

Relationship between Emotional Intelligence and Cultural Intelligence of Gifted Students and Academic Achievements

(Case Study: Zahedan City)

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Abstract: This study investigated the relationship between gifted students' emotional intelligence and cultural intelligence and their academic achievement. The population universe of the present study is all secondary school grade II intelligent students in Zaheden, given the tables Krejcie-Morgan a number of 265 were selected as sample. The sampling method was Simple Random Sampling (SRS). The measurement tools included Baran Emotional Intelligence Questionnaire, Abdullah zadeh Cultural Intelligence and Harter Academic achievement. These questionnaires were approved by admired Professors of Educational Administration and supervisor. Reliability of items was achieved using calculating Cronbach's alpha which was 0.895, 0.864, and 0.823 for questionnaires cultural intelligence, emotional intelligence and academic achievement respectively and shows a good reliability. In order to analyze data, the SPSS 19 application is used. The study results indicated that there is a relation between emotional intelligence and cultural intelligence of the gifted students and their academic achievement. There is a positive, meaningful relation between the component problem solving, realism, flexibility, stress tolerance, impulse control, and optimism and academic achievement. There is no meaningful relation between the component merrymaking and academic achievement. There is a positive, meaningful relation between the component strategic or metacognitive, cognitive intelligence or knowledge, motivational intelligence and behavioral intelligence and academic achievement. The results also show that emotional intelligence has a meaningful difference between boys and girls, but cultural intelligence and academic achievement has no meaningful difference between boys and girls.

Keywords: Emotional Intelligence, Cultural Intelligence, Academic Achievement.

Introduction

One of the most essential problems of today's modern life is solving the human problems. Being educated in today's culture means to be learned, responsible and compassionate. Such a statement suggests both IQ and EQ to the mind. It seems, however, that just expertise in school assignments is no more the criterion for exterior judgments. It is for several reasons, but none of them is more compelling than what we have learned about brain function, human memory, difference between learning for function and learning for subsistence, because social and emotional factors in comparison to solve technical problems have significant importance in this field. So,

people have to solve human problems much better than technical problems. Emotional intelligence due to questioning the traditional concept of intelligence and the measurement method, and exerting serious objections about its usefulness and success has been addressed seriously.

Schools should help children to learn essential capabilities of emotional intelligence. Higher education consists of the two programs of cognitive education and emotional education. The range of cognitive education program is educational programs of school and emotional education program includes learning the emotional intelligence skills. Having these capabilities or even parts of them can lead to advance some stages ranging from childhood and teenage formal education to success in the next period of life. Now, we have left the emotional education of our children to accident which brought us disastrous results (Golestan Jahromi et al., 2008).

Since cultural intelligence is able to behave properly in multicultural situations, it can be considered as main component in evaluating cultural competence. Cultural intelligence is known as an individual capability to effectively understand, interpret and act in situations that have diversity of cultures; this definition is more compatible with approaches who know intelligence as a cognitive capability. The intelligent child learns fast, goes to details and communicates logically. There is a meaningful relation between courtesy and intelligence as well. "Self-regulatory" indexes and "being good lesson" is the signs of intelligence but parents' information about the students' intelligence must be more than this. Many parents judge about their intelligence hastily and badly that it impacts negatively on the students' morale. About 5 percent of the world students have high intelligence. They are quick-learners in class and volunteers soon. Acquisition, reminding, refreshing, combining and analyzing of these students is fast (Alizadeh, 2011).

Considering the significant effect of emotional and cultural intelligence in students' educational achievement and specifying these variables and programming to better use of facilities and training empowered students, for Iran's honor, the researcher fondly and with studies done is seeking to examine the relationship between emotional and cultural intelligence of gifted students and their academic achievement so that provide scientific and practical recommendations for education credits.

The importance and necessity of doing research

Those with higher emotional intelligence are more successful than those without these traits, even though the latter have more cognitive intelligence.

Emotional intelligence can be very important, even more than cognitive intelligence and many students who due to not having emotional-social skills are at risk of educational failure, need to learn emotional intelligence skills (Golestan Jahromi et al., 2008).

