

## ABSTRACT

This cross-sectional study across three academic years of B.A/B.SC (Hons.) degree in university, examined the relationship between students' emotional intelligence and their academic performance using both trait and ability measures of emotional intelligence. The Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT) and the Bar-On Emotional Quotient Inventory (EQ-i) were used to predict academic performance of 531 students (Males=196, Females=335) with mean age of 20 years. Local consensus key based on Pakistani students' data was developed for the scoring of MSCEIT. Students' end of the year GPA was used as an index of academic performance. High school marks were used as a crystallized ability factor, which correlated more with MSCEIT than EQ-i. Both measures of EI MSCEIT and EQ-i were not correlated with each other confirming different conceptualization of these EI measures. Prediction of academic achievement was investigated in natural sciences and social sciences students. Step-wise regression analysis showed that next to high school marks (cognitive factor), MSCEIT explained more variance in the academic performance of social sciences students consistently and progressively across three years ranging from 16% to 24%. Further ANOVA analysis strengthened this finding by showing that students getting high scores on MSCEIT were also high scorers on GPA. Gender differences were found in scores of both EI scales. Role of parent's education and family income was also significant in influencing emotional ability scores.