

## The Relationship Between Emotional Intelligence and Students' Academic Engagements at University Level

Muhammad Ghazanfar Abbas  
Lecturer, Government Associate College, Darya Khan, Bhakkar  
Email: [ghazni.sheikh@gmail.com](mailto:ghazni.sheikh@gmail.com)

Faiza Safdar Ali  
Primary School Teacher, Punjab Education Department (SED), Punjab  
Email: [faizasafdaralifsd@gmail.com](mailto:faizasafdaralifsd@gmail.com)

Dr. Muhammad Anees ul Husnain Shah  
Associate Professor, Department of Education, University of Education Lahore, D.G  
Khan Campus  
Email: [draneesulhusnain@ue.edu.pk](mailto:draneesulhusnain@ue.edu.pk)

Received on: 11-01-2025

Accepted on: 13-02-2025

### Abstract

Present study was planned to investigate "The relationship between emotional intelligence and academic engagement of students at university level". The study was delimited to Bhakkar, Mianwali and Sargodha main campus of university of Sargodha. Due to shortage of time the sample was delimited up to 1000 students of university level. One scale use to measure the emotional intelligence of the students with 33 items and four factors and other scale of students' academic engagement with 15 items and three factors. Objectives of the study were (a) to measure the level of emotional intelligence of students at university level; (b) measure the level of academic engagement of students at university level; (c) find out the gender differences in the phenomenon of emotional intelligence academic engagement of students at university level; (d) Investigate the relationship between emotional intelligence and academic engagement of students at university level. The data were analyzed by using Statistical Package for Social Sciences (SPSS). The score thus obtained was analyzed by using t-test, mean score and Pearson r. Results indicated that students show good level of emotional intelligence exhibit good level of academic engagement at university level. Although there were many limitations of the study even then findings are found acceptable according to the age and grade level of students.

**Keywords:** Emotional intelligence, Students' academic engagements, University students' academic achievement

---

## **Introduction**

Literature defines emotional intelligence as the knowledge and regulation of one's own and others' emotions. According to Salovey and Mayer, emotional intelligence motivates and manages relationships. Emotional intelligence comprises research and recognize interaction, understand someone else's viewpoint, evaluate disputes, and control aggravation, according to Goleman (1995) (Salovey & Mayer, 2000).

Emotional intelligence includes self-awareness, self-confidence, self-control, determination, integrity, and the ability to communicate, innovate, influence, and embrace change. Emotional intelligence affects leadership effectiveness, according to research. Elements of emotional intelligence that help leaders make good judgements include self-awareness, communication and commitment, influence, and sincerity. Managers without emotional intelligence struggle to engage well with colleagues, superiors, subordinates, and customers (Goleman, 1998).

In construct, emotions are may be positive or may be negative responses to actions and encourage people to act in positive ways, as well as prioritizing their actions. One's training emotional intelligence when he expresses and assesses and his own emotions, recognizes emotions with others, and is motivated to adjust his behaviors consequently (Salovey and Mayer 1990)

Emotional intelligence involves the capacity to control one's emotions, to identify with others, and to manage with emotional relationships (Harrison, 1997). The organizations have high performing tend to have high levels of emotional intelligence among their constituents and strong relations between their emotional skills (Goleman, 1995). Emotionally intelligent organizations emphasize connection structure, empathy, and social responsibility, which create dependency, devotion, and relationship between new hires and the organization. It is possible that people are unable to attain their full potential because they lack the emotional capacity to do so. According to Smigla and Pastoria (2000), the importance of emotional intelligence continues to increase as the complexity of a task increases.

Goleman (1995) the concept of emotional intelligence in his book *Emotional Intelligence* in which he discussed four mechanisms of emotional intelligence: self-regulation self-awareness, empathy, motivation. Self-awareness means a person have a deep understanding of his strengths weaknesses emotions, desires, and drives (Goleman, 1998). High self-awareness allows one to recognize his sentiments and comprehend how they affect others. Self-awareness extends to one's understanding of his or her morals and goals, it means a leader who is self-aware, may possess a better wisdom of reason and importance (Sosik & Megerian, 1999).

According to Goleman, the second component of emotional intelligence is self-regulation, which may also be perceived as the ability to manage one's emotions. Improved self-awareness is a result of effective emotion management. Self-regulated people can overcome worry, sadness, and impatience and handle setbacks. Self-regulation allows a leader to be sensitive and understanding of subordinates without succumbing to the vulnerability of criticism and the need to defend self-esteem (Riggio, Murphy, & Pirozzolo, 2002). In an organizational setting, self-regulation prevents the individual from holding the organization responsible for every frustration and conflict on the job and, thus, prevents the erosion of commitment that results from indiscriminate fault finding (Abraham, 1999).

---

### **Statement of the problem**

The problem addressed in this study is the limited understanding of how emotional intelligence (EI) influences students' academic engagement at the university level. While emotional intelligence is recognized for its impact on personal and professional development, its specific role in enhancing academic engagement remains underexplored in higher education settings. Academic engagement, which includes cognitive, emotional, and behavioral participation in academic activities, is crucial for student success. Understanding how EI affects this engagement can provide valuable insights into improving teaching strategies, student support systems, and overall educational outcomes at universities.

### **Significance of the study**

The research will assist stakeholders understand and manage these students. It will provide the basis for future research on emotional intelligence and academic engagement among university students. Parents, teachers, and the community will learn about the association between emotional intelligence and university academic participation from this research.

### **Objectives of the study**

1. To measure the level of emotional intelligence of students at university level
2. To measure the level of academic engagement of students at university level
3. To find out the gender differences in the phenomenon of emotional intelligence and academic engagement of students at university level.
4. To investigate the relationship between emotional intelligence and academic engagement of students at university level.

### **Research Questions of the study**

1. What is the level of emotional intelligence of students at university level?
2. What is the level of academic engagement of students at university level?
3. What are the gender differences in the phenomenon of emotional intelligence and academic engagement of students at university level?
4. What is the relationship between emotional intelligence and academic engagement of students at university level?

### **Delimitation of the study**

The researcher had limited time and limited available sources for the study, so the study was delimited as detailed below;

1. Bhakkar, Mianwali and Sargodha main campus of university of Sargodha.
2. Due to shortage of time the sample was delimited up to 1200 students of university level.

