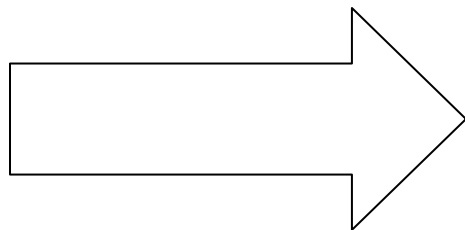


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“RESEARCH REPORT”
SUMMER 2005

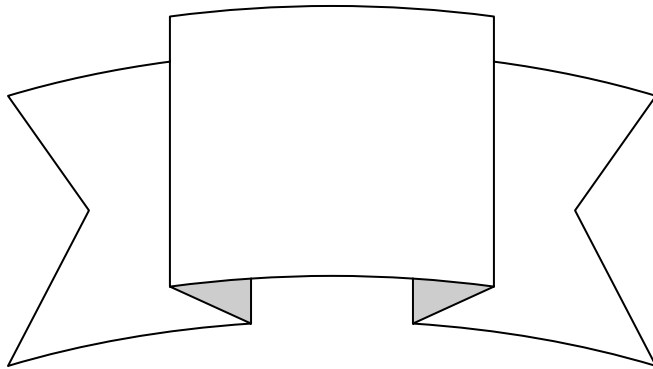
Topic: Does emotional intelligence affect one’s academic and professional success?

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ABSTRACT



Introduction: This research entitled, "Does emotional intelligence affect one's academic and professional success?" is designed to examine the effect of emotional intelligence on teenagers' academic and adults' professional success. Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions in our relationships.

Objective: This project is extremely important due to the fact that it will help us aware people about the significance of EQ on one's social success. In this research project, our goal is to find out the importance of emotional intelligence and its influence on one's academic and professional success.

Hypothesis: Due to the previous researches concerning emotional intelligence that evaluates the relationship between the higher level of emotional intelligence and success in businesses, education and workplaces, we are assuming that emotional intelligence does affect one's academic and professional success.

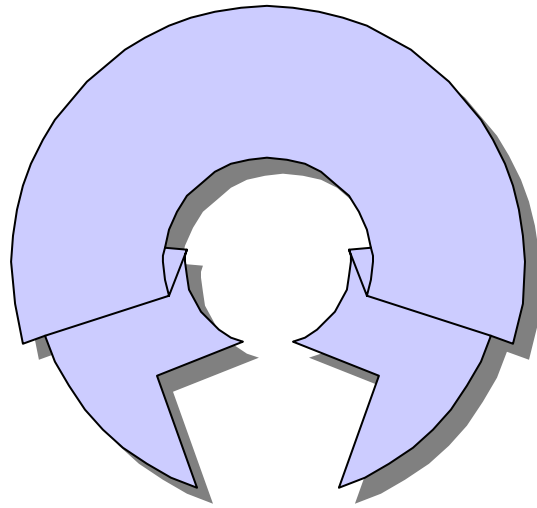
Materials & Methods: For the procedure of this project, we are giving out surveys to people of different ages. The surveys are composed of questions that will evaluate a person's level of emotional intelligence and it will be compared to either his or her professional or academic success. This will help us to determine whether there is any relationship between the level of emotional intelligence and one's academic and/or professional success.

Importance of the Project: This research project will help us to understand whether emotional intelligence affects one's success in both schools and in their jobs. When the results are obtained and organized, they will help us determine the importance of emotional intelligence. This study will help one to become more aware of the importance of emotional

intelligence and after that if they try to improve their emotional intelligence it will open new pathways to one's success in life.

Conclusion: This project is still under investigation. We are still giving out surveys since we want our study population to be large. So far the data we have collected about teenagers and their level of EQ conveys that emotional intelligence has a significant amount of effect on their academic success. But the surveys about adults are still being processed and when we will get all the surveys back, we will reach to a conclusion.

INTRODUCTION



Emotional intelligence represents the ability to validly reason something with emotions in order to enhance thoughts (Mayer *et al*, 1999). Emotion refers to a state of feeling that conveys information about relationships-typically, which one would like to join with others. Intelligence refers to the capacity to reason validly with regards to information (Mayer *et al*, 2000). This use of the term emotional intelligence in this fashion is consistent with scientific literature in the fields of intelligence, personal psychology, and emotions (Mayer *et al*, 2000). Daniel Goleman defined emotional in a specific way in his famous book “Emotional Intelligence: Why It Matter more than IQ” (figure 1).

