

Research Article

**IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT AND
DECISION MAKING STYLE AMONG THE SOS VILLAGE STUDENTS.**

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Abstract

The study focused on to conceptualize and find out the relationship in emotional intelligence (EI), academic achievement (AA) and decision making style (DMS) among the adolescent student of SOS Village of Punjab, Pakistan. Two hundred and sixty five adolescent student of SOS Village ($N=265$) including both genders, ages ranging from 12 to 20 years from different SOS village were administered Questionnaires. Emotional intelligence was measured using the Schutte self report emotional intelligence test (SSEIT), academic achievement was measured by using the teacher ratings of academic skills the development of the academic performance rating scale and decision making was measured through the problem solving/decision making. Results revealed significant positive relationship was found among in emotional intelligence, academic achievement and decision making. It is suggested that there is need to more work on emotional intelligence of the other SOS Village of Punjab Pakistan.

Keywords: Emotional intelligence, Academic achievement, Decision making style, SOS students

1. Introduction

1.1 Background of the Study

Over the long ago century psychologists are going to study about the emotional intelligence including the conception of Thorndike's emotional intelligence with the personal intelligences of Gardner. The Goleman [1] assert about the old guide of sentence he said that the instruction and the proficiency has been alternated with the modern yardstick which adjudicated that what kind of way we adopted to manage our self and same way to manage to others. New policy of the global world, the work focus on the personal qualities like initiative, empathy and persuasiveness [2].

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The modern measurement of the intelligence named with the name of the emotional intelligence play an important role for the success than IQ [3]. The John, Mayer and Peter Salovey coined the Emotional Intelligence in academic paper in 1990 for explanation virtues i.e. understanding of others to use this in sequence for guide thoughts and responses. After Daniel Goldman's publication Emotional Intelligence this view has become admired. Emotional intelligence in term of abilities such as being able to motivate persist and oneself control impulse [4].

Howard Gardner acknowledged the two varieties that are called knowing any internal world with the social proficiency. The intrapersonal intelligence and interpersonal division of is relay on the theories of emotional intelligence [5].

1.2 Emotional Intelligence (EI)

A set of skills hypothesized to donate to the correct the evaluation and the expression of feeling in oneself and in others people in society and the successful guideline of the emotion in personality of self and same as well as others the use of sensations for the motivation plan and the achieve in life [6]. The ability for the identification and manage your own emotions and as well as the emotions of others in society. It is normally believed to include three skills as well the awareness of emotional; ability to connect emotions and relate them to household tasks like thoughts and trouble solving; the ability to direct emotions, which includes amendable your own emotions and soothing up or cheering down other people in the society. Researchers have exposed, the emotional intelligence influence a great achievement in academic with the qualified studies and had given the contribution to performance more than the payment by universal intelligence [7].

On the contrary to [9] propose the theory of emotional intelligence. Goleman related the emotional intelligence 20 competencies which are consist in four clusters of general abilities and these four clusters were consist the self awareness, self-management, social awareness and relationship management every four clusters have seen different from cognitive abilities an same as each other are different, too. Self-Awareness cluster is distinct as the knowing what the human beings feels and social awareness cluster encompass fitness of compassion and ability to recognize the nonverbal cues and the self-management cluster define the skill for regulation and distressing the emotional intelligence response. The fourth cluster is relationship management which distinct by human ability understanding and how influence the emotions on others [8].

The lake of emotional intelligence talent leads to unsuccessful the performance of the team in organization [9]. On the graduate students a study was conducted as pretest/posttest experiment which was that the students were assigned for the separation of section one section controlled emotional intelligence curriculum and other was the same course and the result was, at the end of semester, attain the emotional intelligence was accessed among the members of emotional intelligence sections [10].