### **Literature Review**

Emotional intelligence (EI) as a word has been presented in the psychology field for a moderately lengthy time (Greenspan, 1989,), while it was not until 1990 that the construct was introduced in its here form (Mayer and Salovey, 1990). "The capacity to recognize and control women and men, girls and boys to perform sensibly in individual affairs" (. In the

---

---

1980s, Gardner (1983) included the theory of social intelligence as element of seven intelligences into his recently planned Multiple Intelligence Theory, which combines intellectual with emotional aspects of intelligence. Further, he differentiated between intrapersonal and interpersonal intelligence within the realm of social intelligence. Being aware of oneself, as well as one's feelings, objectives, and motives, and making use of this awareness to make adjustments to one's life is the first step. The latter entails talking with other people, reacting to them, and recognising their feelings and intentions before acting on them.

Scheusner (2002) the division between Gardner's interpersonal and intrapersonal intellect contributes to the practicalities of emotional intelligence premise After that social intelligence is the word used for several decades to stand for what has come to be identified as emotional intelligence.

Before 1990, Mayer and Salovey's editorial provided the first description of EI and the first model. The idea of EI was primarily planned by Mayer and Salovey (1990) to stand for the capacity of people to arrangement with their emotions. Since that a figure of scholars such as Bar-On (1997) Cooper and Sawaf (1996) Goleman (1998) and Weisinger (1998) have generated their own notions of emotional intelligence. But all these EI constructions split a core of vital notions. The most prevalent level of emotional intelligence is the ability to recognize and manage emotions in ourselves and others (Goleman 2001).

The explanation of intelligence surrounded by the education field has tended to be equated with academic intelligence and calculated by the intelligence share (IQ) (Butler and Chinowsky 2006). Current views hold that several intelligences are necessary for academic success. Thus, intelligence should encompass social and emotional characteristics as well as intellectual ones (Cantor 1987 Mayer et al., 1999; Sternberg, 1985). In light of this, educators and policymakers are faced with the difficulty of developing an all-encompassing educational approach that would enhance the intellectual, emotional, and social capabilities of pupils.

In the current years, the popularization of EI (Goleman 1995) has been accompanied by an increasing body of research, which finished that EI is as a burly forecaster for an person, s achievement in various areas; and that EI should not be interpreted as a disprove of customary IQ. EI should be viewed as a harmonize to the coming out of intellect intelligence, which aims at complementing the customary vision of intelligence by emphasizing the emotional, private and social offerings to intelligent performance (Gardner, 1983 Mayer and Salovey, 1995)

Goleman (2001) in the book tolerable "The Emotionally Intelligence Workplace" planned that IQ mainly predicts during which career a person can hold a job, yet, once people are in a given job, role or career, EI emerges as a more dominant interpreter in influential who can be successful and who cannot. As a result, emotional intelligence and intelligence quotient both have an equal impact on achievement and differentiate themselves from one another.

EI abilities provide a situation that maximises the effectiveness of other competencies, resulting in larger outcomes. EI is connected with IQ, although it is obvious from it, according to study that was conducted independently by Rosete and Ciarrochi (2005). Based on the findings, it was determined that a high IQ is necessary for managers to attain management positions; but, once they were in management roles, IQ did not differentiate between good and terrible managers. In order to differentiate great managers from those with mediocre

---

performance, EI becomes the most important examination.

EI is a comparatively new word for a raise that is meant at complementing the customary vision of intelligence by emphasizing the emotional, individual and social assistance to intelligent behavior (Gardner, 1983; Mayer and Salovey, 1995)

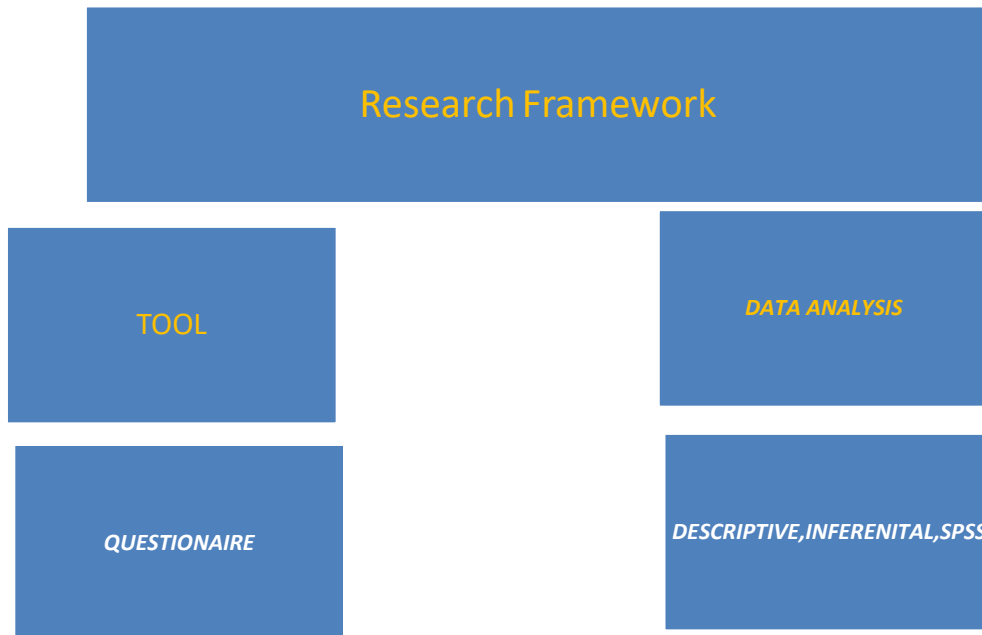
EI is characterized by some researchers as an ability, concerning the intellectual handing out of emotional information (Mayer and Salovey, 1997). This kind of EI is represented by Salovey and Mayer (1997), who definite emotional intelligence as a locate of consistent skills, as the capacity to recognize accurately, evaluate, and convey emotion; the capacity to contact and or produce feelings when they assist thought; the capacity to recognize emotion and emotional awareness; and the capacity to control emotions to support emotional and rational growth.