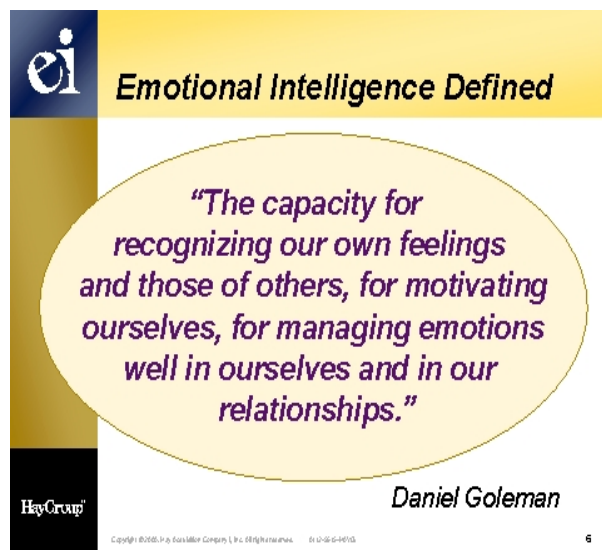


Figure: 1

According to (Mayer *et al*, 1997), the four-branch model of emotional intelligence describes four areas of capacities or skills that collectively describe many areas of emotional intelligence. More specifically, this model defines emotional intelligence as involving the abilities to: accurately perceive emotions in one and others, use emotions to facilitate thinking, understand emotional meanings, and manage emotions. According to (Mayer *et al*, 1997), this four-branch model represents what today has become called the ability model of emotional intelligence (figure 2). It is a refinement of the first formal models and measures of emotional intelligence (Mayer *et al*, 1990; Mayer *et al*, 1993; Salovey *et al*, 1990).

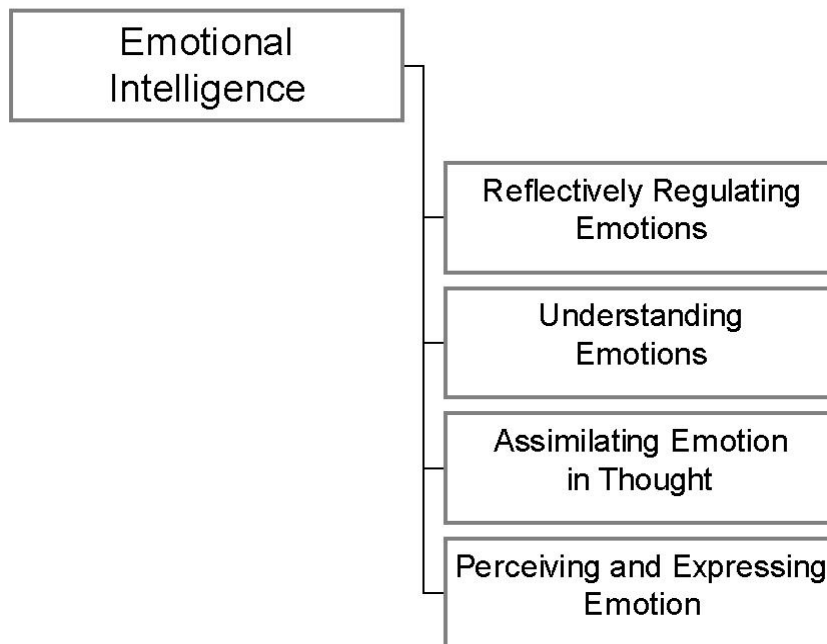


Figure: 2

EQ has been interpreted in different ways by different people or research groups. The comparison between four EQ models is shown in figure 3. In this comparison of EQ models, it is understandable that each EQ model is basically divided into three categories. The Salovey, Mayer, Caruso model describes Self-awareness as to perceive and understand emotions and describes Self-management as to regulate emotions. According to this model, self-direction can be described as to generate emotions. Our research had adopted many of its ideas from this model. The Six seconds connected Self-awareness to know yourself, self-management to choose yourself and self-direction as to give yourself. The Bar-On model has given importance to intrapersonal, stress management and adaptability to describe Emotional Intelligence. The Q-Metrics has described self-awareness as to sense emotions, self-management as to understand emotions and Self-Direction as to apply emotions well.