The students of Pakistan like SOS villages passing through their life more critical than normal students of our society. The SOS village are giving the facility is the core of our organization and serves as a home for orphan students and society neglected students. This is where they make new friends, develops family bonds, and are given a house which is as close to a natural family as possible. Each SOS village has 15 houses, and every house has accommodated with 10 students. A mother look after the each room and house keeper also serve the rooms there are medical dispensary and the connecting hospital are also for the treatment of students. For the educational counseling the educational psychologist are there for the management of the study related issues and educational psychologist counseling the students for coping with education scenario and the clinical psychologist are working for the management of their mental health [11].

1.3 Academic Achievement (AA)

The achievement is the generally the term of pedagogically which is being used for the determination of learners and their success in the regular and formal education and this formal education can be accessed via the examination, tests, self reports researches rating and son many others factors or the components which directly influences. The [12] reported that the poor educational department cannot play an important and satisfactory performance for the psychological and educational development because these types of department cannot give the proper facilities for the settlement of students. According the report of National Policy on Education [13], that the achievement of students is not on the base of high standard facilitation the student just is focused for the getting education in fix way or some fixed pattern are followed. The key of the child future is depending upon the academic achievement and it is becoming competitive term in this global world. For getting education the student passes the different process for the achievement of education the academic achievement is most important goal one of them. These major goals of educational process have great worth every individual is being expected for the performance in the different culture. the adolescent learn the different talent in our society he passes the different mechanism for the completion of his educational matters these components are all important but the academic achievement plays a massive role for the better performance of students [14].

The educational department provide the facilities for the enlargement the capabilities of the students and these facilities groom the students by giving them the psychological, educational, moral, social, and behavioral support so that the student make the clear and better coping strategy for living in this global world. Perspective the academic achievement is accessed and measured by the teachers by taking the assessment, tests, skilled development, school subjects so that obtained marks of the students can be defined the academic achievement of students. The achievement might be different from the one student to another students remaining the subjects and the cause of this achievement also differ from student to student the external factor likewise psychological. Physiological, social, economical, moral and ect can be the cause for the failure of academic achievement of students [15].

Academic achievement has vital importance the specifically in the social culture, economical status it has great worth for the settlement in our society the educational department has organized chain of command which is on the base of the performance of the students and his educational achievement .the performance of the educational department and the process of selection of the education department may differ ,keeping the criteria of the performance of student on educational grounds and the other characteristics of the students and also provide the more facility so that the student can enlargement of his educational program. For the getting of higher education the lot of students approaches the educational department for getting education and its reality that some of students get the exception rate by achieving the education. The main and vital aim of educational department for the achievement of the students. It is important to note that some students cannot get educational success even they got failure at their primary stages; there are so many external factors. Psychological, physiological social, moral may influences on their personality [16].

1.4 Decision Making Style (DMS)

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Decision Making is the process of choosing between two or more alternatives. Individuals make choices based on their personal preferences, values, and goals. Every decision has an outcome and involves risk. Beaker defines the decision making the action of any human commence for the performing the movement in spite of the others and the between the alternative activity of any activity at a little stage the other options are not provide so some come into view for the problems of persons [17]. The decision activity is the considerably normal when this takes report of potential and constraints of the given location and for recognizing or boosts [18].

Decision defines some criterion about decision making. Decision must be an effectual answer of any situation which the production of any possible way and the efficacy should be liked on intelligent but not on luck the decision making is the steps and way, that process can be appraisal of the outcomes and meaning and another lines for the conduction [19].

Decision Making is process of the organization which complete for the solving harms and for the circumstances and handling crises and for the solving conflict with the intention for the foreseeable. The decision making so that of the planning. The impression for the decision making engagement for the defining for the problem the finding the evaluation and the choose course for the action. [20].

The term the decision making has been distinct as a development for the judging a variety of accessible the alternative and the thinning down the selections for a location one. The decision construction for the conscious and the human procedure for the involvement for the both personality and the community the phenomenon and the based for the factual principles which bring to a closes and a choice for the behavioral the movement from the among for the through the meaning of moving for on the way to preferred for the affairs [21]. The decision making for the process of identifying and the choosing and alternative course for the accomplishment in a behavior suitable for insist of the circumstances. The acting for choosing the involve that how unconventional way of the action must be ponder for the weeded out [22].