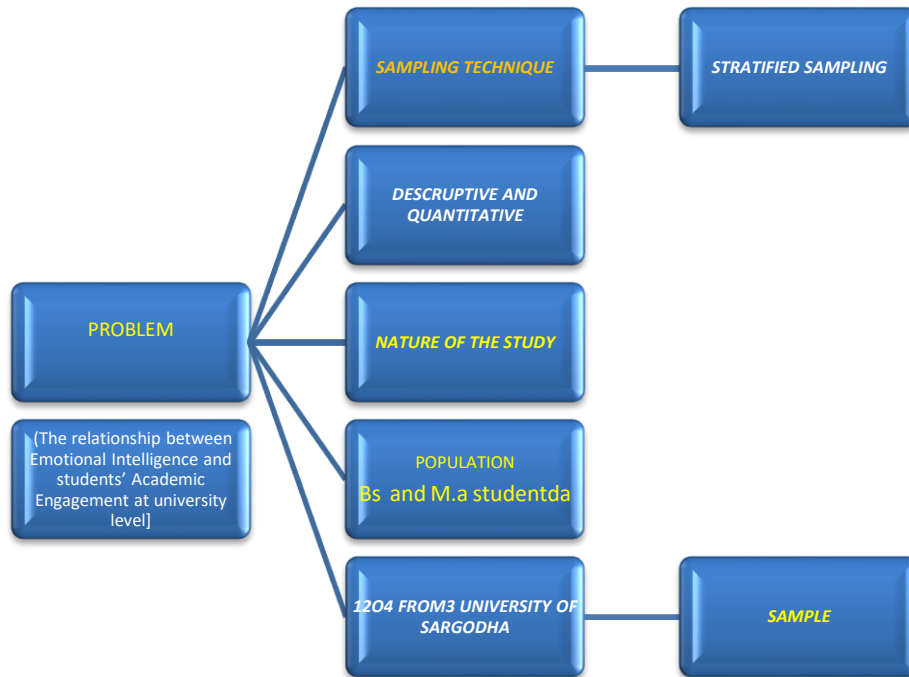
### **Methodology And Procedure**

The study titled "The relationship between emotional intelligence and students' academic engagement at university level was descriptive in nature. It included survey to explore the opinions of B.S and master's students of University of Sargodha and its two sub campuses (Bhakkar and Mianwali) through questionnaire.

Research methodology and procedure for the study includes the graphic of research design, population, sample, construction of the instrument and administration of the instrument etc.

The research framework is given below:





### **Type of investigation**

Present study was survey type, because survey is most consistent tool, according to Fraenkel, Wallenand Hyun (2012), “To collect data from a group of people in order to describe some aspects or characteristics (such as abilities, opinion, attitudes, beliefs, and /or knowledge) of the population of which that collection is a part”. “Cross sectional method is a method in which figures is collected information at just one point in time from the sample.

Present study was cross sectional and data were collected at one point in time.

Data were gathered from University of Sargodha and its different campuses (Bhakkar campus and Mianwali campus).

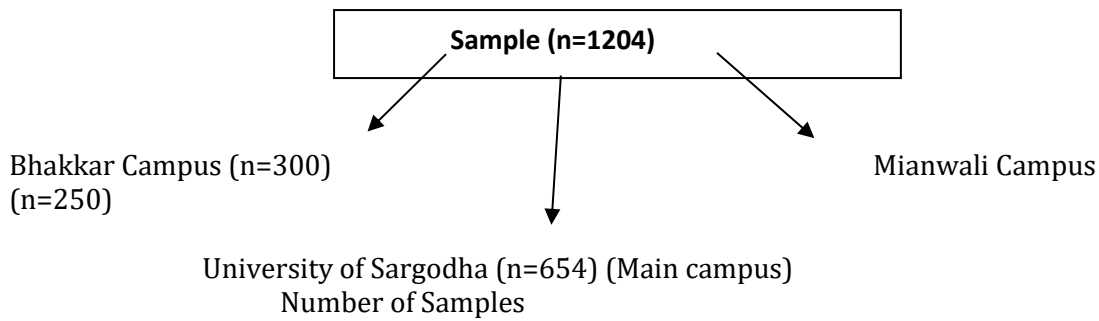
### **Population**

The population for this study was the students of B.S and master’s program in University of Sargodha (UOS)

### **Sample**

A sample of 654 students was selected from various departments by stratified random sampling of biological sciences, social sciences, administration sciences and IT from Sargodha University. 300 students from Bhakker campus and 250 students from Mianwali campus were selected.

---



**Table 1 Description of sample**

Subject (BS, and master's students)	Male	Female	Total
Sargodha university	320	334	654
Bhakkar campus	150	151	30
Mianwali campus	145	105	250

**Sampling**

For the sampling purpose stratified sampling method was used. The sample of the study constitutes 1204 B.S and master's students from different faculties in all public sub campuses of University of Sargodha.

**Table 2 Response rate of the questionnaire**

No	Name of the department	In sample Questionnaire given to each department	Response rate from each department
1	Education	86	86
2	Chemistry	276	275
3	Physics	140	137
4	Zoology	184	184
5	Botany	70	67
6	IT	64	61
7	Urdu	94	94
8	English	120	117

9	Economics		110		108
10	Mathematics			76	75
		Total	TotalT to		1204
			1220		

**Research Instrument**

The current study employed questionnaires since they were more appropriate, easy to answer, and addressed the study construct. EQ Scale Students were assessed on emotional intelligence using Schutte (2008). Perceptions, management, use, and management of emotion comprise this 33-item list. Self-reported questionnaire employs 5-point Likert scale Academic Engagement scale students' cognitive, emotional, and behavioural involvement were measured by Arif (2015) (15 items). This 15-item Likert scale measures strongly disagree to strongly agree.

**Demographic variables**

Demographic variables consisted of gender. Gender (male and female) of students was recorded to check whether there is any difference of emotional intelligence and academic engagement in male and female students. Department name was categorized as social sciences, management sciences, IT and biological sciences

**Modification of questionnaire**

Questionnaire was applied on 12 B.S and 12 M.A students from different departments to check whether the wording was understandable. After evaluating whether it is understandable for students. These tools seemed more suitable because they were easy to respond and address the construct of study.

**Composition of Questionnaire**

**Table 3 Students Academic Engagement Scale**

The questionnaire consisted of three factors and 15 statements.

Sr. No.	Factors	No of items	Items
1	Cognitive Engagement	4	1. I am very attentive in the classroom. 2. Besides doing my lessons I further study for my lessons 3. I can set my own learning goals 4. I can relate the lessons learned in the classroom with solution of real-life problem.
2	Emotional engagement	6	5,6,7,8,9,10 5. I have close friends in my class. 6. I enjoy working with my class mates. 7. I like doing something for my classmates.