The necessity of research on emotional intelligence of normal and gifted students is obvious in terms of everyone's emotional intelligence in everyday life. Emotional intelligence survey shows that this phenomenon is very effective in collective and individual life and represents the advanced areas (Khalil Azar, 2007).

Psychology thus specifies the tools for the relation between emotion and cognition; interestingly the clearer this new area is, the more obvious the importance of increasing emotional intelligence in human's mental life will become. Evidence suggests that if our children are to be adults who will be effective in the family, workplace and society, and are more likely to experience a positive physical and mental health, emotional intelligence and social-emotional skills along with scientific skills are necessary. This seems to be an exciting position for future research (Khalil Azar, 2007). The above indicates the need to research on emotional intelligence and cultural intelligence and its relation to academic achievement.

Cultural and emotional intelligence and academic achievement

Many psychologists have worked on cognitive intelligence and its tests, but so far no one could provide a definition that is accepted by all researchers. It is very difficult to consider all aspects of intelligence in just one definition; because intelligence is not a visible and feeling quality, but an abstract, conceptual and thesis trait. And what is studied is not intelligence itself but its effects. In addition, intelligence is not a talent, but a series of talents and memory, attention, learning, perception and so on affects it (Milanifar, 2009).

It was supposed that the intelligent students comparing to others have better educational status and this superiority is referred to cognitive intelligence (IQ) (Achor & Tarr, 2001). Accepted this hypothesis, it should not be viewed any disability and defects among these students, while there is both learning more and less among intelligent students (Meece & Holt, 2003). Achor & Tarr (2001) say that 15-50 percent of students learn less and 15-20 percent of the student's dropout has a broad range of capabilities. But cognitive intelligence has a small share in predicting the variance of educational achievement and researchers are trying to be aware of a wide range of predicts. Academic success requires practicing self-regulating learning, constant effort, time management and educational stress. Emotional intelligence is one of the structures specified in the influence of educational achievement through motivational and emotional routes. Thorndike was of the first people who used the term social intelligence. Social intelligence represents the ability of people who are skillful enough in

dealing with people and problems (Thorndike & Stein, 2011). Emotional intelligence was first introduced in 1990 as a form of social intelligence (Bar-on, 1999). Emotional intelligence is the intersection of capabilities and emotional and social facilitators of a person that are interrelated with each other. This collection makes us know how much effective we are in understanding and expressing ourselves, understanding others, communicate with them and deal with the needs and problems of life in an effective manner (Fat'hi et al., 2008).

Study results indicate that there is a relationship between the components emotional intelligence and academic achievement. In the study of Yazici et al. (2011) knowing the excitements as a subset of emotional intelligence, predicted the academic achievement. In the study of Izard (2002) emotional knowledge predicted the educational adequacy in elementary school children, even when the variable verbal ability was controlled (Kiani & Kakavand, 2013).

Theoretical and experimental studies by Aghasafary (2006) and Pishghadam (2007) supports the existence of a positive, meaningful relationship between emotional intelligence and academic achievement. Hassanzadeh and Shahmohammadi (2011) found a positive, meaningful relationship between emotional intelligence and learning strategy. In this study, the classification of Weinstein and Palmer (2002) was used for learning strategies that include three components: skill, will and self-regulation. Fallahzadeh (2011) found a positive, meaningful relationship between emotional intelligence and academic achievement. There is a positive, meaningful correlation between negative excitements and stress among students (Austin et al., 2010).

The researches were initiated and developed on the impact of emotional intelligence learning on academic achievement of students in recent decades in western societies; however the researches in Iran, especially in Zanjan and among high school students of grade one who pass the critical period (entering from guidance school to high school, coinciding with the age of puberty and choosing the field of study in this academic year which will naturally have a significant role in their future education and career) is very limited (Kiani & Kakavand, 2013).

Research hypothesis

Hypothesis 1: there is a relationship between the components emotional intelligence of gifted students and their academic achievement.

