

The relationship between emotional intelligence and academic achievement: A meta-analytic study

Saeed Mohammadi Molod*
Taghi Zavvar**

Introduction

For many years, intelligence and mental abilities were considered the only factors influencing student's academic achievement but recently, several studies have examined the impact of non-cognitive aspects such as emotional and social factor. Emotional intelligence is one of the factors that impact and its relation to academic achievement have been studied in different studies. Some researchers found a weak relationship between emotional intelligence and academic achievement, some found a moderate and significant relationship, and some believe the impact of emotional intelligence on academic achievement more than cognitive intelligence. According to this, the purpose of the present study was to analyze and combine the results of the researches in this field and reach a general conclusion and resolve the existing contradictions and discover possible moderators.

Method

According to the purpose of this study, the present study was conducted by meta-analysis method. The statistical population of the present study was all research published in scientific valid journal which was available in computer databases and examined the relationship between emotional intelligence and academic achievement. Using the purposive sampling method and extensive search based on the specified keywords and applying entry and exit criteria, 30 studies were selected as sample and entered the meta-analysis process. The extracted data were analyzed with CMA software.

* PhD Student of Educational Psychology, University of Tabriz, Tabriz, Iran. *Corresponding Author*: S.mohamadimolod@gmail.com

** Associate Professor, Azarbaijan Shahid Madani University, Tabriz, Iran.

Results

From selected studies as sample, in total, 137 effect sizes were extracted which 18 extreme effect sizes were eliminated in sensitivity analysis and the next analyzes were performed on 119 effect sizes. The value of “fail-safe N” statistic was obtained 4132, which indicated that after entering this number of non-significant studies, the combined effect size will be non-significant. The amount of combined effect size calculated 0.169 in fixed model and 0.165 in random model that both of them were statistically significant ($p < 0.01$) which indicated that the positive and significant relationship between emotional intelligence and academic achievement. Values for Heterogeneity indices such as I^2 also showed 38% of the observed heterogeneity between the effect sizes of early research, because of the existence of moderating variables. Fisher z test results also showed that the correlation coefficient of emotional intelligence and academic achievement was not significantly different between two groups of students.

Discussion

The amount of combined effect size of relationship between emotional intelligence and academic achievement was evaluated poorly. But its direction and significant indicated a relationship between emotional intelligence and academic. So it can be argued that people with high emotional intelligence have more ability in knowing their emotions and others and use this cognition to guide behavior and peer pressure and able to overcome unpleasant emotions in the school environment and family and create motivation in yourself, coping with stress, and provide a desirable educational status for himself.

Keywords: Effect size, Academic Achievement, Meta-Analysis, Emotional Intelligence

Author Contributions: Dr Taghi zavvar studied the subject and formulated the theoretical framework and guided the overall research process. Saeed Mohammadi molod was responsible for collecting data, analyzing data, reporting findings and writing the paper. The conclusions of the findings and interpretation of the results was done jointly with the authors' discussion.

Acknowledgments :The authors would like to express their gratitude to all those who have been critical in completing this research through consultation and consultation.

Conflict of Interest :The authors declare there is no conflict of interest in this article.

Funding :This research was carried out at the expense of the researchers and No funding has been received to do so