The entirety decisions for the made of a family for the determining what kind of the life it seeks for it will realize of the existence preferred and the relations for the control of the life and the notion of the external armed forces. The standards and the goals and which encourage for the judgment the characterize the participation for the administrative subsystem when the decisions. The introduced for the family members who either as persons the collection for the functions for the decision maker. Moreover, the family provides the human for the supplies such as knowledge intelligence, judgment for the decision making. The surrounding for the providing for the both supplies and limit and the must be considered for the decision making. The development itself is the action constituent for the decision making [23].

The majority of the text believed the firm as an equilibrium model Penrose. Planned a view of the solid the base for the creative reserves and in the collaboration for the corporeal and the human. The Penrose made for the celerity that the possessions not themselves factor of the manufacture so as to the somewhat manufacture of services. The examines the yielded the reserves a meaning of the way in the they are use the faithfully the same the resource for the dissimilar the purposes or in different ways and in combination with different types or amounts of other resources the providence at a different service or set of services the important dissimilarity between supplies and repairs for the and the quite .The hypothetical standpoint of the compacting the education for the organization and meets and mingles the resource based view [24].

1.4 Problem statement

The previous 20 years, especially in business field, emotional intelligence is the vital part for the identification of employees with sentimental skills for the capable of relating with and motivating others [25]. Researchers have proved that emotional intelligence influences success in academic it is of great worth of understand how the emotional intelligence influence on orphan students [26]. The defeat of a love and belonging of parent on children life, their bodily safety, psychological and academic growth and the overall health [27], according to the developmental psychologist Erikson's claims , in the stage of adolescence they facade with the psychosocial crisis of identity vs. role confusion. Near about the 29 % of the youth presented the clinical levels of mental distress and the suicide had enlarged by the 170 % globally in the last two decades up to 2015 (According to the Royal College of Psychiatrists Report). So according to the [28], the rate of education great influence on the decision making and emotional intelligence. In Pakistan every year the number of students get suicide due to academic failure it is important to note that how the emotional intelligence influences on the students [30].

WHO calculated approximately 15,000 in Pakistan committed with suicide and 50,000 to 150,000 people also age 30 years attempted suicide and vast majority .Few months ago, a young NUST graduate, 24-year-old Aziz ended his journey of life due to unemployment. Attempted suicide among young ones is a serious problem. The reason may be the societal pressure, depression, lack of self-confidence, emotional intelligence, poverty, the burden of responsibilities and teenage love [31].

1.5 Objective of the study

1. To find the relationship between emotional intelligence, academic achievement and decision making style of students of SOS Village.
2. To analyses the level of emotional intelligence among students of SOS Village.
3. To examine the level of academic achievement among students of SOS Village.
4. To examine the level of decision making style students of SOS Village.

1.6 Significance of the study

1.6.1 Theoretical Significance

After the following and exploring the style it has come to know that the studies cluster and the character of the changeable mutually the 2000 adolescents students the investigators have gain the capabilities for the showing that the validity for the predicting of the psychological well being. So these kinds of variables have been studied too, these were the part of the specific assembly for the emotional intelligence and association with the social life, accordingly [32]. These kind of group the emotional intelligence signifying for the feelings of emotional intelligence communal with the students of the classroom in the other sense , "the feeling within the cluster and the method of cluster approaches with problems and the abilities which the understanding for the feelings and emotions are being qualified within the classes of the students as it have been explained by an Arantxa Gorostiaga who was the member of UPV/EHU's Qualiker of the research collection. The classroom background separately from the studious contented the adolescents students have acquire the important for the personal and the emotional feelings as they want to safeguard for their future and well-being so it is amazing for the analyzing the pressure of feelings of the gaze assembly of adolescents students . In addition in preceding researches the researchers

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established for the group emotional intelligence is connected for getting the higher stages of the educational presentation [33].