A Comparison of EQ Models

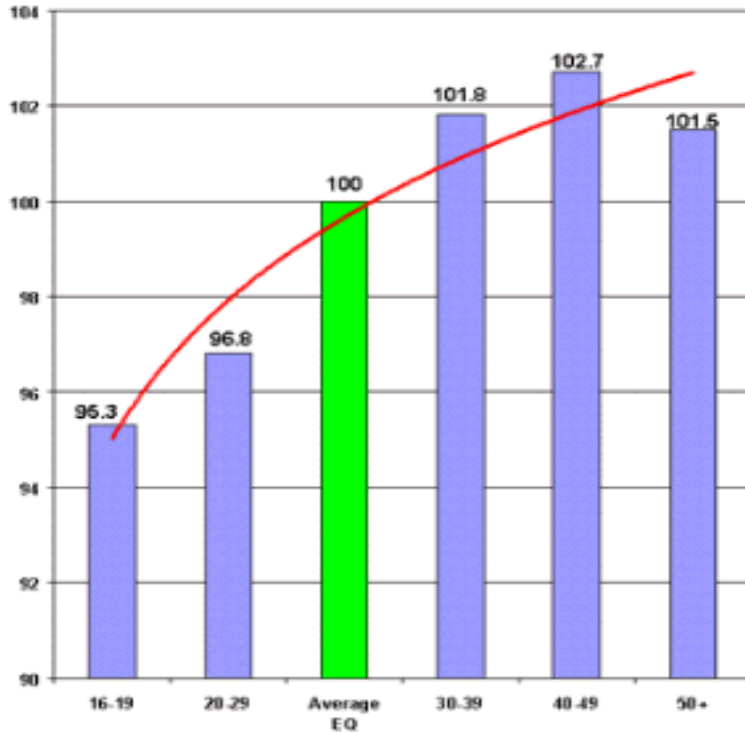
	Self-Awareness	Self-Management	Self-Direction
Salovey, Mayer, Caruso	Perceive Understand	Regulate	Generate
Six Seconds	Know Yourself	Choose Yourself	Give Yourself
Bar-On	Intrapersonal	Interpersonal General Mood Stress Management	Adaptability
Q-Metrics	Sense	Understand	Apply

Figure: 3

One of the studies concerning Emotional Intelligence has also proved that there is relationship between age and one's level of emotional Intelligence. Multi-Health systems Inc. conducted a study which proved that one's emotional intelligence increases as he/she gets older (figure 4).

Standard EQ Score (based on comparison to general population norms/ 100 = average)

Age group:	Average EQ:
16 to 19	095.3
20 to 29	096.8
30 to 39	101.8
40 to 49	102.7
50+	101.5



Emotional Intelligence and Age

Figure: 4

One of the studies about emotional intelligence has discovered that emotional intelligence can actually be improved by participating in different workshops. The MEI (Mastering Emotional Intelligence) program has shown success in this case by improving emotional intelligence of 20 Brazilian participants (Sala 2004).

Cherniss *et al.* (1998) showed what techniques EI programs use to develop emotional intelligence of the participants. The details are shown in figure 6. They had shown that after taking their emotional intelligence improvement course, the participants had actually improved in many areas of emotional intelligence.

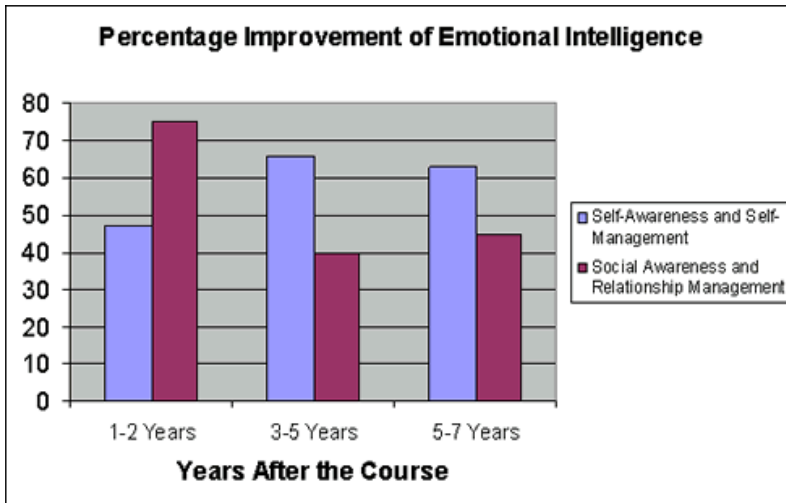


Figure: 6

The way the workshops are able to improve the participants level of emotional intelligence has been described by Consortium Research Center in the chart below in figure: 7. The workshops first prepare the participants by assessing those individuals; maximize learner choice, encouraging participation etc. After motivating them, the participants go through training by setting clear goals, breaking goals into manageable steps and maximizing self-directed training. As the participants learn more about emotional intelligence they become encouraged to those skills in their jobs and social life and the evaluations show that they actually improved performance.

