Emotional Intelligence and Its Relationship with Academic Achievement and Academic Specialization
A Field Study on a Number of First Year Students at Damascus University

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Abstract

The aim of the present study was to investigate the differences among first year students at Damascus University of different scientific and literary specializations (medical sciences, engineering sciences, legitimate and legal sciences, education and psychology, literature and human sciences) on Shutte Emotional Intelligence Measure (SEIM). The study also aimed at exploring the nature of the relationship between academic achievement level and emotional intelligence of those students. The study was applied to a sample of (200) first-year students (100 males, 100 females) residing in Basel Al-Assad University Dorm. The study used both Shutte Emotional Intelligence Measure (SEIM) standardized in the Syrian environment by the researcher (Mikhail, 2008), and academic score records. The study findings showed that there were statistically significant differences between students of scientific specializations (medical sciences, engineering sciences) and students of theoretical specializations (legitimate and legal sciences, literature and human sciences) on emotional intelligence variable. The difference was in favor of the theoretical specializations. The findings also indicated that emotional intelligence variable as measured by Shutte measure is not a strong predictor of academic achievement according to university students' school records of the secondary certificate. The findings were explained in light of the field reality, as well as by comparing them to the results of previous studies similar to the present one in some of their aspects. The study has proposed at some suggestions derived from its findings.#

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