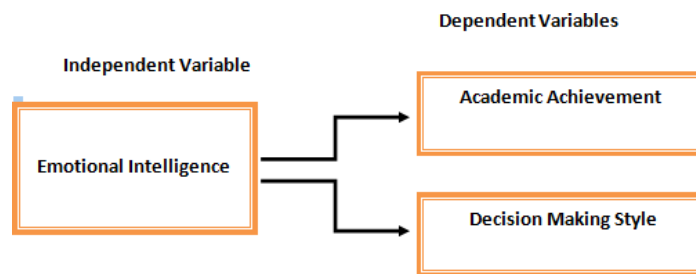
As the accessory of the regard adolescent students there are a lot of revision remaining in the scientific writing of demonstrating that the uneven is a forecaster of the psychological well being. Consequently accessory providing for the protection and it will used for the supporting whenever the students facing the problems so that the fabricating and acclimatize the tools for the diagnostic. The evaluation be one of the strokes of the examiner of the cluster groups they to begin with fashioned for the measurement of the collection of the translated and the emotional intelligence. Most recently present is gossip of the emotional intelligence life form additional significant for the success of the. In actual fact, numerals of the studies have shown that among the components for the success IQ calculate for the only 10–25%.. Such values are flattering more significant these days as of the superior weight being the rest on one’s thoughts and the emotional reserves by these days’ job situation [34].

1.6.2 Practical Significance

The SOS Village, Pakistan is giving the space for the accommodation of Neglected, Orphans and socially unacceptable students the researched have proved that these students have less emotional intelligence, decision making style, and competencies.

Learning member Stephaney a lecturer in the Rotman School of the administration at the further education college of Toronto, understood in a proclamation. However our exploration reveals so as to if they have the emotional intelligence they are protecting on or after these the biases so the emotional intelligence is a word second hand for the psychology for the signal and the ability to identifying the emotions. For the revise and the publishing within the journal of the Psychological Science, the members conduct for the several researches for the evaluation that how dissimilar stage of the moving intelligence pressure on the decision making. Goleman write down on his blog that he collects the communication the queries on top of the emotional intelligence on or after a extensive collection of the individuals from doctoral scholar and the train the teachers for the business mentors and the spiritual the academic. The company international is the by means for the concept of the emotional intelligence for the sponsor hiring and the on the increase for their human resources. For the instance the Johnson has found that the divisions of the all-inclusive and the additional winning the executives had stronger affecting intelligence capabilities than their less talented generation [35].

1.7 Conceptual Frame work



1.8 Hypotheses

- H1: Emotional intelligence affects the academic achievement among the students of SOS Village.
H2: Emotional intelligence affects with decision making style among the students of SOS Village.
H3: Emotional intelligence affects with academic achievement and decision making style among the students of SOS Village.

2. Research Methodology

2.1 Research Design

This study is cross sectional in the manner, as the participants approached for single time. The quantitative study used a set of questionnaires for collection of data on the variables emotional intelligence, academic achievement and decision making style. In fulfilling the research objectives, this empirical study investigated the relationship between emotional intelligence, academic achievement and decision making style of SOS Children Village. Quantitative methodology is used for systematic and empirical investigation of quantitative phenomena and properties as well as the relationship between variables. It uses quantitative measures and is favored in an empirical study for testing hypotheses.

2.2 Population

The population for this study constitutes the students those study in SOS Village in Punjab, Pakistan. The Punjab province having population of more than 110 million which is male, 51.36% & female is 48.6 % of the total population of Pakistan and demographic information is the representative of whole Pakistan in characteristics [34]. The province of Punjab is the largest province of Pakistan with 11 SOS Village (<https://www.SOS.org.pk>). Considering the time constraint and resources limitation for this research and the large area of Pakistan, this study was limited to Punjab province only. The sample size for this study was based on Morgan table.