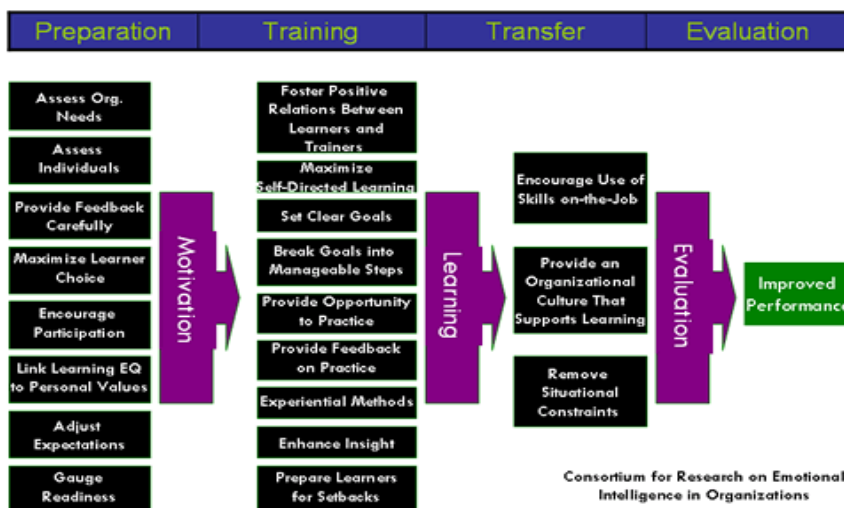


Figure: 7

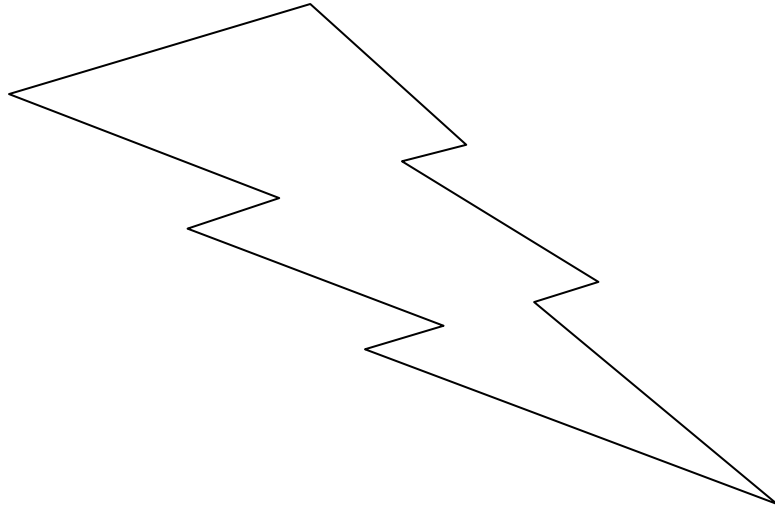
According to (Schutte *et al*, 1998), there is an association between EI and better academic performance. It has also been linked to better management performance in retail managers (Slaski *et al*, 2002) and reduced staff turnover and improved scales (Watkin, 2000). Wagner *et al*. (2002) have reported that higher patient satisfaction is associated with the physicians' EI in medical education. These studies have indicated the importance of EI in professional competence. That's why, it is clear that there is a link between the level of EI and people's professional success. To date there has not been any known published research in NYC on the role of emotional intelligence on both the teenagers' academic and adults' professional success.