Hypothesis 2: there is a relationship between the components cultural intelligence of gifted students and their academic achievement.

Methodology

The research methodology in this study is descriptive of kind correlation.

Population universe of this study is all secondary school grade II intelligent students in Zaheden and they were 835 in the year 2015.

The sample is 265 according to Morgan table.

Results

Hypothesis 1: there is a relationship between the components emotional intelligence of gifted students and their academic achievement.

To investigate the relationship between the components emotional intelligence of gifted students and their academic achievement, the Pearson correlation coefficient Test is used. The results are in table (1):

Table 1. Pearson correlation coefficient Test results between the components emotional intelligence and academic achievement.

variable	academic achievement	
	Pearson correlation coefficient	Significance level
Emotional self-awareness	0.155	0.011
self-assertion	-0.245	0.000
Self-esteem	0.325	0.000
Self-actualization	0.032	0.607
independency	-0.172	0.002
Sympathy	0.443	0.000
Social responsibility	0.297	0.000
Interpersonal relationships	0.335	0.000

Problem Solving	0.311	0.000
realism	-0.193	0.002
flexibility	-0.004	0.947
Stress Tolerance	-0.067	0.278
Impulse control	-0.323	0.000
Optimism	0.418	0.000
Merrymaking	0.118	0.056

As you see in the above table:

1- The correlation coefficient between the components emotional self-awareness and academic achievement is 0.155 which is a relatively weak and toward positive relation and is meaningful at level 0.05. It means that there is a meaningful towards positive relationship between the component Emotional self-awareness and academic achievement.

2- The correlation coefficient between the components self-assertion and academic achievement is -0.245 which is a relatively weak and toward negative relation and is meaningful at level 0.01. It means that there is a meaningful towards negative relationship between the component self-assertion and academic achievement.

3- The correlation coefficient between the components Self-esteem and academic achievement is 0.325 which is a relatively moderate towards positive relation and is meaningful at level 0.01. It means that there is a meaningful towards positive relationship between the component Self-esteem and academic achievement.

4- The correlation coefficient between the components Self-actualization and academic achievement is 0.032 which is a relatively very weak towards positive relation and is not meaningful at level 0.05. It means that there is no meaningful relation between the component Self-actualization and academic achievement.

5- The correlation coefficient between the components independency and academic achievement is -0.172 which is a relatively weak towards negative relation and is meaningful at level 0.01. It means that there is a meaningful towards negative relation between the components independency and academic achievement.

6- The correlation coefficient between the components Sympathy and academic achievement is 0.443 which is a relatively moderate towards positive relation and is meaningful at level 0.01. It means that there is a meaningful towards positive relation between the components Sympathy and academic achievement.

7- The correlation coefficient between the components Social responsibility and academic achievement is 0.297 which is a relatively weak towards positive relation and is meaningful at level 0.01. It means that there is a meaningful towards positive relation between the components Social responsibility and academic achievement.

8- The correlation coefficient between the components Interpersonal relationships and academic achievement is 0.335 which is a relatively moderate towards positive relation and is meaningful at level 0.01. It means that there is a meaningful towards positive relation between the components Interpersonal relationships and academic achievement.

9- The correlation coefficient between the components Problem Solving and academic achievement is 0.311 which is a relatively moderate towards positive relation and is meaningful at level 0.01. It means that there is a meaningful towards positive relation between the components Problem Solving and academic achievement.

10- The correlation coefficient between the components realism and academic achievement is -0.193 which is a relatively weak towards negative relation and is meaningful at level 0.01. It means that there is a meaningful towards negative relation between the components realism and academic achievement.

11- The correlation coefficient between the components flexibility and academic achievement is -0.004 which is a very weak towards negative relation and is not meaningful at level 0.05. It means that there is no meaningful relation between the components flexibility and academic achievement.

12- The correlation coefficient between the components Stress Tolerance and academic achievement is -0.067 which is a very weak towards negative relation and is not meaningful at level 0.05. It means that there is no meaningful relation between the components Stress Tolerance and academic achievement.