Initially, the sample was consisted of 265 SOS Village Schools both male and females students of SOS Village of Punjab (Sargodha, Rawalpindi, Lahore). As a result of review, a total of $N = 20$ individuals ($N = 8$ men & $N = 15$ women) who left most of the items of the questionnaire blank (at least 5 % of the items) were excluded from the data set. One questionnaire took time 15 to 20 minutes. Those questionnaires which were deposited immediately were properly checked and investigated. Age ranges of the participants were 12 to 20 years and their educational level from Intermediate to onward. Demographic form measured the age, education, and occupation.

2.3 Sampling Techniques

A non-probability sampling method was followed in the study with convenience sampling and purposive sampling due to the large sample size needed in light of the limitations of time and level of accessibility to the population. Thus, the respondents i.e. SOS Village students selected on the foundation of the availability and the enthusiasm for the contribution in the study.

2.4 Apparatus or Measures

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An indigenous scale was developed for measuring psychosocial the variables. The scales consisted of 31,19 and15 items respectively. *Five point rating scales were used i.e. 1= " Strong Disagree 2=" Disagree ", 3=" Neutral ".4= " Agree 5=" Strongly Agree "Cronbach alpha of E.I is .92, A.A is .91 and D.M.S is .82, the scale has high internal consistency. Data were analyzed through SPSS 21. Version for analysis the variables*

2.5 Data collection Procedure

After getting the permission from concern authorizes data has been collected through filling of questionnaires of Likert scale by the respondents during personal visit of the researcher. In placement with the morals values the persons those participating were asked to the make available learned consent they were approached by the researcher in their SOS Village give details the nature and reason of the revise, showing them for the endorsement letter from the concern Authority. Participants were thanked in the end for giving their information and time and also their cooperation. No compensation was paid to the participants in this study, as all participants were personally willing to contribute in the study.

2.6 Measurements

This study used cross-sectional survey technique in which questionnaire was used as an instrument. This study adopted a self-administered survey method in which questionnaires were given out to respondents for further response.. Schutte Self-Report Emotional Intelligence Test (SSEIT), Academic achievement rating scale and Problem Solving/Decision Making Scales were used for data collection according to the need of the study.

Table 1 Measurement Components.

Construct	Items	Type of variable	Reliability	Source
Emotional Intelligence	33	Independent variable	.77	Dr. Nicola Schulte, 1998
Academic Achievement	19	Dependent variable	.76	George J. DePaul,1991
Decision Making Style	15	Dependent variable	.75	Darden, C. A., Gunter, E. J.

2.7 Ethical Concerns

In this study ethical consideration was a particularly significant when the considering the problems are related for sharing of the data, co-authorship, copyright strategy, privacy, and several additional issue. Participation was voluntary bases this was made clear to all contributors of this study and was knowledgeable the previous for the finishing the survey the participant was known the chance to assessment and the symbol an conversant permission from the prior for the participating and the persons who might not wish to get the division in the study they

were inquired for the returning the survey and therefore it had no more compulsions for this study. Society norms were followed.

3. Research Results

Table 2. Frequency and the percentage of contributors (N = 265).

Demographic variables	<i>f</i>	%
Gender		
Male	138	52.1
Female	127	47.9
Class		
8th	24	9.1
9th	79	29.8
10th	74	27.9
11th	55	20.8
12th	33	12.5
Total	265	100.0

Table 2 demonstrates the percentage of the students and the frequency with deference to gender and family system. The male students ($f = 138, 52.1\%$) is greater in amount as contrast to the female students ($f = 127, 47.9\%$). Students belonging to 10th class were greater ($f = 74, 27.9\%$), than other classes i.e. 8th ($f = 24, 9.1\%$), 9th ($f = 79, 29.8\%$), 11th ($f = 55, 20.8\%$) and 12th ($f = 33, 12.5\%$).