OBJECTIVE

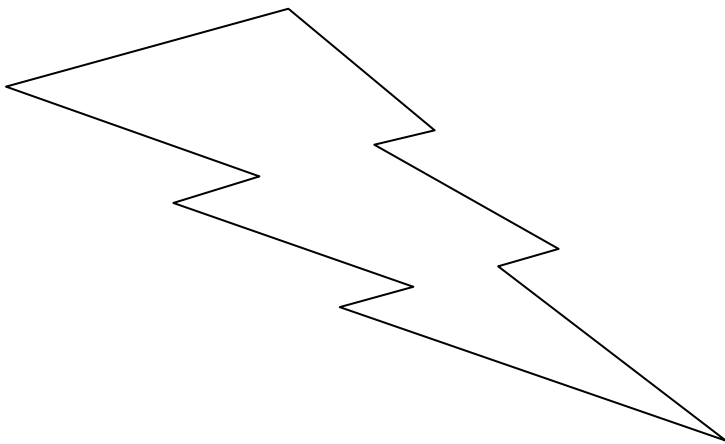
The aim of this investigation is to examine the relationship between emotional intelligence and people's overall success in life. This is a study to find the effect of emotional intelligence combining both academic and professional performance. This study will be done on both adults and teenagers. This research project will help us to understand if there is any relationship between the teenagers' academic performance and their level of EI. The relationship between the adults' level of EI and their professional success will also be determined from this study.

HYPOTHESIS

Due to the previous researches concerning emotional intelligence that evaluates the relationship between the higher level of emotional intelligence and success in businesses, education and workplaces, we are assuming that emotional intelligence does affect one's academic and professional success. So for the hypothesis we are testing this statement that whether Emotional Intelligence affects one's academic and professional success. But only the data and the results drawn from them can prove this hypothesis correct or incorrect.



MATERIALS & METHODS



For the procedure, we have obtained a set of Questionnaire from The Manager's Pocket Guide to Emotional Intelligence written by Emily A. Sterrett, Ph. D. The thirty questionnaires that we have used in our survey were adopted from this book which will help us determine one's level of emotional intelligence. The questionnaire is being given out to the teenagers and adults to determine their level of emotional intelligence. This will be helpful to determine a person's level of emotional intelligence. In order to determine one's level of emotional intelligence, they will be scored on 6 components of EQ. The score in each area can range from a low of 5 to the high of 25. Any area containing a score of less than 18 describes the person's weakness in that area of emotional intelligence. Over 18 in any area of EQ describe one's high level of EQ in that specific area of emotional intelligence.

The teenagers will be asked to mention their name, high school or junior high name, their recent GPA, total average from their transcript, their standardized scores and the status of their classes in school; these will help us draw a conclusion about their academic performance. After calculating their EI level, it will be compared to their academic performance and will be determined that if there is any relationship between them. We will watch the trend of our data and find out if the students with high emotional intelligence have high GPA or not. The adults will also take part in this study. They will be asked about their job position and salary range, the level of education they completed. After determining their EI level, it will be compared to their job positions and salaries. This will help us understand if the people with high emotional intelligence are professionally more successful or not.

In the next pages, the two different surveys (one for teenagers and one for adults) have been provided and the procedure to interpret the score has been provided followed by those surveys.

EQ Self Assessment Checklist for Adults (18+)

Age: _____ Profession: _____

- Salary: 1) \$10,000-\$20,000 _____
2) \$20,000-\$30,000 _____
3) \$30,000-\$40,000 _____
4) \$40,000- \$50,000 _____
5) \$50,000-\$100,000 _____
6) \$100,000+ _____

Education level: _____

Rate each question below on a scale of 1-5, according to how true it is of you. Write the appropriate number in the space before each question. Use numbers that correspond to the scale below:

1	2	3	4	5
never	rarely	sometimes	usually	always

- ___ 1) I am aware of the physical reactions (twinges, aches, sudden changes) that signal a “gut reaction.”
- ___ 2) I readily admit mistakes and apologize.
- ___ 3) I let go of problems, anger, or hurts from the past and I can move beyond these.
- ___ 4) I generally have an accurate idea of how another person perceives me during a particular interaction.
- ___ 5) I have several important things in my life that I am enthusiastic about, and I let it show.
- ___ 6) I can easily meet and initiate conversation with new people when I have to.
- ___ 7) I take a break or use another active method of increasing energy when I sense that my energy level is getting low.
- ___ 8) I have little trouble taking prudent risks.
- ___ 9) I “open up” with people appropriately – not too much but enough so that I don’t come across as cold and distant.
- ___ 10) I can engage in an interaction with another and pretty well size-up that person’s mood based on non-verbal signals.
- ___ 11) Others feel inspired and encouraged after talking to me.