			<p>8. My teachers respect me as an individual.            9. I have teachers that I can share my problems with.            10. My teachers are responsive to my interest and needs.</p>
3	Behavioral engagement	5	<p>11,12,13,14,15            11. I carefully listen to my teachers in class.            12. I follow rules to ensure discipline.            13. I do the assigned work in time.            14. I carefully listen to other students in class.            15. I try to do my best regarding my responsibilities in group work.</p>

**Table 4 Emotional Intelligence Scale**

Sr. No.	Factors	No of items	Items
1	Perception of emotion	10	<p>5,9,15,18,19,22,25,29,32,33            5. I find it easy to understand the inner feelings of other people.            9. I am aware of my emotions as I experience them '            15. I am aware of the nonverbal messages I send to others.            18. By looking at their facial expressions I recognize the emotions people are experiencing.            19. I know why my emotions change.            22. I easily recognize my emotions as I experience them.            25. I am aware of the nonverbal messages other people send.            29. I know what other people are feeling just by looking at them.            32. I can tell how people are feeling by listening to the tone of their voices.            33. It is not difficult for me to understand why people feel the way they do.</p>
2	Managing own emotions	9	<p>2,3,10,12,14,21,23,28,31            2. When I am faced with problems, I remember times I faced similar problems and overcome them.            3, I expect that I will do well on most things I try            .10. I expect good things to happen.            12. When I experience a positive emotion, I know to make it memorable.            14. I seek out activities that make me happy.            21. I have control over my emotions            23. I motivate myself by imagining a good outcome to tasks I take on.            28. When I am faced with a challenge, I never give up because I believe I will succeed.            31. I use good moods to help myself keep trying in the face of</p>

			obstacles.
3	Managing others' emotions	8	1,4,11,13,16,24,26,30 1, I know when to speak about my personal problems to others. 4. Other people find it easy to known what I feel. 11. I like to share my emotions with others. 13. I arrange events others enjoy. 16. I present myself in a way that makes a good impression on others. 24. I compliant others when they have done something well. 26. When another person tells me about an important event in his or her life, I almost feels as though I have experienced this event myself. 30, I help other people feel better when they are down.
Sr. No.	Factors	No of items	Items
4	Utilization of emotions	6	6,7, 8, 17,20,27 6. Some of the major events of my life have led me to re-evaluate what is important mood and not important. 7. When my changes, I see new possibilities. 8. Emotion are some of the things that make my life worth living. 17. When I am in positive mood, solving problem is easy for me. 20. when I am in a positive mood, I am able to come up with new ideas 27. when I feel a change in emotions, I tend to come up with new ideas.

**Administration of the questionnaire**

For the purpose of the present research, students were identified as informants. The questionnaires were adapted to know the views on the current situation of the university students.

**Pilot testing**

Pilot study was conducted to assure the validity and reliability of research instruments. For this purpose, at first step, the questionnaires were reviewed by experts Dr Ahmed Bilal, Dr Munir Hussain and Dr Irfan Arif to determine its validity. They were also requested to check its wording and its organization; and to give some suggestions for the improvement. At the second stage, the tool was pilot tested to 100 students Academic Engagement and 110 students' Emotional intelligence.

In order to determine reliability, the results are given here.

**Table 5 Pilot testing**

Pilot testing			
Reliability statistics			
	Cronbach's Alpha	No. of Items	Sample Size
Academic Engagement Scale	.769	33	100
Emotional intelligence scale	.720	15	100

The table shows the reliability in pilot testing Tool of Academic Engagement

**Table 6 Item-Total Statistics**

Item-Total Statistics				
	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Attentive in class	53.1000	51.000	.450	.749
Further study	53.1900	51.307	.423	.752
Own learning goals	52.6600	54.873	.310	.762
Relate lesson with real life	52.8500	54.452	.307	.762
Close friends in class	52.8900	54.018	.270	.766
Working with class mates.	52.6000	55.313	.314	.762
Doing something for classmates	52.7900	52.955	.388	.755
Individual students	52.9200	50.377	.545	.741
Share problems	53.1000	51.444	.426	.752
Interest and need	53.0000	51.232	.421	.752
Listen to teachers	52.6500	52.856	.403	.754
Discipline	52.6200	52.662	.409	.754
Work in time	52.7800	52.638	.402	.754
Listen to other students	52.7600	53.154	.374	.757
Group work	52.7700	56.967	.122	.777

**Table 7 Reliability Statistics**

Reliability Statistics	
Cronbach's Alpha	N of Items
.769	15

Table shows that the reliability analysis of the tool. The Cronbach's Alpha value is 0.769 which shows the high level of reliability of the tool.

**Table 8 Tool of Emotional Intelligence**

Item-Total Statistics				
	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Personal problems	122.7182	82.681	.406	.700
Similar problem	122.4545	87.480	.313	.710
Do well	122.2364	88.659	.224	.714
Find easy what I feel	122.0364	86.843	.257	.712
Inner feelings of others	122.0364	88.659	.174	.716
Major events	122.0545	88.474	.176	.716
New possibility	122.0545	83.630	.387	.702
Worth living	122.2545	86.265	.283	.710
Aware of emotions	122.2091	84.222	.360	.704
Good things to happen	122.1545	81.361	.509	.693
Like to share emotions	122.2091	82.369	.463	.697
Positive emotions	122.1727	82.254	.418	.699
Arrange events for others	122.4091	81.785	.419	.698
Seek out activities	122.3091	80.032	.478	.693
Nonverbal message I send to others	122.3000	83.606	.375	.703
Good impression on others	122.2455	83.765	.433	.700
Solving problem	122.1455	85.502	.323	.707
Facial expression of others	122.3818	82.513	.444	.698
Change of my emotions	122.2273	84.489	.373	.704
New ideas	122.0818	88.810	.174	.716
Control of emotions	122.0455	95.493	-.295	.736
Easily recognize of emotions	122.0182	92.642	-.073	.729
Motivation	122.1636	88.597	.193	.715
Compliant to others	121.9091	91.588	.000	.725

Non verbal massage sends others	122.5545	89.350	.174	.716
Experience of others	122.1182	88.032	.262	.712
Feel a change in emotions	122.0000	91.963	-.026	.726
Believe on succeed	122.3000	92.817	-.089	.736
What other people are feeling	122.3091	90.105	.130	.718
Help other people	122.0818	92.516	-.067	.730
Good moods to help	122.1909	91.165	.029	.723
I can tell how people feeling by listening their voices	122.1273	91.984	-.022	.725
Understand why people feel the way they do	122.0727	94.729	-.190	.738

**Table 9 Reliability Statistics**

Reliability Statistics	
Cronbach's Alpha	N of Items
.720	33

Table shows that the reliability analysis of the tool. The Cronbach's Alpha value is 0.720 which shows the high level of reliability of the tool.

