

ABSTRACT

The present study was designed to investigate the relationship of emotional intelligence with academic achievement and social competence in low and high achievers students of first year. A stratified sample comprised 200 students of First year (115 high achievers and 85 low achievers) .The sample contained equal ratio of girls and boys with the age range 15-19 years. ($M = 17.3$, $SD = .82$). The data were collected from four colleges of Lahore, GCU and MAO College for boys and KC and APWA College for girls. The assumption was that emotional intelligence will be positively related to the academic achievement and social competence. Gender differences and socioeconomic class difference were also assumed to play role in emotional intelligence and academic achievement. BarOn Emotional Intelligence inventory (Bar-On & Parker, 2000) was used to measure emotional intelligence and Interpersonal Social Competence Questionnaire (Buhrmester, Furman, Wittenberg, & Reis, 1988) was used to assess the social competence. The results indicated that emotional intelligence as the primary predictor of academic achievement and vice versa. Social competence showed non-significant effect in predicting emotional intelligence and academic achievement. Demographic variables like school of HSS examination, type of colleges, socioeconomic status and subjects of choice proved to be substantially significant in determining the academic achievement and emotional intelligence. Interestingly gender did not show any contribution in academic achievement as well as the emotional intelligence. The findings highlight the strong association of emotional intelligence with the academic performance suggesting that emotional intelligence is more related to measuring cognitive ability than social competence. However it is necessary to replicate these findings in a larger and more heterogeneous sample of students.