- ___ 12) I have no trouble making presentations in front of groups or conducting meetings.
- ___ 13) I take time every day for quiet reflection.
- ___ 14) I take initiative and move ahead on tasks that need to be done.
- ___ 15) I refrain from making up my mind on issues and expressing my opinion until I have all the facts.
- ___ 16) I have a number of people I can turn to, and I ask for their help when I need it.
- ___ 17) I try to find the positive in any given situation.
- ___ 18) I can deal calmly, sensitively, and proactively with the emotional displays of others.
- ___ 19) I can identify the emotion I am feeling at any given moment.
- ___ 20) I am generally comfortable in new situations.
- ___ 21) I neither bury my anger nor let it explode on others.
- ___ 22) I can show empathy and match my feelings with those of another person in an interaction.
- ___ 23) I can keep going on a big project, despite obstacles.
- ___ 24) I am respected and liked by others, even when they don't agree with me.
- ___ 25) I am clear about my own goals and values.
- ___ 26) I express my views honestly and thoughtfully, without being pushy.
- ___ 27) I am good at managing my moods, and I refrain from bringing negative emotions to work.
- ___ 28) I focus my full attention on another person when I listen to them.
- ___ 29) I believe the work I do day-to-day has meaning and value to society.
- ___ 30) I can effectively persuade others to adopt my point of view without coercing them.

EQ Self Assessment Checklist for Teenagers under 18

Age: _____ Grade: _____
School Name: _____ G.P.A score: _____
Total Average from the most recent report card: _____
PSAT/SAT score: _____
AP classes? _____ Which ones? _____

Rate each question below on a scale of 1-5, according to how true it is of you. Write the appropriate number in the space before each question. Use numbers that correspond to the scale below:

1	2	3	4	5
never	rarely	sometimes	usually	always

- ___ 31) I am aware of the physical reactions (twinges, aches, sudden changes) that signal a "gut reaction."
- ___ 32) I readily admit mistakes and apologize.
- ___ 33) I let go of problems, anger, or hurts from the past and I can move beyond these.
- ___ 34) I generally have an accurate idea of how another person perceives me during a particular interaction.
- ___ 35) I have several important things in my life that I am enthusiastic about, and I let it show.
- ___ 36) I can easily meet and initiate conversation with new people when I have to.
- ___ 37) I take a break or use another active method of increasing energy when I sense that my energy level is getting low.
- ___ 38) I have little trouble taking prudent risks.
- ___ 39) I "open up" with people appropriately – not too much but enough so that I don't come across as cold and distant.
- ___ 40) I can engage in an interaction with another and pretty well size-up that person's mood based on non-verbal signals.
- ___ 41) Others feel inspired and encouraged after talking to me.
- ___ 42) I have no trouble making presentations in front of groups or conducting meetings.
- ___ 43) I take time every day for quiet reflection.

- ___ 44) I take initiative and move ahead on tasks that need to be done.
- ___ 45) I refrain from making up my mind on issues and expressing my opinion until I have all the facts.
- ___ 46) I have a number of people I can turn to, and I ask for their help when I need it.
- ___ 47) I try to find the positive in any given situation.
- ___ 48) I can deal calmly, sensitively, and proactively with the emotional displays of others.
- ___ 49) I can identify the emotion I am feeling at any given moment.
- ___ 50) I am generally comfortable in new situations.
- ___ 51) I neither bury my anger nor let it explode on others.
- ___ 52) I can show empathy and match my feelings with those of another person in an interaction.
- ___ 53) I can keep going on a big project, despite obstacles.
- ___ 54) I am respected and liked by others, even when they don't agree with me.
- ___ 55) I am clear about my own goals and values.
- ___ 56) I express my views honestly and thoughtfully, without being pushy.
- ___ 57) I am good at managing my moods, and I refrain from bringing negative emotions to work.
- ___ 58) I focus my full attention on another person when I listen to them.
- ___ 59) I believe the work I do day-to-day has meaning and value to society.
- ___ 60) I can effectively persuade others to adopt my point of view without coercing them.

Interpreting your Score:

Your score on these 6 components of EQ can range from a low of 5 to a high of 25. Any component where your score is below 18 is an area in which you could improve. Emotional Intelligence is learnable and developmental.

(Adapted from Emily A. Sterrett, Ph. D., in *The Manager's Pocket Guide to Emotional Intelligence*, 2000, HRD Press: Amherst, MA).