**Data collection**

The process of data collection lasted for two months (From Februarys to March 2018). The researcher made personal visits to the different departments of the University of Sargodha main campus and its sub campuses (Bhakkar and Mianwali) for the data collection. The data collected by the students were entered into SPSS.

**Data Analysis**

SPSS was used to analyses the data. The score was analyzed using t-test and Pearson r. replies that disagreed or strongly disagreed were considered negative or weak, while replies that agreed or strongly agreed were considered positive or strong. Thus, the study usually found three situations: negative or weaker, positive or strong, and evenly divided.

**Table 10 Level of emotional intelligence of students at university level**

No of Students	No of Items	Range of Score on each item	Cut Score	Mean Score	Level of emotional Intelligence
1204	33	33-165	99	125.38	Good

In Table 10, 1204 students answered over 33 emotional intelligence scale items. Each student's emotional intelligence score might range from 33 to 165. On the emotional

intelligence measure, a score above 99 indicates excellent emotional intelligence and below 99 indicates inadequate emotional intelligence.

Table 10 reveals that pupils' emotional intelligence mean score was 125.38, over the 99-cut point. University students have strong emotional intelligence.

**Table 11 Level of emotional intelligence on factor Level of perception emotion**

No of Students	No of items	Range of Score on each item	Cut score	Mean Score	Level of perception of emotion
1204	10	10-50	30	36.24688	Good

Table 11 shows that there were 1204 students who responded over 10 items of perceptions of emotion. Each student could score a minimum of 10 score on perceptions of emotion and a maximum of 50 score on perceptions of emotion. The cut score on perceptions of emotion was 30 which means the score above 30 shows good level of perceptions of emotion and a score below 30 shows poor level of perceptions of emotion of perceptions of emotion. Table 11 shows that the means score of students on perceptions of emotion was 36.24688 which is above then the cut score of 27. It was concluded that the students at university level possess a good level

**Table 12 Level of emotional intelligence on managing own emotions**

No of Students	No of items	Range of Score on each item	Cut score	Mean Score	Level of managing own emotions
1204	9	9 -45	27	34.14701	Good

Table 12 shows that there were 1204 students who responded over 9 items of managing own emotions. Each student could score a minimum of 9 score on managing own emotions and a maximum of 45 score on managing own emotions. The cut score on managing own emotions was 27 which means the score above 27 shows good level of managing own emotions and a score below 27 shows poor level of managing own emotions. Table 12 shows that the means score of students on managing own emotions was 34.14701 which is above then the cut score of 27. It was concluded that the students at university level possess a good level of managing own emotions.

**Table 13 Level of emotional intelligence on managing others' emotions**

No of Students	No of items	Range of Score on each item	Cut score	Mean Score	Level of managing others' emotions
1204	8	8-40	24	23.20865	Good

Table 13 shows that there were 1204 students who responded over 8 items of managing others' emotions. Each student could score a minimum of 8 score on managing others' emotions and a maximum of 40 score on managing others' emotions. The cut score on managing others' emotions was 24 which means the score above 24 shows good level of managing others' emotions and a score below 24 shows poor level of managing others'

emotions. Table 12 shows that the means score of students on managing others' emotions was 23.20865 which was low then the cut score of 24. It was concluded that the students at university level possess a poor level of managing others' emotions.

**Table 14 Level of emotional intelligence on utilization of emotion**

No of Students	No of items	Range of Score on each item	Cut score	Mean Score	Level of utilization of emotions
1204	6	6-30	18	23.59551	Good

Table 14 shows that there were 1204 students who responded over 6 items of Utilization of emotions. Each student could score a minimum of 6 score on Utilization of emotions and a maximum of 30 score on Utilization of emotions. The cut score on Utilization of emotions was 18 which means the score above 18 shows good level of Utilization of emotions and a score below 18 shows poor level of Utilization of emotions. Table 14 shows that the means score of students on Utilization of emotions was 23.59551 which is above then the cut score of 18. It was concluded that the students at university level possess a good level of Utilization of emotions .

**Table 15 Level of academic engagement of students at university level**

No of Students	No of Items	Range of Score on each item	Cut Score	Mean Score	Level of academic engagement
1204	15	15-75	45	56.73	Good

Table 15 shows that there were 1204 students who responded over 15 items of Academic engagement scale level. Each student could score a minimum of 15 score on Academic engagement scale and a maximum of 75 score on Academic engagement scale. The cut score on academic engagement scale was 45 which means the score above 45 shows good level of Academic engagement and a score below 45 shows poor level of Academic engagement. Table 15 shows that the means score of students on Academic engagement scale was 56.73 which is above then the cut score of 45. It was concluded that the students at university level possess a good level of Academic engagement

**Table 16 Level of students' engagement of students at university level on cognitive engagement**

No of Students	No of items	Range of Score On Each Item	Cut score	Mean Score	Level of cognitive engagement
1204	4	4-20	12	14.42276	Good

Table 16 shows that there were 1204 students who responded over 4 items of Academic engagement on Cognitive level. Each student could score a minimum of 4 score on Cognitive engagement and a maximum of 20 score on Cognitive engagement. The cut score on Cognitive engagement was 12 which means the score above 12 shows good level of Cognitive engagement and a score below 12 shows poor level of Cognitive engagement. Table 16 shows that the means score of students on Cognitive engagement scale was 14.42276 which is above then the cut score of 12. It was concluded that the students at university level possess a good level of Cognitive engagement.

**Table 17 Level of students' engagement at university level on emotional engagement**

No of Students	No of items	Range of Score on Each Item	Cut score	Mean Score	Level of emotional engagement
1204	6	6-30	18	22.68508	Good

Table 17 shows that there were 1204 students who responded over 6 items of Emotional engagement level. Each student could score a minimum of 6 score on Emotional engagement and a maximum of 30 score on Emotional engagement. The cut score on Emotional engagement was 18 which means the score above 18 shows good level of Emotional engagement and a score below 18 shows poor level of Emotional engagement. Table 17 shows that the means score of students on Emotional engagement scale was 22.68508 which is above then the cut score of 18. It was concluded that the students at university level possess a good level of Emotional engagement.

