as well as the emotions of others, to generate feelings when they facilitate thought and efficient action. Another level represented by Renven Bar-On highlights as factors of emotional intelligence:

- intra-personal factors (awareness of own emotions, optimism/assertiveness, respect and consideration for their own person, self-performance, independence);
- interpersonal factors (empathy, positive reciprocal interpersonal relations, social responsibility);
- adaptability (problem solving, reality testing, flexibility);
- stress control (tolerance at frustration, impulse control);
- general disposition (satisfaction, happiness, optimism).

According to D. Goleman, author defining the third level of approach, the emotional intelligence is formed of the awareness of own emotions, self-control of affective experiences, personal motivation, empathy and social aptitudes

## **2. Research design**

The study focuses on teenagers between ages of 14 and 19 learning in schools within the Counties of Timiș, Caraș, Mehedinți, Gorj and Hunedoara.

### **2.1 Research objectives**

Proposed objectives:

1. Identifying a relation between emotional intelligence and school results at teenagers;
2. Identifying certain differences between the level of emotional intelligence at teenagers of female and male gender.

### **2.2 Research hypothesis**

1. If the teenager disposes of a high level of emotional intelligence then he has also good school results;

2. We presume that female teenagers have a statistically higher emotional intelligence level as male teenagers;

### 2.3 Research methodology

The work desires a study aiming the observance of eventual differences between female teenagers and male teenagers regarding the emotional intelligence level, as well as the identification of a relation between the emotional intelligence and the school results of teenagers.

The involved test sample within the research is formed of 287 teenagers, students in schools within the Counties of Timiș, Caraș, Mehedinți, Gorj and Hunedoara. The test sample involves 117 male teenagers, 40.8%, respectively 170 female teenagers, 59.2%. Regarding the age distribution at test sample level, the data are as follows:

- 44 -14 years of age teenagers, 15.3%
- 30 -15 years of age teenagers, 10.5%
- 57 -16 years of age teenagers, 19.9%
- 61 -17 years of age teenagers, 21.3%
- 41 -18 years of age teenagers, 14.3%
- 54 -19 years of age teenagers, 18.8%

The frequencies, in relation to gender and age, within the involved test sample, can be found in Table 1 respectively 2.

gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	117	40.8	40.8	40.8
female	170	59.2	59.2	100.0
Total	287	100.0	100.0	

Table 1 The components of the test sample in relation to gender (frequencies and percentages)

age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 14	44	15.3	15.3	15.3
15	30	10.5	10.5	25.8
16	57	19.9	19.9	45.6
17	61	21.3	21.3	66.9
18	41	14.3	14.3	81.2
19	54	18.8	18.8	100.0
Total	287	100.0	100.0	

Table 2 The components of the test sample in relation to age (frequencies and percentages)

In order to verify the stated hypothesis we applied the evaluation questionnaire for emotional intelligence adapted by Mihaela Roco after Bar-On and Goleman, as well as the school results of students expressed as average grade per semester.

Regarding the evaluation questionnaire for emotional intelligence, the applying instructions target the check off of the answer which fits best by the teenagers, for each individual item.

The quotation possibility of answers is performed according to the following data:

<i>Item no (question)</i>	<i>Answer notation</i>		<i>Item no (question)</i>	<i>Answer notation</i>	
<b>1</b>	<b>a,b,c</b>	20 points	<b>6</b>	<b>b, c</b>	5 points
				<b>d</b>	20 points
<b>2</b>	<b>b</b>	20 points	<b>7</b>	<b>a</b>	20 points
<b>3</b>	<b>a</b>	20 points	<b>8</b>	<b>b</b>	20 points
<b>4</b>	<b>c</b>	20 points	<b>9</b>	<b>b</b>	5 points
				<b>d</b>	20 points
<b>5</b>	<b>c</b>	20 points	<b>10</b>	<b>b</b>	20 points

The points of the 10 answers are summed up.

The signification of the global sense is:

- At 100: below average;
- 100 – 150: average;
- Over 150: above average;
- 200: exceptional

### **3. Interpretation of the research results**

In order to test the proposed hypothesis, the program SPSS was applied performing comparisons by means of the t tests method for independent test samples, as well as correlations by means of the Person test.

Below, we will analyze the gathered results.

Regarding the first hypothesis, the data shown in table 1 highlight the fact that between the two implied variables there is a statistically major positive correlation.  $r = .248$ . Thus, we can state that at the level of the test sample of teenagers involved within the study, a higher level of emotional intelligence is associated with higher school results.

		emotional intelligence	average
intel emot	Pearson Correlation	1	.248(**)
	Sig. (2-tailed)		.000
average	N	287	287
	Pearson Correlation	.248(**)	1
	Sig. (2-tailed)	.000	
		N	287

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 3 Value of the correlation coefficient

Regarding the second hypothesis of this study, the T test for independent test samples confirms the statistically major difference between female teenagers and male teenagers, at the level of emotional intelligence values. The statistic data are presented in tables 4 and 5. The average of the male teenager group regarding the variable – emotional intelligence - (M = 80.94, SD = 21.60) is considerable lower (t = -2.24) then the female teenager group (M = 87.12, SD = 24.72).

Table 4 Value of t test for independent test samples

gender	N	Mean	Std. Deviation	Std. Error Mean
intel emot male	117	80.94	21.605	1.997
female	170	87.12	24.722	1.896

Table 5 Mean and standard deviations

#### 4. Conclusions and proposals

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
intel emot	Equal variances assumed	4.674	.031	-2.188	285	.029	-6.177	2.823	-11.735	-.620
	Equal variances not assumed			-2.243	269.208	.026	-6.177	2.754	-11.600	-.755

At the level of this study involving female and male teenagers with ages between 14 and 19 we observe, according to the mentioned statistical data, a powerful positive correlation between the emotional intelligence level

and the school results of teenagers expressed by the semester average. As result of the statistic interpretation of data we observe a major statistically difference between female and male teenagers regarding the emotional intelligence level, the girls having a higher level of emotional intelligence than boys.

As result of the gathered data, specifically the low level of emotional intelligence of teenagers (table 6), as well as the obvious correlation between its level and the school results, in the future we tend to propose and implement a counselling program to concretely contribute in developing the emotional intelligence of students.

Emotional Intelligence	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
20	2	.7	.7	.7
40	9	3.1	3.1	3.8
45	7	2.4	2.4	6.3
50	2	.7	.7	7.0
60	38	13.2	13.2	20.2
65	22	7.7	7.7	27.9
70	9	3.1	3.1	31.0
80	65	22.6	22.6	53.7
85	25	8.7	8.7	62.4
90	3	1.0	1.0	63.4
100	61	21.3	21.3	84.7
105	5	1.7	1.7	86.4
110	1	.3	.3	86.8
120	21	7.3	7.3	94.1
125	6	2.1	2.1	96.2
130	2	.7	.7	96.9
140	8	2.8	2.8	99.7
145	1	.3	.3	100.0
Total	287	100.0	100.0	

Table 6 Frequencies and percentages of emotional intelligence values within the test sample

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