IMPORTANCE OF THE STUDY

This study is planned to find the relationship between emotional intelligence and people's academic or professional success. This research project will help us to understand if emotional intelligence affects people's success in both schools and at job positions. It has been proved previously that the people with high IQ usually do better in schools, which eventually led them to have better jobs. From this study, it will be determined whether emotional intelligence influences people's success in life more than IQ. Since people's emotional intelligence can be improved unlike IQ, people with poor EQ will have better chance to be successful in life by improving their emotional intelligence. For the people who have both low emotional intelligence and low IQ, finding the importance of EI will make them think about their future in a different way. They will become more aware of their weaknesses in the areas of emotional intelligence and will be able to improve them. They will have more self-confidence and will hopefully do better in life by improving their low emotional intelligence. Therefore, this study will help people to become more aware of the importance of emotional intelligence and will open a new doorway to people's success in life.

CONCLUSION

This study has been designed to do on a large number of teenagers and adults from different backgrounds and different areas. So far we have been able to collect data from few teenagers and adults. The trend of data from this amount of research is helping us expect a result that assures the accuracy of the hypothesis. The data that we have collected so far is shown below.

DATA FOR TEENAGERS

<u>Participan</u> <u>ts</u>	<u>Avera-</u> <u>ge</u>	<u>G.P.A</u>	<u>AP</u> <u>Class-</u> <u>es</u>	<u>Self-</u> <u>awareness</u>	<u>Empathy</u>	<u>Self-</u> <u>confidence</u>	<u>Motivati</u> <u>on</u>	<u>Self-</u> <u>control</u>	<u>Social</u> <u>compete</u> <u>ncy</u>	<u>Total</u> <u>mean:</u> <u>EQ</u>
1	76		N/A	18	19	19	22	16	24	19.66
2	80.3	88.7	Eng, US	13	15	17	16	13	19	15.5
3	84	85	Eng	15	18	11	15	13	19	15.5
4	85.2	3.2	Eng	21	23	17	15	19	21	19.33
5	85.83	3.2	N/A	17	15	17	20	22	18	18.16
6	88.5	3.54	eng	19	19	12	18	16	17	16.83
7	88.5	3.5	Eng	19	20	18	14	16	14	16.83
8	88.6	85	eng	18	21	19	20	22	20	20

9	90	3.5	Eng, US	23	21	20	24	19	21	21.33
10	90	3.5	Sci.	17	18	17	18	15	16	16.83
11	90	3.6	Eng	24	22	17	20	19	19	20.16
12	91	3.6	eng	17	22	17	18	19	19	18.66
13	91.53	3.6	Math	18	18	16	21	21	19	18.83
14	93	3.7	N/A	15	21	13	17	18	21	17.5
15	93.5	3.7	N/A	16	22	14	18	17	15	17
16	93.50	3.8	Eng	17	17	20	19	22	22	19.5
17	94	3.78	US, Eng.	23	24	24	23	22	23	23.16
18	94.5	3.7	N/A	19	18	18	20	18	18	18.5
19	95.5	3.9	Us, English	19	19	18	21	19	20	19.33
20	97	3.9	eng	19	19	20	22	21	19	20
21	98.1	3.97	Eng	18	16	18	16	16	18	17

The data shows that out of the 21 Teenager participants, 13 participants have EQ over 18. These 13 participants have high emotional intelligence since an EQ score over 18 is a good score. Among these 13 teenagers who have high emotional intelligence, 9 of them have an average over 90. Out of the rest 4 participants who have high emotional intelligence, 3 of

them have an average over 85 and only one participant with high EQ have an average of less than 80. Out of the 8 participants who have low emotional intelligence, 4 of them have an average less than 90. And among the rest of the 4 participants with low EQ score, 3 of them have average less than 95 and only one person who have low emotional intelligence has an average more than 95.

DISCUSSION

Among the 21 teenager participants, 13 of them have high emotional intelligence and 9 of them have average over 90 and 3 of the remaining people have average more than 85. This shows that most of the participants, who have high EQ, also have good academic performance in school. Since we want to test this theory on more people, we still are not able to reach any conclusion.

The limitation of this project is that it's not known that if the people who participated in doing the surveys have either conveyed their true personalities or not. If the participants did not correctly fill out the information about themselves that we used to determine their EQ level, then the data might be somewhat incorrect. But since most of these people have similar results, we can assume that the data in most cases are right and from there we can draw this conclusion that the effect of one's level of emotional intelligence is definitely enormous on one person's success in life.

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Acknowledgements

- My Mentor Dr. Mohamedeen
 - Harlem Children Society
 - Dr. Sat Bhattacharya
- And
My Family

THANK YOU