**Table 18 Level of students' engagement on behavioral engagement**

No of Students	No of items	Range of Score on Each Item	Cut score	Mean Score	Level of behavioral engagement
1204	5	5-25	15	19.55631	Good

Table 18 shows that there were 1204 students who responded over 5 items of behavioral engagement level. Each student could score a minimum of 5 score on behavioral engagement and a maximum of 25 score on behavioral engagement. The cut score on behavioral engagement was 15 which means the score above 15 shows good level of behavioral engagement and a score below 15 shows poor level of behavioral engagement. Table 18 shows that the means score of students on behavioral engagement scale was 19.55631 which is above the cut score of 15. It was the students at university level possess a good level of behavioral engagement.

**Table 19 Mean score of male students on emotional intelligence**

No of Students	No of items	Range of Score	Cut score	Mean score	Level of Emotional intelligence
640	33	33-165	99	126.03	Good

The 640 students in Table 19 answered over 33 emotional intelligence questions. Each student might score 33 to 165 on the emotional intelligence scale. Emotional intelligence scores above 99 indicate excellent emotional intelligence, while scores below 99 indicate weak emotional intelligence. According to Table 19, male students' emotional intelligence mean score was 126.03, over the threshold mark of 99. Good emotional intelligence was found among university students.

**Table 20 Mean score of female students on emotional intelligence**

No of students	No of items	Range of score	Cut score	Mean score	Level of emotional intelligence
564	33	33-165	99	124.64	Good

The 564 students in Table 20 answered over 33 emotional intelligence questions. Each student's emotional intelligence score might range from 33 to 165. On the emotional intelligence measure, a score above 99 indicates excellent emotional intelligence and below 99 indicates inadequate emotional intelligence. Table 20 reveals that students' emotional intelligence mean score was 124.64, over the 99-threshold point. University students are emotionally intelligent.

**Table 21 Mean score of male students on academic engagement**

No of students	No of items	Range of score on each item	Cut score	Mean score	Level of academic engagement
640	15	15-75	45	56.64	Good

In Table 21, 640 students answered over 15 academic engagement questions. Each student might score 15–75 on the academic engagement scale. Academic engagement scale scores above 45 indicate high academic involvement, while scores below 45 indicate poor academic engagement. Table 4.12 reveals that students' academic engagement scale mean score was 56.64, over the threshold score of 45. It was shown that university students are academically engaged.

**Table 22 Mean score of female students on academic engagement**

No of students	No of items	Range of score on each item	Cut score	Mean score	Level of academic engagement
564	15	15-75	45	56.83	Good

Over 15 academic engagement items were answered by 564 students in Table 22. Each student might score 15–75 on the academic engagement scale. Academic engagement scale scores above 45 indicate high academic involvement, while scores below 45 indicate poor academic engagement. Table 22 demonstrates that students' intellectual engagement scale mean score was 56.83, above the threshold level of 45. Academically engaged university students were found.

**Table 23 Difference between the Emotional intelligence of male and female students**

Gender	No of students	Mean score	SD	df	t	p
Male	640	126.03	9.6	1202	2.68	0.0074
Female	564	124.64	8.2			

$\alpha .05$

Table 23 shows that male and female students' emotional intelligence mean scores differ significantly. At  $\alpha 0.05$ , the t value of 2.68 and  $p = .0074$  were very significant.  $H_01$ , that male and female students have similar emotional intelligence, was rejected. Male pupils had higher emotional intelligence than females.

**Table 24 Difference between the academic engagement of male and female students**

Gender	No of students	Mean score	SD	df	t	p
Male	640	56.64	9.7	1202	0.35	0.724
Female	564	56.83	8.9			

$\alpha .05$

Table 24 shows no significant difference in male and female academic involvement mean scores. The value of t was 0.35, and p = 0.724 was not statistically significant at  $\alpha.05$ . H02, that male and female students engage academically similarly, was approved.

**Table 25 Relationship between emotional intelligence and academic engagement of students at university level**

No of students	Mean score of students on emotional intelligence	Mean score of students on academic engagement	Pearson r.
1204	125.38	56.73	1.000**

Table 25 reveals a substantial association between university students' emotional intelligence and academic engagement. Emotionally intelligent university students are academically engaged.

### Findings

- Following were the major findings of the study There were 1204 students who responded over items 33 of emotional intelligence scale. Each student could score a minimum of 33 score on emotional intelligence scale and a maximum of 165 score on emotional intelligence scale. The cut score on emotional intelligence scale was 99 which means the score above 99 shows good level of emotional intelligence and a score below 99 shows poor level of emotional intelligence. The means score of students on emotional intelligence scale was 125.38 which is above then the cut score of 99.
- There were 1204 students who responded over 10 items of perceptions of emotion. Each student could score a minimum of 10 score on perceptions of emotion and maximum of 50 score on perceptions of emotion. The cut score on perceptions of emotion was 30 which means the score above 30 shows good level of perceptions of emotion and a score below 30 shows poor level of perceptions of emotion. The means score of students on perceptions of emotion was 36.24688 which is above then the cut score of 27.
- There were 1204 students who responded over 9 items of managing own emotions. Each student could score a minimum of 9 score on managing own emotions and maximum of 45 score on managing own emotions. The cut score on managing own emotions was 27 which means the score above 27 shows good level of managing own emotions and a score below 27 shows poor level of managing own emotions. The means score of students on managing own emotions was 34.14701 which is above then the cut score of 27.
- There were 1204 students who responded over 8 items of managing others' emotions. Each student could score a minimum of 8 score on managing others' emotions and maximum of 40 score on managing others' emotions. The cut score on managing others' emotions was 24 which means the score above 24 shows good level of managing others' emotions and a score below 24 shows poor level of managing others' emotions. The means score of students on managing others' emotions was 23.20865 Which is above then the cut score of 24.
- There were 1204 students who responded over 6 items of Utilization of emotions. Each student could score a minimum of 6 score on Utilization of emotions and maximum of

30 score on Utilization of emotions. The cut score on Utilization of emotions was 18 which means the score above 18 shows good level of Utilization of emotions and a score below 18 shows poor level of Utilization of emotions. The means score of students on Utilization of emotions was 23.59551 which is above then the cut score of 18.