13- The correlation coefficient between the components Impulse control and academic achievement is -0.323 which is a relatively moderate towards negative relation and is meaningful at level 0.01. . It means that there is a meaningful towards negative relation between the components Impulse control and academic achievement.

14- The correlation coefficient between the components Optimism and academic achievement is 0.418 which is a relatively moderate towards positive relation and is meaningful at level 0.01. It means that there is a meaningful towards positive relation between the components Optimism and academic achievement.

15- The correlation coefficient between the components Merrymaking and academic achievement is 0.118 which is a weak towards positive relation and is not meaningful at level 0.05. It means that there is no meaningful relation between the components Merrymaking and academic achievement.

Hypothesis 2: there is a relationship between the components cultural intelligence of gifted students and their academic achievement.

In order to investigate the relationship between the components cultural intelligence of gifted students and their academic achievement, the Pearson correlation coefficient Test is used. The results are in table (2):

Table 2. Pearson correlation coefficient Test results between the components cultural intelligence and academic achievement.

variable	academic achievement	
	Pearson correlation coefficient	Significance level
Strategic or metacognitive	0.152	0.013
Cognitive or intelligence knowledge	0.165	0.007
Motivational intelligence	0.135	0.028
Behavioral intelligence	0.264	0.000

As you see in the above table:

1- The correlation coefficient between the components Strategic or metacognitive and academic achievement is 0.152 which is a relatively weak towards positive relation and is meaningful at level 0.05. It means that there is a meaningful towards positive relation between the components Strategic or metacognitive and academic achievement.

2- The correlation coefficient between the components Cognitive or intelligence knowledge and academic achievement is 0.165 which is a relatively weak towards positive relation and is meaningful at level 0.05. It means that there is a meaningful towards positive relation between the components Cognitive or intelligence knowledge and academic achievement.

3- The correlation coefficient between the components Motivational intelligence and academic achievement is 0.135 which is a relatively weak towards positive relation and is meaningful at level 0.05. It means that there is a meaningful towards positive relation between the components Motivational intelligence and academic achievement.

4- The correlation coefficient between the components Behavioral intelligence and academic achievement is 0.264 which is a relatively weak towards positive relation and is meaningful at level 0.05. It means that there is a meaningful towards positive relation between the components Behavioral intelligence and academic achievement.

Discussion and Conclusion

About the first hypothesis of the research that “there is a relationship between the components emotional intelligence of gifted students and their academic achievement” the results show that there is a meaningful towards positive relation between the components problem solving, realism, flexibility, stress tolerance, impulse control, optimism, and academic achievement. There is no meaningful relation between the components merrymaking and academic achievement. The results from this study is consistent with results from the study by Golestan Jahromi, pourshahryari, Asgharnejad Farid titled “the relationship between emotional intelligence and academic achievement in gifted and normal students” which represented emotional intelligence of students is more correlative to academic achievement than cognitive intelligence, and this correlation in the gifted students group is more than the normal students group (Golestan Jahromi et al., 2008).

About the second hypothesis of the research that “there is a relationship between the components cultural intelligence of gifted students and their academic achievement” the results show that there is a meaningful towards positive relation between the components strategic or metacognitive, cognitive intelligence or knowledge, motivational intelligence and behavioral intelligence and academic achievement. The results from this study is aligned with results from the study by Hosseini nasab and Ghaderi titled “the relationship between cultural intelligence and efficiency of managers (management performance) in Shahid schools of Western Azarbaijan province” which represented that there is a positive, meaningful relation between cultural intelligence and its components (metacognitive, cognitive, motivational and behavioral) and efficiency of managers; there is no meaningful relationship between cultural intelligence and efficiency of managers, as well.

Suggestions

Considering the study results, the following suggestions are offered:

- 1- Parents help their children to recognize the difference between the fantasy and reality.
- 2- Parents and teachers encourage students to make an intimate relationship with their friends.

3- Teachers and school administrators always respect the cultural values and religious beliefs of all students.

4- Parents make the children familiar with arts and other cultural industries as much as they can.

Conflict of interest

The authors declare no conflict of interest.

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