Table 3 Psychometric properties of Emotional Intelligence, Academic achievement and Decision Making (N = 265)

Variables	<i>n</i>	<i>M</i>	<i>SD</i>	α	Range		Skewness	Kurtosis
					Potential	Actual		
Emotional Intelligence	265	102.6	13.1	.77	32-160	55-132	-.79	2.2
Academic Achievement	265	62.6	8.7	.76	19-95	36-77	-.68	.27
Decision Making Style	265	42.8	5.8	.75	15-75	23-53	-.61	1.2

Table 3, shows psychometric properties of emotional intelligence, academic achievement and decision making style. The reliability analysis indicate that the reliability coefficients of emotional intelligence, academic achievement and decision making style scale are .77, .76 & .75 in that order which designates acceptable interior stability amongst the study variables the costs of

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skewness and kurtosis for the emotional intelligence, academic achievement and decision making style scale are less than 1 which indicates that university normality is not problematic.

Table 4 Pearson correlation among Emotional Intelligence, Academic Achievement and Decision Making style (N =265)

Variables	1	2	3
Emotional Intelligence	-	.18**	.14*
Academic Achievement		-	.88***
Decision Making Style			-
* $p < .05$, ** $p < .01$, *** $p < .001$			

Table 4, shows Pearson correlation among emotional intelligence, academic achievement and decision making style. The findings point out that emotional intelligence has significant positive correlation with the academic achievement ($r = .18, p < .001$) and decision making style ($r = .14, p < .05$). Similarly academic achievement has positive correlation with the decision making style ($r = .88, p < .001$).

Table 5 Linear regression analysis showing the effect of emotional intelligence academic achievement (N=265).

		Outcome: Academic Achievement
		95 % CI
Predictors	Model B	<i>LL, UL</i>
Constant	42.03***	[31.66,52.37]
EI	.21***	[.11,.31]
R^2	.78	
F	17.98***	
*** $p < .01$		

Table 5 Linear Regression analysis is calculated with the emotional intelligence as predictors and the academic achievement style as outcome variable. The R^2 value of .78 indicates that 78% variance in the decision making style can be accounted for, by the predictors with $F(3, 261) = 17.98, p < .001$. The findings indicate that emotional intelligence on academic achievement ($B = .21, p < .001$) have significant positive effect on academic achievement among SOS students.

Table 6 Linear regression analysis showing the effect of emotional intelligence on Decision making style (N=265).

		Outcome: Decision Making Style
		95 % CI
<i>Predictors</i>	<i>Model B</i>	<i>LL, UL</i>
<i>Constant</i>	31.43***	[32.14,46.02]
<i>EI</i>	32.12***	[.03,.10]
<i>R²</i>	.67	
<i>F</i>	16.82***	

In Table 6 linear Regression analysis is calculated with the emotional intelligence, academic achievement as predictors and the decision making style as outcome variable. The R^2 value of .78 indicates that 78% variance in the decision making style can be accounted for, by the predictors with $F(3, 261) = 11.07, p < .001$. The findings indicate that emotional intelligence ($B = 32.12, p < .001$) have significant positive effect on decision making style among SOS students.

4. Conclusions

The study was conducted among 265 SOS students to assess the relationship among emotional intelligence, academic achievement and decision making style. Informed consent was taken before the data collection, with permission from the organization. Data were coded and entered in SPSS for further analysis. Different statistical analysis was done through SPSS including descriptive analysis, correlation analysis, and regression analysis. Result indicated that there was positive relationship among all three variables. Gender differences were assessed for emotional intelligence, academic achievement and decision making style. If certainly it turn out that the emotional intelligence does play an important role for the identifying the well prepared SOS Village students it might be possibly as the part of the conventional permission procedure or in the case of community schools a different supply for supporting student diligence and if the testing students for emotional intelligence and the identifying the afterward of as long as the essential education or the training the results in elevate the preservation speed then the organization has done a enhanced job in the figure the serving of academic achievement and decision making style .

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