- There were 1204 students who responded over 15 items of academic engagement scale level. Each student could score a minimum of 15 score on academic engagement scale and maximum of 75 score on academic engagement scale. The cut score on academic engagement scale was 45 which means the score above 45 shows good level of academic engagement and a score below 45 shows poor level of academic engagement's means score of students on academic engagement scale was 56.73 which is above then the cut score of 45.
  - There were 1204 students who responded over 15 items of academic engagement scale level. Each student could score a minimum of 15 score on academic engagement scale and maximum of 75 score on academic engagement scale. The cut score on academic engagement scale was 45 which means the score above 45 shows good level of academic engagement and a score below 45 shows poor level of academic engagement. The means score of students on academic engagement scale was 56.73 which is above then the cut score of 45.
  - There were 1204 students who responded over 4 items of academic engagement on cognitive level. Each student could score a minimum of 4 score on cognitive engagement and a maximum of 20 score on cognitive engagement. The cut score on cognitive engagement was 12 which means the score above 12 shows good level of cognitive engagement and a score below 12 shows poor level of cognitive engagement. The means score of students on cognitive engagement scale was 14.42276 which is above then the cut score of 12.
  - There were 1204 students who responded over 6 items of emotional engagement level. Each student could score a minimum of 6 score on emotional engagement and maximum of 30 score on emotional engagement. The cut score on emotional engagement was 18 which means the score above 18 shows good level of emotional engagement and a score below 18 shows poor level of emotional engagement's means score of students on emotional engagement scale was 22.68508 which is above then the cut score of 18.
  - There were 1204 students who responded over 5 items of behavioral engagement level. Each student could score a minimum of 5 score on behavioral engagement and maximum of 25 score on behavioral engagement. The cut score on behavioral engagement was 15 which means the score above 15 shows good level of behavioral engagement and a score below 15 shows poor level of behavioral engagement. The means score of students on behavioral engagement scale was 19.55631 which is above then the cut score of 15.
  - Over thirty-three measures of emotional intelligence were answered by 640 students who participated in the survey. All of the students had the opportunity to achieve a minimum score of 33 on the emotional intelligence scale and a maximum score of 165 on the same measure. The cut score on the emotional intelligence scale was 99, which indicates that a score higher than 99 indicates a high degree of emotional intelligence, while a score lower than 99 indicates a low level of emotional intelligence within the individual. When it comes to emotional intelligence, the average score of male students was 126.03, which is higher than the minimum level of 99 that is considered acceptable.
  - Over the course of 33 items, there were 564 students who answered to the emotional
- 
-

intelligence questionnaire. All of the students had the opportunity to achieve a minimum score of 33 on the emotional intelligence scale and a maximum score of 165 on the same measure. The cut score on the emotional intelligence scale was 99, which indicates that a score higher than 99 indicates a high degree of emotional intelligence, while a score lower than 99 indicates a low level of emotional intelligence within the individual. The pupils' average score on the emotional intelligence scale was 124.64, which is higher than the minimum score of 99 that is considered acceptable.

- There were 640 students who responded over 15 items of academic engagement. Each student could score a minimum of 15 score on academic engagement scale and maximum of 75 score on academic engagement scale. The cut score of academic engagement scale was 45 which means the score above 45 shows good level of academic engagement and a score below 45 shows poor level of academic engagement. The means score of students on academic engagement scale was 56.64 which is above then the cut score of 45.
- There were 564 students who responded over 15 items of academic engagement. Each student could score a minimum of 15 score on academic engagement scale and maximum of 75 score on academic engagement scale. The cut score of academic engagement scale was 45 which means the score above 45 shows good level of academic engagement and a score below 45 shows poor level of academic engagement. The means score of students on academic engagement scale was 56.83 which is above then the cut score of 45. When it comes to emotional intelligence, there is a considerable gap between the mean scores of male and female students studying emotional intelligence. At a significance level of  $\alpha .05$ ., the value of  $t_{1202}=2.68$ ;  $p = .0074$  was deemed to be significant in terms of statistical significance. It was determined that there was no significant difference in the emotional intelligence of male and female students, which led to the rejection of the null hypothesis,  $H_0$ . When it comes to academic involvement, there is a difference between the mean scores of male and female students, although it is not statistically significant.
- The value of  $t_{1202}=0.35$ ;  $p = 0.724$  was considered not to be statistically significant at  $\alpha .05$ . There is a significant relationship between the two variables of the study i.e. emotional intelligence and academic engagement of students at university level. It means that students showing good level of emotional intelligence exhibit good level of academic engagement at university level.

### **Conclusions**

On the basis of findings of the study, following conclusions were made by the researcher. It was concluded that the students at university level possess a good level of emotional intelligence, a good level of perceptions of emotion, a good level of managing own emotions, a good level of managing others' emotions and a good level of Utilization of emotions. At the university level, it was determined that students had a good level of academic engagement, a good level of cognitive engagement, a good level of emotional engagement, and a good level of behavioural engagement. This was conclusively determined. The findings of this study led to the conclusion that students at the university level had a satisfactory degree of emotional intelligence. The conclusion that was reached was that the students who are enrolled in university courses have a satisfactory level of academic engagement.

---

When compared to the female students, the male students had a higher level of emotional intelligence than the female participants. The assertion that there is no substantial difference between the academic engagement of male and female students was accepted as the null hypothesis, denoted by the letter H02. One interpretation of this is that students who demonstrate a high level of emotional intelligence also demonstrate a high level of intellectual engagement at the university level.

### Recommendations

1. Future researches should like to conduct research on relation of emotional intelligence and academic engagement of students with a large sample size.
2. Future researchers may add one or two other variables for further studies.
3. These findings may not applicable in others cultures due to cultural differences. It may study in different cultural settings in future. This study was on students, future researcher may conduct research in other areas such as teachers, managers and on leaders.
4. Further research should be conducted at broader level to investigate the relationship between emotional intelligence and academic engagement.
5. Moreover, the emotional intelligence of teaching staff should also be measured for their better teaching-learning process.

### References

1. Abraham, R. (2000) *The role of job control as a moderator of emotional dissonance and emotional intelligence-outcome relationships*, Journal of Psychology, Vol. 134 (2), pp. 169-185.
2. Ashforth, B.E., and Humphrey, R.H. (1995) *Emotions in the workplace: A reappraisal*, Human Relations. Vol. 48, pp. 97-125.
3. Bar-On, R. (1997) *The Bar-On Emotional Quotient Inventory (EQ-i): A Test of Emotional Intelligence*. Toronto, Canada: Multi-Health Systems.
4. Bar-On, R. (2002) *EQ-i: S Bar-On Emotional Quotient Inventory: Technical manual*. Toronto: Multi-Health Systems.
5. Bar-On, R.; Handley, R., and Fund, S. (2006) *The impact of emotional intelligence on performance*. In V U Druskat; F Sala, and G Mount (Eds), *Linking emotional intelligence and performance at work: current research evidence with individuals and group*. Lawrence Erlbaum Associate, Inc. pp. 3-20.
6. Boyatzis, R.E., Goleman, D., and Rhee, K.S. (2000) *Clustering competency in emotional intelligence: Insights from the emotional competence inventory*. In Bar-On, R and Parker, J D A (Eds) *The handbook of emotional intelligence*. San francosco: Jossey-Bass. pp. 343-362.
7. Butler, C., and Chinowsky, P.S. (2006) *Emotional Intelligence and Leadership Behavior in Construction Executives*. Journal of Management in Engineering, Vol 22, pp. 119-125.
8. Cantor, N., and Kihlstorm, J.F. (1987) *Personality and social intelligence*. Englewood Cliffs, HJ: Prentice-Hall.
9. Cooper, R.K., and Sawaf, A. (1996) *Executive EQ: emotional intelligence in leadership and organizations*. Grossett/Putnam, New York.
10. Druskat, V.U., Sala. F., and Mount, J. (2006) *Introduction: Emotional intelligence and work performance*. In V. U. Druskat; F. Sala, and G. Mount (Eds), *Linking emotional intelligence and performance at work: current research evidence with individuals and group*. Lawrence Erlbaum Associate, Inc.
11. Gardner, H. (1983) *Frames of mind: the theory of multiple intelligences*. Basic Books, New York.
12. Goleman, D. (1995) *Emotional intelligence*, Bloomsbury Publishing, London.
13. Goleman, D. (1998) *Working with emotional intelligence*. Bantam Books, New York.

14. Goleman, D. (2001) *Emotional intelligence: Issues in paradigm building*. In C. Cherniss and D. Goleman (Eds). *The emotional intelligence workplace*. San Francisco: Jossey-Bass.
  - Goleman, D., Boyatzis, R., and McKee,
  15. Goleman, D. (2001) *Emotional intelligence: Issues in paradigm building*. In C. Cherniss and D. Goleman (Eds). *The emotional intelligence workplace*. San Francisco: Jossey-Bass.
  16. Goleman, D., Boyatzis, R., and McKee, A., (2002) *Primal leadership*, Harvard Business School Press, Boston, MA.
  17. Greenspan, S.I. (1989) *Emotional intelligence*. In K. Field, B. J. Cohler, and G. Wool (Eds.) *Learning and education: psychoanalytic perspectives*. Madison, CT: International Universities Press. pp. 209-243.
  18. Jaeger, A.J. (2003) *Job competencies and the curriculum: an inquiry into emotional intelligence in graduate professional education*, Research in Higher Education.
  19. Leuner, B. (1966) *Emotional intelligence and emancipation*. *Praxis der Kinderpsychologie und Kinderpsychiatrie*, Vol. 15, pp. 96-203.
  20. Lopes, P., Cote, S., and Salovey, P. (2006) *An ability model of emotional intelligence: Implications for assessment and training*. In V U Druskat; F Sala, and G Mount (Eds), *Linking emotional intelligence and performance at work: current research evidence with individuals and group*. Lawrence Erlbaum Associate, Inc. pp.53-80.
  21. Martin, J.S. (2004) *The Emerging Role of Emotional Intelligence in Business Communication Classes*, in Proceedings of the 2004 Association for Business Communication Annual Convention, Association for Business Communication.
  22. Mayer, J.D. and Salovey, P. (1997) *What is emotional intelligence?* In: Salovey, P and Sluyter, D (Eds) *Emotional development and emotional intelligence: Educational implications*, Basic Books, New York, pp. 3-31.
  23. Mayer, J.D., Caruso, D.R. and Salovey, P. (1999) *Emotional intelligence meets traditional standards for an intelligence*. *Intelligence*. Vol. 27, pp. 267-279.
  24. Mayer, J.D., Salovey, P. and Caruso, D.R. (2000) *Models of emotional intelligence*. In: R. Sternberg, (Eds) *Handbook of Intelligence*, Cambridge University Press, Cambridge, UK.
  25. Mount, G. (2006) *The role of emotional intelligence in developing international business capability: EI provides traction*. In V U Druskat; F Sala, and G Mount (Eds), *Linking emotional intelligence and performance at work: current research evidence with individuals and group*. Lawrence Erlbaum Associate, Inc. pp. 3-20.
  26. Rosete , D. and Ciarrochi, J. (2005) *Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness*, *Leadership and Organisation Development Journal*, Vol 26 (5), pp. 388-399.
  27. Sala, F. (2000) *Do programmes designed to increase emotional intelligence at work-work?* Boston,H/Mcber, pp. 1-6.
  28. Scheusner, H. (2002) *Emotional intelligence among leaders and non-leaders in campus organisation*. Unpublished PhD thesis. Virginia Polytechnic Institute and State University, Blacksburg.
  29. Songer, A.D. and Walker, Brain. (2004) *Central contractor emotional intelligence in the construction industry*. Proceedings of the 20th Annual Conference of the Association of Researchers in Construction Management, Vol.1, pp. 488-493.
  30. Sternberg, R.J. (1985) *Beyond IQ. A triarchic theory of human intelligence*, Cambridge University Press.
  31. Thorndike, E.L. (1920) *Intelligence and its use*. Harper"s magazine, Vol. 140, pp. 227-235.
  32. Thorndike, E.L. and Stein, S. (1937). *An evaluation of the attempts to measure social intelligence*. *Psychological Bulletin*, Vol. 34, pp. 275-284
  33. Wechsler, D. (1958) *The measurement and appraisal of adult intelligence (4th ed.)*. The Williams and Wilkins Company, Baltimore, MD.
-